M.SC. (SCIENCE AND TECHNOLOGY COMMUNICATION)

PROGRAMME OBJECTIVES:

- To communicate science and technology through print media, electronic media and traditional media.
- To inculcate scientific temper through communication for development.
- To develop critical thinking about the media and its processes.
- To learn and practise how to undertake media research.
- To help students move from being users of communication devices to understanding general communication principles and appreciating opportunities and problems that come with these technologies.
- To undertake field programmes for demonstrating innovative ideas of science popularization, outreach and extension activities.

PROGRAMME OUTCOMES:

- The student should be able to use the skills in the industry – be it television channels, information technology, public relations, or corporate communication.
- The students should be able to produce content independently for the media.
- The students should be able to simplify technical content in simple language and multimedia as part of technical communication.
- The students should be well-equipped to be media teachers and researchers.
- The students should be equipped with lots of soft skills required of many of the managerial and high-profile jobs.
- The students should be able to develop scripts, films, video and radio programmes, books, slide sets, etc., on selected areas of science. The student should be able to facilitate dialogue and eventually empower people by using information in a practical and useful way.

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UNIVERSITY DEPARTMENTS

I TO IV SEMESTERS OF CURRICULUM AND SYLLABUS

REGULATIONS 2013

M.SC. SCIENCE AND TECHNOLOGY COMMUNICATION

SEMESTER I

Sl. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	SC8101	Environmental Communication	3	0	0	3
2	SC8102	Technical Writing – I	3	0	0	3
3	EA8151	Communication Theories and Models	3	0	0	3
4	EA8152	Radio Production	3	0	0	3
5	EA8153	Reporting and Writing	3	0	0	3
PRACTICAL						
6	SC8111	Technical Writing Lab	0	0	4	2
7	EA8161	Radio Production Lab	0	0	4	2
8	EA8162	Reporting Skills Lab	0	0	4	2
		TOTAL	**15**	**0**	**12**	**21**

SEMESTER II

Sl. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	SC8201	Media Management	3	0	0	3
2	SC8202	Professional Photography	3	0	0	3
3	SC8203	Technical Writing – II	3	0	0	3
4	EA8251	Communication for Development	3	0	0	3
5	EA8252	Television Production	3	0	0	3
PRACTICAL						
6	SC8211	Photography Lab	0	0	4	2
7	EA8261	Communication for Development Lab	0	0	4	2
8	EA8262	Television Production Lab	0	0	4	2
		TOTAL	**15**	**0**	**12**	**21**

SEMESTER III

Sl. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	SC8301	Media Creativity	3	0	0	3
2	SC8302	Multimedia and Graphics	3	0	0	3
3	SC8303	Science Fiction and Scientific Films	3	0	0	3
4	EA8351	ICT for Development	3	0	0	3
5	EA8352	Media Research	3	0	0	3
PRACTICAL						
6	SC8311	Creativity Lab	-	-	-	2
7	SC8312	Multimedia and Graphics Lab	0	0	4	2
8	SC8313	Summer Internship	0	0	4	2
		TOTAL	**15**	**0**	**8**	**21**

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SEMESTER IV

Sl. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1		Elective I	3	0	0	3
2		Elective II	3	0	0	3
INTERNSHIP AND RESEARCH PROJECT						
3	SC8411	Internship	0	0	12	6
4	SC8412	Research Project	0	0	12	6
		TOTAL	**6**	**0**	**24**	**18**

TOTAL CREDITS: 81

Sl. No.	COURSE CODE	ELECTIVES (THEORY)	L	T	P	C
1	SC8001	3D Animation	3	0	0	3
2	SC8002	Communicating Climate Change	3	0	0	3
3	SC8003	Corporate Communication	3	0	0	3
4	SC8004	Documentaries and Short Films	3	0	0	3
5	SC8005	Educational Broadcasting	3	0	0	3
6	SC8006	Electronic Journalism	3	0	0	3
7	SC8007	Health Communication	3	0	0	3
8	SC8008	Media and Disaster Management	3	0	0	3
9	SC8009	Web Media	3	0	0	3
10	SC8071	Social Purpose Advertising	3	0	0	3
11	SC8072	Themes and Methods for Message Design	3	0	0	3
12	SC8073	Water and Sanitation Awareness	3	0	0	3
13	EA8071	E-Content Creation	3	0	0	3
14	EA8072	Peace Journalism	3	0	0	3
15	EA8073	User Experience Design	3	0	0	3

SC8101 **ENVIRONMENTAL COMMUNICATION** **L T P C**
3 0 0 3

OBJECTIVES:

- To know the implications of the Environmental (Protection) Act, 1986.
- To know about various natural resources and their associated problems.
- To find ways to tackle the issue of environment versus development in the media.

OUTCOMES:

- To make the students understand the inter-disciplinary nature of environmental studies.
- The students will be able to understand the uses and conservation of natural resources.
- To gain knowledge on the importance of media and sustainable development.

UNIT I NATURE OF ENVIRONMENTAL STUDIES 9

Definition – Ecology, environment – Scope and importance – Different eco-systems – Interdisciplinary nature of environmental studies – Need for public awareness – The Environmental (Protection) Act, 1986 – Coastal Regulation Zone, 2011.

UNIT II NATURAL RESOURCES AND ASSOCIATED PROBLEMS 9

Forest resources: deforestation, mining, dams and their effects on forests and tribal people – Water resources: use and over-utilization of surface and groundwater, floods, drought, conflict over water – Mineral resources: environmental effects of extracting – Food resources: Food security, changes caused by agriculture, fertilizer-pesticide problems – Energy resources: renewable and non-renewable energy, alternative energy – Land resources: land degradation, human-induced landslides, soil erosion and desertification – Sustainable lifestyle.

UNIT III ENVIRONMENTAL POLLUTION 9

Definition – Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, nuclear hazards – Solidwaste management: causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies.

UNIT IV SOCIAL ISSUES AND ENVIRONMENT 9

From unsustainable to sustainable development – Urban problems related to energy – Water conservation, rainwater harvesting, watershed management – Resettlement and rehabilitation of people – Environmental ethics – Climate change, global warming, acid rain, ozone layer depletion, sea level rise – Nuclear accidents and holocaust – Wasteland.

UNIT V ROLE OF MEDIA 9

Science, technology and environment – Major environmental production bodies and institutions in India and abroad – Development and environment – Designing environmental media programmes – Use of media for environmental messages – Moving from peripheral environmental coverage to holistic coverage – Media in environmental management.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Scott R. Brennan and Jay Withgott. Environment: The Science Behind the Stories, 2003.
2. Chris Park. The Environment: Principles and Applications, Routledge, UK, 2001.
3. J.V. Vilanilam. Development Communication: Implementation of the Millennium Development Goals in India, Sage, New Delhi, 2009.

REFERENCES

1. Norman Lee (Ed.). Environmental Assessment in Developing and Transitional Countries: Principles, Methods and Practice, John Wiley and Sons, UK, 2000.
2. N. Luhmann. Ecological Communication, Chicago University Press, Chicago, 1989.
3. Robert Cox. Environmental Communication and Public Sphere, Sage, New Delhi, 2006.
4. Edmond H. Weiss. Writing Remedies: Practical Exercises for Technical Writing, Universities Press, Hyderabad, 1990.

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SC8102 **TECHNICAL WRITING – I** **L T P C**
3 0 0 3

OBJECTIVES:

- To impart skills for researching for different types of audience.
- To know how to go about writing a technical report.
- To understand issues concerning patenting.

OUTCOMES:

- To develop an understanding of the unique features of technical writing.
- Students will be introduced to various forms of scientific writing.
- To make the students communicate technical information to non-experts.

UNIT I UNIQUENESS OF TECHNICAL WRITING 9

Unique features of technical writing – Scientific & Technical writing & Creative writing – Technical writing as profession – Audience awareness – Technical vocabulary – Content – punctuation – Unity, coherence and logic in writing.

UNIT II SIMPLIFYING INFORMATION 9

Analyzing, classification, partition, formal definition, informal definition, expanded definition – Describing and illustrating: General vs specific description – Communicating technical information to non-experts.

UNIT III RESEARCHING 9

Research paper writing – Researching and abstracting – Basic types of research, original research, searching the literature, researching for different audiences – Plagiarism – Documentation – Writing for scientific journals – Thesis writing & assignments.

UNIT IV ORAL COMMUNICATION 9

Participating in conferences – Presenting research papers: oral presentation with powerpoint presentation – Speaking to large audiences – Organizing the speech – Paper presentation.

UNIT V PROJECT PROPOSALS 9

Research proposals, Request for proposals, business proposal – Basic types of technical writing – Formal report: justification report, progress & related report – Proposals: research / project – Dissertation writing: chapterization, references, etc. Presentations: talk, Interview, Group discussion – Body language – Narrating skills.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Kenneth W. Houp. Reporting Technical Information, Oxford University Press, USA, 2006.
2. Meenakshi Raman and Sangeeta Sharma. Technical Communication: Principles and Practice, Oxford University Press, New Delhi, 2011.
3. Philip Rubens. Science & Technical Writing: A Manual of Style, Routledge, New York, 2004.

REFERENCES

1. R.R. Jordan. Academic Writing Course, Nelson, Hong Kong, 1990.
2. Christopher Turk and John Kirtman. Effective Writing: Improving Scientific, Technical and Business Communication, Spon Press, UK, 1989.
3. Craig Harkins and Daniel L. Plung. A Guide for Better Technical Papers, IEEE, New York, 1982.
4. S.P. Dhanavel. English and Communication Skills for Students of Science and Engineering, Orient BlackSwan, Chennai, 2011.
5. Barry J. Rosenberg. Technical Writing for Engineers and Scientists, Pearson Education, U.S., 2005.
6. M. Ashraf Rizvi. Effective Technical Communication, Tata McGraw-Hill, New Delhi, 2005.

EA8151 COMMUNICATION THEORIES AND MODELS L T P C
3 0 0 3

OBJECTIVES:

- To understand the importance of the development models with respects to communication.
- To understand the importance of the communication models.
- To find ways to tackle the issue of development via media in India.

OUTCOMES:

- To familiarize the students with the theories and models of communication for development.
- To make students understand the role of communication for development.
- To get students introduced to community media and folk media.

UNIT I COMMUNICATION 9

Communication: Definition, elements – Nature and process of human communication, functions of communication – Kinds of mass communication; history and communication today – Landmarks in mass communication – Scope of Science Communication – Popular communication down the ages.

UNIT II THEORIES AND MODELS OF DEVELOPMENT 9

Definition – Nature and concept of development – Indicators of development – Issues and sub-issues of development – Emergence of development theories and issues since the 1940s – Expansion of the Marshall Plan to parts of the world beyond Europe – Dominance of economic growth – Old and alternative paradigms of development: Interdependent model, Dependency model, Basic Needs Model, Decentralization model, Technology model, participatory models, etc – Bandura's Social Learning Theory – Contemporary development issues and strategies – Gap between developed and developing societies – Communication perspective on development.

UNIT III THEORIES AND MODELS OF COMMUNICATION 9

Development of communication models from powerful, moderate and limited effect models: Models of Aristotle, Shannon and Weaver, Dance, Harold Lasswell, Osgood, Wilbur Schramm, George Gerbner, Westley and MacLean, Gatekeeping, Convergence Model, Manufacturing Consent – Two-step flow theory – Theory of Cognitive Dissonance – Concepts of selective exposure, selective perception and selective retention – Cultivation Theory – Agenda Setting Theory – Uses and Gratification Theory – Mass Society Theory – Media Ecology – Normative theories: Authoritarian, Libertarian, Social Responsibility, Developmental and Democratic Participant.

UNIT IV ROLE OF COMMUNICATION IN DEVELOPMENT 9

Social systems and media responsibility – Philosophy and influence – Role of communication in Family Welfare, National Integration, Green Revolution, Uplift of weaker sections, Education and literacy, Pulse Polio, Global Warming, Pollution, urbanization, population migration, rural development, etc. – Problems and impact of urbanization and NREGA, RTI etc. – Kheda & SITE projects – UNESCO's Millennium Development Goals – Effective communication strategy for development.

UNIT V COMMUNITY AND FOLK MEDIA 9

Mid media – Traditional media: puppetry, theatre, street plays, folk songs, folk dance, jatha, music, road shows, etc. – Case studies of community approaches – Plan, implement, and evaluate various community mobilization efforts using proven tools of community-led approaches to development – Interpersonal and small group approaches: Large group approaches, Buzz Techniques, Advocacy approaches, Capacity building approaches – Traditional media for development – Traditional and modern media as vehicles of inter-cultural communication.

TOTAL: 45 PERIODS

Attested

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TEXTBOOKS:
1. Jan Servaes. Communication for Development and Social Change, Sage, 2008.
2. Denis McQuail. Communication Models, Sage Publications Ltd, 2005.
3. Paolo Mefalopulos. Development Communication Sourcebook: Broadening the Boundaries of Communication, World Bank, 2008.
4. Arvind Singhal and Everett M. Rogers. India's Information Revolution: From Bullock Carts to Cyber Marts, Sage, New Delhi, 2001.
5. Keval J. Kumar. Mass Communication in India, Jaico, New Delhi, 2000.

REFERENCES:
1. Colin Sparks. Globalization, Development and the Mass Media, Sage Publications, London, 2007.
2. Graeme Burton. Media & Society Critical Perspectives, Tata McGraw-Hill, New Delhi, 2010.
3. John D.H. Downing (Ed.). Encyclopedia of Social Movement Media, Sage Publications, London, 2011.
4. Ghanshyam Shaw. Social Movements in India: A Review of Literature, Sage Publications, New Delhi, 2004.

EA8152 RADIO PRODUCTION L T P C
3 0 0 3

OBJECTIVES:
- To train the students in recognizing various audio aesthetics.
- To understand basic audio recording techniques.
- To familiarize the fundamentals of audio and post-production techniques with more emphasis on advanced optional techniques.

OUTCOMES:
- To familiarize the students with different radio programming formats.
- To make students understand the principles of production management.
- To get students introduced to the innovative developments in radio communication
.

UNIT I HISTORY OF RADIO 9
Radio in today's media scenario: Introduction to acoustics – Acoustic principles – Psychoacoustics – Different kinds of studios – Evolution of radiobroadcast formats – Principles of sound – The educated ear – Varieties of Microphones – The broadcast chain – Recording & Transmission systems – Modulation (AM & FM) Antennas, Receivers, Amplifiers, Multi-track recording technique: Mono, Stereo, Recording & Editing Consoles – OB Van.

UNIT II RADIO FORMATS 9
Scripting for radio: The spoken word / Interviews / Discussions / Symposia – Radio plays / Radio Features & Documentaries / Radio News / Music on radio / Radio commercials, Special audience programmes on radio – Programme for children, women, youth, senior citizens, rural folk, industrial workers, defence personnel – Develop competences in areas such as script materialization – Approach angles – Quality and variety of magnetic records.

UNIT III PROGRAMME ANALYSIS 9
Discourses as a function of each radio broadcast type: Radio broadcast styles depending on the epoch or the season of the year – Analysis of existing formats – Its form and contents as a distinctive characteristic of certain radio styles: News, interview, reportage, debate, open line, entertainment, opinion – Characteristics and goals: Functions of sound with respect to speech, special effects and music – Strategies in designing sound.

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UNIT IV PRODUCTION MANAGEMENT 9

Principles of production planning and course of production: Pre-production, Production and Post-production – Management of personnel – Improve work team leadership ability in studio environment – Financial and technical resources – Budgetary planning – Control – Direct and Indirect costs – Draw up a work plan to identify all technical, human and physical needs at logistic and budgetary level for radio production: Subject – Research – Conducive and Non-conducive production conditions.

UNIT V INNOVATIONS IN RADIO COMMUNICATION 9

Field recording – Live recording – Final editing and mastering – Science Fiction on the radio – Audio Design – Creating multi-sensory images for the mind – Information service programmes on radio – Disaster coverage news bulletins – Emergency management – Community radio – Satellite radio – Local radio – Campus radio – Private FM radio stations.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Robert McLeish. Radio Production, Focal Press, 2005.
2. Carole Fleming. The Radio Handbook, Routledge, 2002.
3. Jan Maes and March Vereammen. Digital Audio Technology, Focal Press, 2001.

REFERENCES:

1. Tim K. Wulfemeyer. Beginning Radio: TV News Writing, Surjeet Publications, Delhi, 2005.
2. Carole Fleming. The Radio Handbook, Routledge, 2002.
3. Esta De Fossard. Writing and Producing Radio Dramas, Sage Publications, New Delhi, 2005.
4. Paul Chantler and Peta Stewart. Basic Radio Journalism, Focal Press, 2003.
5. Carl Hausman, Philip Benefit and Thewis B. O'Donnell. Modern Radio Production: Programming and Performance, Cengage Learning, 2009.
6. Standing R. Alten. Audio in Media, Wadsworth, Cengage Learning, 2011.
7. Louie Tabing. How to Do Community Radio: A Primer for Community Radio Operators, UNESCO, 2002.

EA8153 REPORTING AND WRITING L T P C
3 0 0 3

OBJECTIVES:

- To know the basic principles, characteristics of journalism and writing the news accordingly.
- To develop news concept and the critical thinking skills to recognize when news lacks fairness and credibility in reporting.
- To develop an understanding on the ethics in news reporting and writing.
- To understand the concept of social development through journalism.

OUTCOMES:

- To get students introduced to the functioning of news media organizations.
- To develop practical skills in reporting and writing for different media.
- To familiarize the students with print and broadcast journalism.

UNIT I PRINCIPLES AND CHARACTERISTICS JOURNALISM 9

Definition – Meaning and scope of journalism – Fundamental values and principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, minimizing harm, and justice – Functions – Western and Eastern approaches – Various characteristics – Role of Journalism in democratic society.

UNIT II REPORTING AND NEWS GATHERING **9**

News gathering techniques – Types of sources – Credibility – Identifying, establishing and maintaining contacts – Confidentiality – Beat: Types of beats, Skills required for the various beats – Follow-up the stories – Brainstorming – Story Idea – Story mapping – Deciding story angle and approach – Research – Interesting techniques – Story board – Idea for Features and News Documentary – News values / Nose for news – Criteria, factors of news worthiness: proximity, immediacy, relevance, timeliness.

UNIT III WRITING AND EDITING **9**

Basics of news writing – Structure of news – Formats of news writing – Headlines, byline, dateline, leads, content, ending of news – Types of news: Standard News, Features, Analysis, Column, Editorial – Placing the key words – Developing the story – News editing – Quotation, Attribution, Spelling, Punctuation, Abbreviations, Figures, Hyperbole, Adjectives Editing techniques, Editing Software, Proof reading – In-house journals – Magazines – Reports – Documents Preparation.

UNIT IV FEATURE WRITING **9**

Features – Interview and observation – Different types of features: an extended news story, a human interest story, a personality piece, a backgrounder, etc. – Types of feature leads and endings – Book reviews – Film reviews.

UNIT V NEWS ETHICS, LAW AND SOCIETY **9**

Ethics in news writing and reporting – Freedom of press – Journalistic code of ethics – Limitations – Media controversies – Indian constitutional provisions and laws – Civil and criminal proceedings – Social responsibility of the journalists – News for development, Defamation, Hate speech, Libel, Slander.

TEXTBOOKS:

1. Tony Harcup. Journalism Principles and Practice, Vistaar, New Delhi, 2005.
2. I. Arul Aram and Nirmaldasan. Understanding News Media, McGraw-Hill, Chennai, 2009.
3. M.V. Kamath. The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
4. Bill Kovach and Tom Rosenstiel. The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Crown Publishers, New York, 2001.

REFERENCES:

1. Paul Manning. News and News Sources, Sage Publications, 2004.
2. Robert L. Hilliard. Writing for TV, Radio, and News Media, Thomson Learning, 2005.
3. Antony Friedman. Writing for Visual Media, Focal Press, April 2001.
4. Jan Johnson Yopp and Kathrine C. McAdams. Reaching Audiences: A Guide to Media Writing (3rd Edition), Allyn & Bacon, 2002.
5. Murthy, D.V.R. Developmental Journalism, Dominant Publishers, New Delhi, 2012.
6. Anna McKane. News Writing, Sage, New Delhi, 2006.
7. Tim Harrower. Inside Reporting: A Practical Guide to the Craft of Journalism, Tata McGraw-Hill, New Delhi, 2010.
8. Wynford Hicks, Sally Adams, Harriett Gilbert and Tim Holmes. Writing for Journalists, Routledge, 2008.

SC8111 TECHNICAL WRITING LAB **L T P C**
0 0 4 2

OBJECTIVES:

- To experiment with different media to communicate various social themes.
- To use traditional media such as puppetry or street theatre for social and technical communication.
- To organize a comprehensive social campaign involving the use of diverse media including emergent ones.

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OUTCOMES:

- The students will be able to produce one-act plays.
- The students will have hands-on experience in archiving biographies of scientists and leaders from India and abroad.

TOPICS:

- Just a minute talk
- One-act plays
- Conducting and moderating debates
- Presentation skills
- Posters,
- Narrating skills
- Interview skills
- Presentation skills
- Group discussions
- Biographies of scientists and leaders from India and abroad
- Idioms and phrases

TOTAL: 60 PERIODS

EA8161	**RADIO PRODUCTION LAB**	**L T P C** **0 0 4 2**

OBJECTIVES:

- To learn the techniques of audio mixing consoles.
- To produce audio programmes on various themes.
- To try out various formats of radio programming.

OUTCOMES:

- To make students produce radio programmes of different genres.
- To introduce students to the radio programmes for development of community.

TOPICS:

- Scripting for radio
- Radio jingles
- Radio interviews
- Radio dramas
- Radio features
- Radio documentaries
- Radio quiz
- Discussion programmes
- Game shows
- Special audience programmes
- Radio programmes for development of community
- Radio commercials and PSA
- Radio news

TOTAL: 60 PERIODS

EA8162 REPORTING SKILLS LAB L T P C
0 0 4 2

OBJECTIVES:
- To know the news identification and selection and different formats.
- To understand the values of the news and writing.
- To make the students to conduct the news interviews and programmes.
- To enable students to put into practice the principles of communication they have learnt.

OUTCOMES:
- To get students introduced to various news formats and news styles.
- The students will be able to develop their reporting skills.
- The students will be able to produce newsletters.

TOPICS:
- News identification and news selection
- News formats, news styles
- Headline & lead formation
- Body writing, news finishing
- Feature writing & news documentation
- Sub-editing & proof reading
- Oral presentation
- Interviewing skills
- Talk shows
- Panel discussions
- Debates
- Anchoring techniques

TOTAL: 60 PERIODS

SC8201 MEDIA MANAGEMENT L T P C
3 0 0 3

OBJECTIVES:
- To learn the managerial function of a media organization.
- To rise students to a managerial state of mind and be fully capable of independent decisions, leadership, coordination, and motivation.
- To learn about media laws and ethics.

OUTCOMES:
- The students will be introduced to media concepts and history of media.
- To make the students understand the functioning of various media organizations.
- To develop an understanding of the relationship between advertising and media industry.

UNIT I MEDIA CONCEPTS AND HISTORY OF MEDIA 9

Key concepts relating to different media and their applications – Terminologies used commonly in media – Types of media – Sources of information for media – Source verification for news reporting – Sources of entertainment content and independent production houses – Origin of media – Communication for development – Inventions that helped growth of media – Advents of electronic media – Impact of World Wars on media – Industrial revolution and media boom – Revolution and privatization – New media, mobile and internet.

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UNIT II ORGANIZATIONAL STRUCTURE 9

Organizational structures of various media institutions like TV, radio, newspapers, magazines, internet, mobile telephony and advertising – Functions of different department in a media organization, the various personnel and their roles and responsibilities, skills required for different jobs in a media institutions and ethics involved – Comparison of Western and Eastern media management styles and detailed study of Indian media management – Ownership patterns, proprietorship and proprietors' influence over policies.

UNIT III MEDIA SPONSORSHIP AND ADVERTISING 9

Relationship between industry and media – Interdependence of media and advertising – Sponsorship patterns, vertical and horizontal sponsorships on TV, newspaper space selling – Influence of sponsors and advertisers on content, creativity in media – Advertising agencies and their functions with respect to media – Ethical considerations in advertising creativity – Advertising Standards Council of India (ASCI) – Evaluation of media using theory of uses and gratifications on media, Nielson's rating, TRP, ABC, content assessment and basic audience research techniques.

UNIT IV PRINCIPLES OF MANAGEMENT 9

Basic concepts in management – Application of management concepts to media – Qualities of a manager, skills and qualifications of managers, managerial responsibilities – Goals and challenges of a media organization – Advertising management – Brand management – Theories and models in modern brand management – Theories of management and critical media theories with emphasis on communication and media practices, study of management practices in India and the West – Critical analysis of Asian and American management styles.

UNIT V ETHICS AND LAWS OF MEDIA 9

An overview of laws governing media in India and other countries and a comparison between Indian, British and American media laws – Professional ethics of media organizations, their role in society, impact on development and disaster management – Various ombudsman and intermediary bodies enforcing media laws like INS, Media Council – Case studies and legal rulings – Drugs and Magical remedies Act and other important Acts and laws pertaining to obscenity and defamation.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Alan B. Albarran. Sylvia M. Chan-Olmsted, Michael O. Wirth. (Ed.) Handbook of Media Management and Economics, Routledge, New York, 2005.
2. James Redmond and Robert Trager. Balancing on the Wire: The Art of Managing Media Organizations, Atomic Dog, 2004.
3. Robert G. Picard. The Economics and Financing of Media Companies, Fordham University Press, 2002.

REFERENCES:

1. Gillian Doyle. Understanding Media Economics, Sage, London, 2002.
2. David Croteau and William Hoynes. The Business of Media: Corporate Media and the Public Interest, Pine Forge Press, London, 2006.
3. Peter K. Pringle and Michael F. Starr. Electronic Media Management, Elsevier, 2006.
4. Paranjoy Guha Thakurta. Media Ethics, Oxford University Press, 2009.
5. Kiran Prasad. (Ed.), Media Law and Ethics: Readings in Communication Regulation, B.R. Publishing Corporation, New Delhi, 2008.

SC8202 **PROFESSIONAL PHOTOGRAPHY** **L T P C**
3 0 0 3

OBJECTIVES:

- To recognize the role that the art elements and principles of design play in composing images.
- To learn the craft aesthetically and historically through the study of slides, critiques and readings
- To enable students specialize in any of their interested form of Photography.

OUTCOMES:

- The students will be able to understand the nature of photography.
- To use both natural and artificial lights aesthetically.
- To understand the technicalities in digital photography.

UNIT I NATURE OF PHOTOGRAPHY 9

History of photography – Systems of reproduction of images – The optical system – The analogue system – The digital system – Study of different types of still cameras – Digital cameras – CCD, CMOS – Interchangeable lenses – Angle of view of different lenses – perspective and Lenses – Composition – Shutter speed – Exposure – Depth of field and lenses – The lens and exposure – Importance of correct exposure – Exposure latitude – film speed – ISO – Exposure triangle – "f" number and "t" number.

UNIT II CHARACTERISTICS OF LIGHT 9

Propagation of light – Source, Intensity, Quality, Colour, Direction & Contrast, Exposure and Light meters – The concept of photography as painting with light – Lighting on location – Fill, Reflectors & Flash – Colour temperature – Kelvin scale – Primary and secondary colours – Hue – Saturation – Brightness – Additive and subtractive synthesis – Attributes of colour – Psychological emotions associated with colour.

UNIT III DAY LIGHT AND ARTIFICIAL LIGHT 9

Photographic Daylight – Artificial light sources – Colour temperature matching of artificial and sun lights – Purpose of lighting – 3-point lighting (key, fill and back lights) – Creative lighting techniques – Logic of lighting – Basic Filter theory – Special effects filters – Filter factor – Creative use of filters.

UNIT IV BASIC RULES OF COMPOSITION 9

Different types of composition and its psychological effects – Action, balance, and rhythm in composition – Rule of thirds – Different camera angles and its psychological effects – Creative use of camera angles – Camera and subject movement – Photographic application – Natural photography – Architectural Photography – Press Photography – Sports Photography – Industrial photography – Underwater photography – Wildlife photography – Colour transparency.

UNIT V DIGITAL DARKROOM TECHNIQUES 9

History of film development and its materials – Different types of negative films – Digital basics – Understanding digital colour – Working with Photoshop for photographs.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. O.P. Sharma. Practical Photography, Hind Pocket Books Ltd., 1999.
2. Sidney F. Ray. Applied Photographic Optics, Focal Press (3rd Edition), 2002.

REFERENCES:

1. Ernst Wildi. The Hassel Blad Manual, Focal Press (5th Edition), 2000.
2. Wolfgangg Freihen. Modern Photographic Techniques, J. Bartholomew, 1996.
3. John Child. Photographic Lighting, Mark Galler (3rd Edition), Focal Press, 2008.

Attested

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SC8203 **TECHNICAL WRITING – II** **L T P C**
3 0 0 3

OBJECTIVES:

- To create scientific communication based on data / content collected from scientists.
- To communicate expert knowledge to non-experts.
- To acquire the necessary language and style to develop content.
- To communicate in a way that accommodates technology to the user.

OUTCOMES:

- To develop an understanding of the effective writing required for science publications.
- To familiarize the students in writing for engineering fields.
- To make the students understand the nuances behind different fields like environment, healthcare and IT Industry.

UNIT I SCIENCE WRITING 9

Writer/Editor for science publications – Trainer or independent writing consultant (freelancing) – Teach effective writing: set the style and format – Presentation of data in the clearest possible way – Preparing manuals and brochures – Developing courses for corporate companies and scientific writers as part of continuing education.

UNIT II WRITING FOR ENGINEERING FIELDS 9

Technical communicator – Technical editor/writer – Documentation analyst, developer, engineer, specialist – Information analyst, marketing writer – Multimedia developer – Online information developer – Proposal specialist – Graphic artist – Communication manager – Publication Manager – Publication supervisor – Trainer – Developing, designing and managing print, non-print and multimedia-based technical material in support of engineering and engineering-related industries.

UNIT III WRITING ON ENVIRONMENT 9

Environmental educator – Environmental journalist – Proposal writer – Grant writer – Public information officer – Regulatory compliance specialist – Identifying information needed by the audiences to understand the environmental protection or natural resources management issues and provide that information in understandable, accurate and interesting ways.

UNIT IV MEDICAL AND HEALTHCARE 9

Medical writer – Freelance writer – Author's editing – Copy editor, proof reader, medical journalist, medical meeting reporter, etc – Write, edit or manage publication of scientific manuscripts, articles, books – Documentation for medical equipment or medically-directed computer programs – Newsletters, journals – Manage medical projects and publications – Medical transcription – Writing manuals, literature and pamphlets for pharmaceutical industry.

UNIT V COMPUTER INDUSTRY 9

Software documentation using IEEE standards – Other types of software documents like configuration manuals, installation manuals, quick startup guides, functional and marketing specs, etc – Basic study of hardware documentation: documents a software – hardware "Integrated system" Eg: Home security system – Networking Documentation: Computer networks, including LAN and WAN – Understand how networks operate, how they are set up and configured, maintained, tested and repaired – Security Access Documentation: To generate user and maintenance guides to explain how to set up and operate these security access systems and cameras.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Jean A. Lutz and C. Gilbert Storms. The Practice of Technical and Scientific Communication: Writing in Professional Contexts, Ablex Publishing, Westport, 1998.
2. Joan van Emden. Effective Communication for Science and Technology, Palgrave, New York, 2001.

REFERENCES:

1. Robert A. Day. Scientific English: A Guide for Scientists and Other Professionals, Oryx Press, USA, 1992.
2. Martin Cutts. The Plain English Guide: How to Write Clearly and Communicate Better, Oxford University Press, USA, 1996.

EA8251 COMMUNICATION FOR DEVELOPMENT **L T P C**
3 0 0 3

OBJECTIVES:

- To understand the role of traditional and modern media in development.
- To discuss various paradigms of social and behaviour change communication (SBCC).
- To learn the Indian experiences in C4D.

OUTCOMES:

- To make the students understand the paradigm shifts in development communication.
- The students will be able to understand the purpose behind creating science museums.
- The students will get introduced to creation of science clubs.
- The students will be introduced to satellite-based initiatives for development.

UNIT I INTRODUCTION TO DEVELOPMENT COMMUNICATION 9

Traditions in development communication – Theories of dominant paradigm – Paradigm shifts in development communication – Dominant paradigm to alternative paradigms – Relevance of participatory approaches – Paulo Freire's contribution to development communication – Social and behavioural change communication – Social norms.

UNIT II COMMUNICATION APPROACHES TO DEVELOPMENT 9

Historical Analysis, effects model, diffusion of innovation. Critical analysis, International dimension of development communication, dependency model, liberation theology and development, indigenous knowledge system, communication strategy for empowerment, Development reporting, development newspapers (eg. Grassroots) and development communication projects. Community Radio – Community TV – Narrowcasting – Cable Radio, Cable TV – Training for extension workers on media awareness.

UNIT III SCIENCE AND DEVELOPMENT 9

Eradication of superstition – Issues such as reproductive rights, public health and entrepreneurship – Science popularization among children – Development of science museums – Science clubs – People's Science movements: Jan Vigyan Jatha, Kerala Sasthra Sahitya Parishad, Tamil Nadu Science Forum, Planetarium – Science City – Quiz – Caricatures – Scientoons – Mid media – Traditional media: puppetry, theatre, street plays, folk songs, folk dance, jatha, music, road shows, etc.

UNIT IV SATELLITE-BASED INITIATIVES 9

Satellite Instructional Television Experiment (SITE) – Educational broadcasts – Telemedicine – Village resource centres and village knowledge centres / information kiosks – Early warning systems for disaster management.

UNTI V SOUTH ASIAN EXPERIENCES AND EXPERIMENTS 9

Indian experiences and experiments in development communication, development initiatives of the union government (DRDA projects, poverty alleviation programmes etc.,) development initiatives of World Bank and initiatives of NGOs like Grameen Bank of Bangladesh – e-Governance for development – Community radio in Nepal, Sri Lanka, India.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Srinivas Melkote. Communication for Development in the Third World: Theory and Practice, Sage, 1991.
2. Jacob Srampickal and I. Arul Aram (Ed.). Understanding Development Communication, Media House, New Delhi, 2007.

REFERENCES:

1. S.R. Mehta. Communication and Development, Rawat Publications, 1992.
2. J.V. Vilanilam. Development Communication in Practice: Indian and the Millennium Development Goals (MDG), Sage, 2009.
3. Linje Manyozo. Media, Communication and Development: Three Approaches, Sage, New Delhi, 2012.
4. Gopal Bhargava. Mass Media and Public Issues, Isha, 2011.
5. K.P. Yadav. Encyclopedia of Mass Media and Development, Sarup & Sons, 2007.

EA8252 TELEVISION PRODUCTION **L T P C**
3 0 0 3

OBJECTIVES:

- To learn the pre-production stage of video shooting.
- To know different techniques of video shooting.
- To know how to use voiceover.
- To know how to manage a video production.

OUTCOMES:

- To make the students familiar with the pre-production techniques involved in television programme production.
- To develop an understanding of the different shooting techniques followed for different genres of television programmes.
- The students will be able to understand the techniques involved in post production and production management.

UNIT I PRE-PRODUCTION STAGE 9

Brainstorming – What is TV production – ENG, EFA – Types of television systems (NTSC, PAL), Concept idea, Creative thinking patterns, Script writing – Script writing techniques – Types of script (documentary, short film, advertisement film, corporate film, etc.) – Planning – Research: the basic script, budget, logistics, crew, location survey, talents – Roles of the production crew like the producer, production assistant, camera personnel, and the studio crew (both production and technical) and other outdoor crew: who is who – For studio and outdoor shows: set design: backdrop and properties to be used – Role of the art director or set designer – Props, wardrobe, make-up – Storyboard.

UNIT II SHOOTING STAGE 9

Camera equipment and accessories – Shooting techniques – Composition and framing – Types of shots – Types of camera angles – Basics of lighting – Colour, space, time, motion, and sound – Taking notes – writing the dope sheets – Importance of time codes – Different types of video recording formats (MiniDV, DVC pro, HD, etc.) – Shooting techniques for current affairs programmes, documentaries, features, live-shows, events and shows – Microphones – Different types of microphones and their uses – Techniques of live audio recording – Framing interviews – Chromakeying – Creative productions like studio plays and outdoor short films – Technical inputs equipment required for various shows and crew required for the various shows – Difference between shooting for television and film.

Attested

UNIT III POST-PRODUCTION STAGE 9

Editing: linear, nonlinear equipment – Techniques in editing – Digitizing, format conversion, preparation of edit-list, use of the Dope sheet – Editing schedule – Online and offline editing – Use of audio video mixer – Special effects – Writing for the programme – Recording the audio – Use of voiceover for the documentary – Musical score recording and using the music laying of the tracks – Computer graphics (titling etc) – Programme output.

UNIT IV PRODUCTION MANAGEMENT 9

Managing personnel – Financial management – Programming strategy and distribution – Programming economics – Packaging – From capsule to delivery platform – Strategic alliances and partnerships – Regulatory influences – TRP (TRM) – Professional practices – Management – Legal issues and Ethics – Curtain raiser – Teaser – Marketing: getting sponsors – Publicity – Troubleshooting for video equipment.

UNIT V VIDEO GENRES 9

Functions and types of television channels – Programme genre (humour, comedy, tragedy, futuristic, satire, suspense) – Television advertisements – Code of conduct for television advertisements – Types and comparison of news channels – Types of broadcasting: cable, terrestrial, direct to home, etc. – Difference between factual and fictional programmes – Introduction to documentary, films, features, PSA, teleplay, telefilm – Programme formats – wildlife films, informative films, nature films, short films, children films/ emotions, climax – Video training materials, manuals – Recent developments in television programmes and techniques – Genres – Packaging and broadcasting styles followed by different channels.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Esta Defossard and John Riber. Writing & Producing for Television Film, Sage Publications, New Delhi, 2005.
2. Anthony Friedmann. Writing for Visual Media, Focal Press, Oxford, 2006.
3. Gerald Millerson & Jim Ownes. Video Production Handbook, Focal Press, Oxford, 2010.
4. Des Lyver and Graham Swainson. Basics of Video Production, Focal Press, Oxford, 2009.

REFERENCES

1. Barbara Clark. Guide to Post Production for TV and Film: Managing the Process, Focal Press, 2002.
2. Rich Underwood. Roll! Shooting TV News: Views from behind the lens, Focal Press, Oxford, 2007.
3. Martha Mollison. Producing Videos: A Complete Guide, Allen & Unwin, Australia, 2007.
4. David K. Jrving Peter and W. Rea. Producing & Directing the short film & video, Focal Press, Oxford, 2010.

SC8211 PHOTOGRAPHY LAB L T P C
0 0 4 2

OBJECTIVES:

- To get training in framing and composition
- To familiarize students with different techniques of photography.
- To get training on use of photography in various themes.

OUTCOMES:

- The students will gain professional expertise in various genres of photography.
- To make the students practise different patterns of lighting.

TOPICS:

- Framing and composition
- Pictures at varying shutter speeds

- Pictures with different lenses.
- Pictures under different light conditions.
- Black and White pictures on a selected theme
- Pictures each on different patterns, Portrait photography, Architecture photography, Product photography, Fashion photography, Travel photography, Nature photography, Indoor / Outdoor photography
- Ad photography
- Pictures with digital camera on a selected theme (photo feature).

TOTAL: 60 PERIODS

EA8261 COMMUNICATION FOR DEVELOPMENT LAB L T P C
0 0 4 2

OBJECTIVES:

- To create evidence-based strategy for social and behavioural change using media effectively for implementation, monitoring and effectiveness analysis.
- To organize a comprehensive communication solution involving the use of diverse media including emergent ones.
- Practical skills shall involve video documentaries, audio recording, group discussions, puppetry, street plays, exhibitions, campaigns, and new media on social themes.

OUTCOMES:

- The students will familiarize themselves with the evidence-based strategies for social and behavioural change using media.
- To students will have practical knowledge on various developmental issues and the use of media in communicating them to different target groups.

TOPICS:

HIV/AIDS awareness – Lifestyle diseases – Sexual behaviour and sex education – Hygiene and nutrition – Water and sanitation – Child marriage – Female foeticide – Gender-based violence – Women’s empowerment – Maternal health – Malnutrition – Child trafficking – Maternal mortality – Disaster management – Digital literacy – Malaria prevention – Drug abuse – Cancer prevention – Immunization – Climate change – Pollution, renewable energy, etc.

TOTAL: 60 PERIODS

EA8262 TELEVISION PRODUCTION LAB L T P C
0 0 4 2

OBJECTIVES:

- To learn the techniques of video mixing consoles.
- To produce video and television programmes.
- To digitize and edit video rushes.

OUTCOMES:

- The students will practice different types of lighting.
- To students will explore higher level editing programmes.

Students will be required to produce at least one short film, one reality show, one interview based programme, one feature, one campus story, apart from other video formats as and when assigned by the faculty. They will be gaining hands-on experience to handle one live shoot, should be able to edit the outputs by using any one video software.

TOPICS:

- Production charts and shot lists
- Script development
- Set design
- Framing/composition
- Tripod/dolly use
- Lighting, microphone use and audio mixing
- Explore higher level editing programmes: Adobe Premiere Pro and Final Cut Pro and emphasize more refined editing techniques using special effects, exposure control, transitions, audio mixing, multiple tracks, etc.

TOTAL: 60 PERIODS

SC8301	MEDIA CREATIVITY	L T P C
		3 0 0 3

OBJECTIVES:

- To explore the hidden creative ideas among students.
- To learn the principles and practices of creative thinking.
- To understand how creative thinking can be used in the media.
- To impart creativity through a workshop pattern with worksheets and group assignments.

OUTCOMES:

- To make students to develop ideas and familiarize with elements of creativity.
- To make students understand the advertising concepts.
- To familiarize the students in conducting awareness campaigns.

UNIT I WHAT IS CREATIVITY? 9

Elements of creativity – Sources of ideas and ideation techniques – Practicals – Idea progression and follow through – General creativity development – Rules of Creativity – Brain storming.

UNIT II CREATIVE WRITING 9

The visual element – Design application – Audio-visual application – Practicals – Journalistic writing and script writing, visualizing – Translation of concepts into workable ideas.

UNIT III MEDIA AND CREATIVITY 9

Idea generation techniques – Spider mapping on ideas – Creative approach to scripting – Journalistic creativity – Practicals: Creative communication techniques in newsletters and journals – Identification of target.

UNIT IV SOLUTIONS FOR COMMERCIAL OBJECTIVES 9

Advertising and Public Relations (PR) – Event management – Campaign ideas – Practicals: slogan writing – Colour – Ambience in aiding creativity in ads.

UNIT V TECHNOLOGICAL SOLUTIONS 9

Novelty propagation – Internet and creativity – Social networking for popularization of new ideas – Practicals.

TOTAL: 45 PERIODS

Attested

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TEXTBOOKS:
1. Michael Michalko. Cracking Creativity: The Secrets of Creative Genius, Ten Speed Press, California, 2001.

REFERENCES:
1. Denise G. Shekerjian. Uncommon Genius: How Great Ideas are Born, Penguin Books, New York, 1991.
2. Tim Hurson. Think Better: An Innovator's Guide to Productive Thinking, McGraw-Hill, New York, 2007.
3. S.P. Dhanavel. English and Soft Skills, Orient Black Swan, Chennai, 2010.

SC8302 MULTIMEDIA AND GRAPHICS

L	T	P	C
3	0	0	3

OBJECTIVES:
- To know the properties of multimedia systems.
- To learn to design 2D graphics and digital painting.
- To learn about the techniques of image processing.
- To impart the skills of working on Adobe Photoshop, CorelDraw and Flash software.

OUTCOMES:
- The students will be introduced to various multimedia concepts.
- The students get introduced to the application of multimedia in various media.
- To familiarize the students with various formats of multimedia.

UNIT I BASICS OF MULTIMEDIA 9

Multimedia: concepts – Media and data stream – Graphics design techniques, visual thinking, concept development, composition and typography – Scripting and Storyboard – Elements of art such as objects, texture, colour, space and character design – Basics of colours – Resolution – Raster and vector graphics – Compression techniques – Demography – Basics of Sound mixing.

UNIT II TYPES OF MEDIA 9

Different types of media – Application of multimedia, Advertising kiosks – Interactive products – Putting the content on the Web – Business graphics – Logo designing – Graphics for print media such as brochures, flyers, artwork and presentations – Web Pages – Print advertisements.

UNIT III FORMATS OF MULTIMEDIA 9

Audio, video, music, image, graphic, digital images – Video streaming – Graphics for Web content, product models.

UNIT IV IMAGE PROCESSING 9

Multimedia image processing – Image editing tools – Edit images – Special effects – Working with filters, Colour balance, Dynamic graphics for the web with interactive buttons and rollovers – Developing web pages – Compression techniques.

UNIT V INCLUSION OF ANIMATION 9

2D animation – Tools – Effects – Masking – Trace Bitmap – Filters, Designing – Basics of scripting – ActionScripts – Key Frame Animation – Creating Advertisement movies using 2D software – Conversion of movie files for Internet – Uploading movies to Internet – Developing Web Pages – Animations with ActionScripts – Web animation – Web advertisements – Designing interactive elements – Sound mixing – Sound Editing Tool – Developing e-learning projects – Developing dynamic web pages.

TOTAL: 45 PERIODS

Attested

TEXTBOOKS :

1. Tay Vaughan. Multimedia: Making It Work, McGraw Hill, Osborne, 2002.
2. Source Training Manuals from Macromedia Flash and Adobe Photoshop.

REFERENCES:

1. Donald Hearn and M. Paulline Baker. Computer Graphics, Prentice-Hall, NJ, USA 2001.
2. Peter Shirley. Fundamentals of Computer Graphics, A.K. Peters, 2002.
3. Steven Heller and Karen Pomeroy. Design Literacy: Understanding Graphic Design, Allworth Press, New York, 1997.

SC8303 SCIENCE FICTION AND SCIENTIFIC FILMS L T P C
3 0 0 3

OBJECTIVES:

- To know the history of science films and fiction.
- To learn the tradition of science documentary filmmaking.
- To make a comparative study of science fiction novels and the films made out of them.

OUTCOMES:

- The students will be able to understand science fiction and science fiction films.
- T o familiarize students with different themes in science documentaries.
- To make the students to write science fiction novels.
- To make the students to analyze films critically.

UNIT I HISTORY OF SCIENCE FICTION NOVELS 9

Science fiction: definition & varieties – History of science fiction – Terminology of science fiction – Impact of science fiction on thought – Futuristic concept: imagination becoming a reality – Science fiction novels in India and abroad – Short stories on science fiction.

UNIT II HISTORY OF SCIENCE FICTION FILMS 9

Evolution – History of science fiction films – Special features of science fiction films – Science fiction films in India & abroad – Style & language – Themes – Differences between science-based novels and science-based films.

UNIT III HISTORY OF SCIENCE DOCUMENTARY 9

Evolution – What is a documentary? – Common themes for documentary – Making a documentary – Science documentary films in India & abroad – Narration in a documentary – Scripting – Language.

UNIT IV WRITING FOR SCIENCE FICTION NOVEL 9

Vocabulary for science fiction – Science fiction: process and product – Creative writing – Appropriate language & style – Scripting – Writing novel reviews.

UNIT V SCIENCE FICTION NOVELS & FILMS – A COMPARISON 9

Jules Verne and H.G. Wells – Mary Shelley's 'Frankenstein' (1831) & Michael Crichton's 'Jurassic Park' (1990) or any two science fiction novels which have been adapted into films – Analyzing science fiction films & novels – Uniqueness of each medium and their differences – Making a short feature film / documentary on a scientific issue or science theme – Watching films followed by film appreciation – Writing films reviews.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Peter W. Rea and David K. Irving. Producing & Directing the Short Film and Video, Focal Press, 2001.
2. Ursula K. Le Guin (Ed.). The Norton Book of Science Fiction, W.W. Norton & Company, New York, 1993.

Attested

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REFERENCES:
1. Edward James. Cambridge Companion to Science Fiction, Cambridge University, Cambridge, 2003.
2. Rod Mengham (Ed.). The Machine Stops and Other Stories, André Deutsch Limited, London 1997.
3. Isaac Asimov. Gold: The Final Science Fiction Collection, Mass Market Paperback, 1995.

EA8351 ICT FOR DEVELOPMENT

L	T	P	C
3	0	0	3

OBJECTIVES:
- To understand the information and communication technology developments in India and their role in creating social change.
- To know the different tools of ICT.
- To know the benefits of the tools of ICT for development.

OUTCOMES:
- To make the students understand the importance of bridging the gap between the rural and urban digital divide.
- To familiarize the students with information and communication technologies used in health and agriculture.
- To develop an understanding about the role of ICT in holistic and sustainable development.

UNIT I INTRODUCTION 9

Information and Communication Technology: Principles – limitations – understanding the adoption and implementation of ICT interventions – Development in ICT – Digital Divide: Definition and Causes – Bridging Digital Divide through ICT – ICT Indicators.

UNIT II ICT IN HEALTH 9

Telemedicine: ICT techniques adopted, Advanced Computer methods for patients safety, (Patient Care information systems) – Health awareness through ICT: Nutrition, Diseases, Preventive methods, Health Management Information System – Community based Health Access to Health Information – ICT networking strategies.

UNIT III ICT IN AGRICULTURE 9

Kisan call centres – Gyandoot, Bhoomi Project – Village Knowledge Centres, AGMARKNET – Feasibility of ICT in Rural Areas, ICTs, Critical information Flow – Agricultural Knowledge System – Food security – FAO – Knowledge Management and Agriculture, Agricultural Development Strategies and the Value of ICT – ICT in market facilitation and trade.

UNIT IV ICT IN HOLISTIC DEVELOPMENT 9

Knowledge sharing in Innovative Business Transformation – Creation of Internet Business Solutions – Strategies for Emerging Markets Economic Development – Analysis of Sustainable Community Development – Planning Non-Profit Organization – Non-Government Organization – Management and Funding Strategy – International Digital Community Network Development – Information & Communication Technology and Community-based Economy Social Network Tools – Internet Activism – Global Culture Convergence Facilitation.

UNIT V ICT IN SUSTAINABLE DEVELOPMENT 9

Sustainable Development: Definition – economic, environmental, social and human sustainability – Brundtland report – Improving public awareness – Monitoring – Response systems – Facilitating environmental activism – Enabling more efficient resource use through ICT – PPP model – Innovative communication – Mobile telephony.

TOTAL: 45 PERIODS

Attested

TEXTBOOKS:

1. Rohan Samarajiva and Ayesha Zainudeen. ICT Infrastructure in Emerging Asia, Sage Publications, New Delhi, 2008.
2. Akhtar Badshah, Sarbuland Khan and Maria Garrido. Connected for Development, U.N. ICT Task Forces.
3. Sharmila Majumdar and Asis Kumar Pain. ICT for Development: Prospects and Problems, ICFAI University Press, Delhi, 2009.

REFERENCES:

1. Ashwani Saith, M. Vijaya Baskar and V. Gayathri. ICTs and Indian Social Change, Sage Publications, New Delhi, 2008.
2. Ashwani Saith and M. Vijaya Baskar. ICTs and Indian Economic Development, Sage Publications, New Delhi, 2005.
3. Subhash Bhatnagar and Robert Schware. Information and Communication Technology in Development Cases from India, Sage Publications, New Delhi, 2000.
4. Dharmedra Singh. Mass Communication and Social Development, Adhyagan, 2004.
5. Shirley White. Participatory Video Images that Transform and Empower, Sage, 2003.

EA8352 MEDIA RESEARCH **L T P C**
3 0 0 3

OBJECTIVES:

- To provide insights about communication research.
- To try out quantitative and qualitative research approaches.
- To provide students with tools to conduct situation assessments that are informed by participatory, human rights principles.
- To make the students able to analyze data to guide strategic decisions.
- To understand how to monitor and evaluate communication for development programmes.

OUTCOMES:

- The students will familiarize themselves with the basics of research.
- The students will develop practical knowledge on quantitative and qualitative methods of research.
- The students will be able to take up independent research.

UNIT I BASICS OF RESEARCH 9

Research: Definition and types – Scope of communication research – Ethics in research – Role of theories in research: Socio-Ecological Model (SEM) – Situation Analysis – Multi-site research projects – Research design: purposes, types and elements – Theory building and testing – Validity and reliability – Pilot study.

UNIT II REVIEW OF LITERATURE 9

Writing review of literature – Meaning – Need and scope – Sources – Citation Tracking – Content Alert Services – Evaluating Sources – Primary Sources – Secondary Sources – Tertiary Sources – Need of critical thinking.

UNIT III QUANTITATIVE METHODS 9

Quantitative research methods – Goal / aim of the research, usage, type of data and approach; Data collection techniques – Survey, Interviews – Data gathering instruments – Questionnaire, Schedules – Construction of tools – Analysis of data – Statistics: scales of measurement; central tendencies; range; correlation co-efficient, t-test, chi-square, ANOVA, MANOVA, regression – SPSS.

UNIT IV QUALITATIVE METHODS 9

Qualitative research – Definition – Types of Methods – Observation, interviews, in-depth interview, focus group discussion – Semiotics – Content Analysis – Discourse analysis – Cultural studies. Formative research – Processes and stages, problem grounded on different perspectives – Participatory research: Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA) and Participatory Action Research (PAR).

UNIT V MONITORING AND EVALUATION 9

Monitoring: Needs and purposes, types, processes, important stages of monitoring, methods and tools, monitoring to ensure proper application, data coding, data processing, data analysis and reporting findings – Evaluation: Purpose of evaluation – Types of evaluation – Methods of evaluation – Scope of evaluation in policy change.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Roger D. Wimmer and Joseph R. Dominick. Mass Media Research: An Introduction (7th Edition), Thomson Wadsworth Publications, 2003.
2. Arthur Asa Berger. Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, Sage Publication, New Delhi, 2000.
3. Susanna Hornig Priest. Doing Media Research: An Introduction, Sage, New Delhi, 2009.
4. Ranjit Kumar. Research Methodology, Pearson Education, Australia, 2005.

REFERENCES:

1. Kultar Singh. Quantitative Social Research Methods, Sage, New Delhi, 2007.
2. N. Narayanasamy. Participatory Rural Appraisal: Principles, Methods and Application, Sage Publications, New Delhi, 2009.
3. C.R. Kothari. Research Methodology Methods and Techniques, New Age International Publishers, New Delhi, 2004.
4. Roger D. Wimmer and Joseph R. Dominick. Mass Media Research: An Introduction, Thomson Wadsworth Publications, 2003.
5. Rebecca R. Rubin, Alan M. Rubin and Paul M. Haridakis. Communication Research: Strategies and Sources, Wadsworth Publishing, 2009.
6. Sherri L. Jackson. Research Methods and Statistics, Cengage Learning, New Delhi, 2009.

SC8311 CREATIVITY LAB L T P C
0 0 4 2

OBJECTIVES:

- To provide students with the foundational building blocks to leverage technology and media for social change and development.
- To explore the effects of combining various forms of digital media, and how students can use these mixtures to inform their surrounding community.

OUTCOMES:

- To make students practise writing biographies
- To develop students to capture different theme-based photo essays.
- To familiarize students with thumbnail sketches for PSA posters.

TOPICS:

- Write an author bio and update your personal profile in the web.
- Class Photos and Individual Profile photos (groups)
- Theme based Photo Essay
- Discussion: Topic Review and Selection, Creating a Call to Action
- Start Working on *PSA Poster* – Thumbnail Sketches
- Science Writing activity

TOTAL: 60 PERIODS

SC8312 MULTIMEDIA AND GRAPHICS LAB L T P C
0 0 4 2

OBJECTIVES:

- To practice concept, creativity and production of multimedia materials.
- To try out skills in multimedia in presentation of social themes.
- To learn software such as Adobe Photoshop, Illustrator, CoralDraw, Dreamweaver, InDesign.

OUTCOMES:

- The students will be able to produce multimedia presentation with graphics and audio.
- The students will be able to design a full-fledged website.

TOPIC:

- Designing multimedia presentation.
- Creating audio files and editing them.
- Photoshop and CorelDraw: Creating graphic files / compression.
- Introduction to 2D animation – Flash concepts and working with flash.
- Building a website.
- Exercises on Logo design, Letterhead, Visiting Cards, Brochures, Internet advertisements.
- Converting video files for, and uploading them to the internet.
- ActionScript animations.
- Design the 'front cover' of an in-house journal.
- Print advertisements – Black & white, Colour.
- Students shall produce 2D graphics, and submit their assignments in CDs/DVDs.

TOTAL: 60 PERIODS

SC8313 SUMMER INTERNSHIP L T P C
0 0 4 2

OBJECTIVES:

- To understand the functioning of various media organizations.
- To know the structure and organization of media industry.

OUTCOMES:

- The students will gain hands on experience in media industry related to their specialization.
- The students will be able to understand and handle real time situations in media.

The students shall undertake an internship for a minimum of four weeks in a media or media-related organization, during the summer vacation and submit a consolidated diary of the work done within a fortnight after the beginning of the third semester.

TOTAL: 60 PERIODS

SC8411 INTERNSHIP L T P C
0 0 12 6

OBJECTIVES:

- To gain industrial training by putting into practice the skills learnt in the three semesters that went by.
- To help smooth transition of students from university to industry.

OUTCOMES:

- Student will be able to enhance their skills in par with the industry.
- The student will be able to understand his/her real strengths and weaknesses in their specialization.
- The student will be allowed to do research project to maximum utilize the resources available in the industry.

For the internship the students will be sent to different organizations involved in communication activities as per interest and specialization of students, mostly located in the place of the study which is Chennai. The students will get hands-on experience in the organization.

TOTAL:180 PERIODS

SC8412 RESEARCH PROJECT L T P C
0 0 12 6

OBJECTIVES:

- To do a research project in a science communication area.
- To put to practice the research skills already acquired.
- To develop critical thinking for analyzing media practices.

OUTCOMES:

- The student will be able to do conduct research through developing research tools.
- The gained research experience will make them to work for the development of society in future.

The research project will be of one semester duration. The students will have to carry out a research preferably in science communication preferably related to the area of training and submit a report at the end of the semester. The students shall defend their research in front of experts during viva-voce.

TOTAL:180 PERIODS

SC8001 3D ANIMATION L T P C
3 0 0 3

OBJECTIVES:

- To prepare a storyboard.
- To learn modelling, rigging, lighting, texturing and animating.
- To prepare demo reels in 3D animation using Maya software.

OUTCOMES:

- The students will be able to create a storyboard.
- To familiarize the students with the application of 3D in architecture.
- To get students introduced to advanced modeling tools and techniques

UNIT I INTRODUCTION TO 3D ANIMATION 9

Graphical User Interface – 3D through Maya – X,Y,Z Concepts – Maya Professional 8 – Introduction – Concepts – Tools – Advantages – Storyboard – Polygon, NURBS Objects Modelling – Assigning materials to Objects – Lights – Camera – Animating 3D Models – Using of text, shapes & splines – Extrude, Lofting – Character Modelling – Rigging – Bones – Developing Human characters from photo – Kinematics – Inverted Kinematics – 3D Painting – Using Modifiers – Deformers, constrains.

UNIT II ANIMATION 9

Texture mapping – Texture Effects – Lighting – Concepts and Styles – Rendering – Advanced Modelling Tools & Techniques – Paint Effects – Particles and Emitter using Maya – Particle Effects – Gravity – Fluids – Fields – Modelling Characters: skeleton, skinning the skeleton Planar, UV Mapping – Fur – Hardware Rendering – Software Rendering – Sequence Rendering – Special Digital Effects.

UNIT III APPLICATION OF 3D IN ARCHITECTURE 9

Object Modelling – 2D Texturing, 3D Texturing, Character Design and Setup – Backgrounds – Walk Through – Path Animation – Compositing using Multimedia – Camera Techniques in Maya Basics, Types & Working with cameras – Lighting techniques: Types & placing of Lights & Light settings – Character Setup – Joints – JIC works in Maya – Rigging – Animation – Projects – Applying Bitmap and JPEG material – Creating mirror & Glossiness – Colour concepts texturing with bitmap files – Sound effects.

UNIT IV SCRIPTING 9

Key Frame Animation – Setup keys – Motion Capture Technology – Key Frame Animation – Advanced tools in Rendering – Graph Editor using Maya – Dynamics – How Dynamics work in Maya – Kinematics – Mental Ray Rendering – Hardware and Software Render in Maya.

UNIT V APPLICATIONS 9

3Ds Max – Maya – Softimage – Character Animation – Visual Effects – Computer Gaming – Web 3D – Games in Maya – Special tools – Rendering and Effects – Frame range, files, file size resolution, port selection – Environments and backgrounds – Atmospheric effects: fire, water, fog etc., – Render effects: lens, glow, neon, motion blur, etc. – Produce still images and movies in frame length, create contrast, highlights, glow on objects, and create water bodies – Digital compositing – Software: Combustion or Digital Fusion – Importing Different Types of Files – Mixing – Colour correction – Matte effects – Sound mixing – Digital effects – Final rendering to digital movie.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Ellery Connell, 3D for Grsphics Designers Serious Skills, John Wiley & Sons, 2011.
2. Mark Giambruno, 3D Graphics & Animation (2nd Edition), New Riders Press, 2002
3. Rogers David, Animation: Master A Complete Guide (Graphics Series), Charles River Media, Rockland, USA, 2006.

REFERENCES

1. Dariush Derakhshani, Introducing Autodesk Maya 2013, John Wiley & Sons, 2012.
2. Bill Fleming, 3D Modelling and Surfacing, Academic Press, 1999.
3. Michael O'Rourke, Principles of Three-dimensional Computer Animation: Modelling, Rendering, and Animating with 3D Computer Graphics, Norton, 2003.

SC8002 COMMUNICATING CLIMATE CHANGE **L T P C**
3 0 0 3

OBJECTIVES:

- To know the natural and anthropogenic causes of climate change.
- To know about atmospheric and oceanic impacts of climate change.
- To use the media for adaptation and mitigation of climate change.

OUTCOMES:

- To familiarize the students with the components of earth system.
- To make the students understand the concept of greenhouse gases and global warming.
- The students will be able to understand the role of media in communicating climate change.

UNIT I EARTH SYSTEM 9

Components of the earth system: atmosphere, hydrosphere, lithosphere, biosphere – Radiation and planetary energy exchange – Atmospheric temperature and heat – Formation of clouds, fog, dew, frost, hailstorms – Precipitation and atmospheric optics – Activity: understanding the greenhouse effect – Interactions in a multi-component system: origin, solar system, earth, atmosphere, ocean.

UNIT II CLIMATE 9

Difference between weather and climate – Climate system – The energy balance of the earth – Activity: Modelling the greenhouse effect – Climate change 1,00,000 years (glacial cycles) – thousands of years (interglacials, interstadial events) – Natural and anthropogenic causes and Impacts of changing climate – Ozone depletion, Photochemical ozone creation, Acid rain, Ambient air quality.

UNIT III NATURAL CLIMATE CHANGE 9

Records of climate change: written history, glaciers and their deposits, ice cores, ocean sediments and corals, terrestrial deposits, sea level rise – Climate change and human health – Climate change and water resources: impacts and adaptation.

UNIT IV GREENHOUSE GASES AND GLOBAL WARMING 9

Greenhouse gas concentration trends – Global temperature trends – Global distribution of emissions – Intergovernmental Panel on Climate Change (IPCC) – Activity: sources of CO_2 in the atmosphere, CO_2 emissions – Carbon cycling – Impacts of climate change – Ecosystems and species interaction – Role of methane – Climate change and ecosystems – Evidence of past & recent climate change – Climate change in South Asia including the Maldives – Carbon capture.

UNIT V MEDIA AND CLIMATE 9

Societal issues and global warming – Indigenous vs Scientific knowledge – Different concerns of rich and poor countries – Low carbon energy technologies and renewable energy technologies – Mitigation and adaptation – Climate change policy of India – Worldwide effects of climate change and media coverage – The precautionary principle – The polluter pays principle – Community participation – Indigenous knowledge and folk media.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Frank Ackerman and Elizabeth Stanton. Climate Change: the Costs of Inaction, Tufts University, Boston, 2006.
2. Mark Pelling. Adaptation to Climate Change: From Resilience to Transformation, Routledge, New York, 2011.

REFERENCES
1. P.R. Shukla, Ashish Rana, Amit Garg, Manmohan Kapshe and Rajesh Nair. Climate Policy Assessment for India: Applications of Asia-Pacific Integrated Model, Universities Press, Hyderabad, 2004.
2. John Houghton. Global Warming, Cambridge University Press, 2009.
3. Thomas E. Lovejoy and Lee Hannah (Eds.). Climate Change and Biodiversity, TERI Press, New Delhi, 2006.
4. L.D. Danny Harvey. Global Warming the Hard Science, Pearson Education, 2000.
5. Mike Hulme. Why We Disagree about Climate Change, Cambridge University Press, New York, 2009.

SC8003	**CORPORATE COMMUNICATION**	**L T P C**
		3 0 0 3

OBJECTIVES:
- To understand how to bring out an in-house journal for a corporate firm.
- To know means to undertake corporate social responsibility activities.
- To gain skills for event management.

OUTCOMES:
- To make the students familiarize with the different aspects of advertising.
- To develop the skills required for the students to become efficient corporate communicator.
- To make the students develop an understanding about the social responsibility towards developing model village.

UNIT I OVERVIEW OF ADVERTISING 9
Evolution and history of advertising – Relevance of advertising in marketing mix – Overview of the advertising scene in India – Social, scientific and economic impact of advertising – Advertising promotes products and services – Difference among publicity, propaganda and advertising – Difference between product advertising and institutional advertising – Laws and ethics in advertising – Audit Bureau of Circulation (ABC) – Television Rating Points (TRP) ratings.

UNIT II DESIGN & IMPLEMENTATION 9
Public relations – Media relations – Press conference – Creating press contacts and space in science magazines and journals – Advertorials – Image building.

UNIT III COMMUNITY WELFARE 9
Creating model villages – Social responsibility – Imparting and developing local knowledge and management – Workshops, training – Grassroots science campaigns.

UNIT IV HOUSE JOURNALS 9
House journals – Annual reports – Promotional material such as brochures, pamphlets, posters, CDs – Motivational videos – Instructional videos.

UNIT V OVERVIEW OF PUBLIC RELATIONS 9
Evolution and history of PR – PR concepts and principles – Various theories of PR – Interface of PR with various other management disciplines – Publics in PR – PR in Government – PR in public sector – Laws and ethics in PR – Strategic PR management, Crisis communication and Management – Role and scope of writing in PR – Role of research in PR – Corporate communication – Event management – Reporters grappling with PR material – Image audit on research organization.

TOTAL: 45 PERIODS

Attested

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Anna University, Chennai-600 025.

TEXTBOOKS:

1. Fred R. David. Strategic Management: Concepts and Cases, Prentice Hall, New Jersey, 1999.
2. Donald Treadwell and Jill B. Treadwell. Public Relations Writing, Response Books, New Delhi, 2005.
3. Gerard J. Tellis. Effective Advertising: Understanding When, How, Why Advertising Works, Response Books, New Delhi, 2004.
4. J.V. Vilanilam. Public Relations in India: New Tasks and Responsibilities, Sage, New Delhi, 2011.
5. Jane Johnston. Media Relations Issues and Strategies, Allen & Unwin, Australia, 2008.
   Jane Johnston and Clara Zawawi, Public Relations: Theory and Practice, Allen & Unwin, Australia, 2010.
6. Monle Lee and Carla Johnson. Principles of Advertising, The Haworth Press, New York, 2007.

REFERENCES:

1. David Aaker. Brand Equity, Tata McGraw Hill, 2003.
2. Robert L. Heath (Ed.). Handbook of Public Relations, Sage, New Delhi, 2001.
3. Danny Moss. Public Relations in Practice: A Casebook, Routledge, New York, 2000.
4. D.S. Mehta. Handbook of Public Relations in India, Allied Publishers Ltd., 2001.
5. Allen H. Center, Patrick Jackson, Stacey Smith, Frank R. Stansberry. Public Relations Practices: Managerial Case Studies and Problems, PHI Learning, New Delhi, 2011.

SC8004 DOCUMENTARIES AND SHORT FILMS L T P C
3 0 0 3

OBJECTIVES:

- Students will be guided by the faculty, in a step by step procedure in making documentaries and short films of their topic.
- End of the course, students will produce a documentary or a short film as part of their assessment.

OUTCOMES:

- To introduce students to the history of documentary film making.
- To familiarize the students with the basics of short film making.
- To develop an understanding of the idea conception, production requirements and post-production techniques for documentaries and short films.

UNIT I HISTORY OF DOCUMENTARY FILMMAKING 9

Documentary origins – Documentary art in the silent film era – Advent of sound and Documentaries of the 1930s – Television and New Documentary consciousness – Documentary in contemporary society – Documentary for development and social issues.

UNIT II BASICS OF SHORT FILMMAKING 9

Introduction to short film – Difference between feature film and short film – Duration of short film – Types of short films – Difference between short films and documentary – Short films – Commercial and social issues.

UNIT III CONCEIVING IDEAS 9

Developing ideas – Pitching your ideas – Dynamic ideas, Proposals, approaches, research, planning, collecting the material – Writing script – Interviews, recce, use of talents, aesthetics choices, re-enactments.

UNIT IV PRODUCTION REQUIREMENTS 9
Preparing the screen play – Identifying the casts – Writing the script – Story-board – Budgeting – Securing location – Logistics – Technical requirements – Properties – Identifying the production crew – Camera equipment and accessories – Lighting – Preparation for the shoot – Direction – Casting of characters – Dialogue delivery – Shot composition and framing – Camera angles – Types of shots – Maintaining continuity – Recording at different location.

UNIT V POST PRODUCTION TECHNIQUES 9
Digitization of the footage – Assembling of rushes – Editing the footages – Applying effects, transition – Adding sound effects and music – Special effects – Dubbing – Re-recording – Colour exposure and colour correction – Adding titles and graphics – Credits – Compilation – Programme sequence Narration – Voiceover – Music – The ending – Contributors.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group, New York, 2006.
2. Clifford Thurlow. Making Short Films: The Complete Guide from Script to Screen (2nd Edition), Oxford International Publishers, 2008.
3. Louise Spence and Vinicius Navarro. Crafting Truth: Documentary Form and Meaning, Rutgers University Press, New Brunswick, N.J., 2011.

REFERENCES

1. Barry Hampe. Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries, Henry Holt and Company, 2007.
2. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007.
3. Michael Rabiger. Directing the Documentary, Focal Press, 2004.
4. Andy Glynne. Documentaries and How to Make Them, Kamera Books, Harpenden, Herts, 2012.

SC8005 EDUCATIONAL BROADCASTING L T P C
3 0 0 3

OBJECTIVES:
- To understand the significance of educational broadcasting.
- To understand how to go about content creation for science broadcasting.
- To know the techniques of managing an educational medium.

OUTCOMES:
- To make students familiarize with the educational experiments in India.
- To make students understand about various technologies used in Education.
- To develop an understanding about the content creation for educational programmes.

UNIT I OVERVIEW OF EDUCATION 9
History of educational broadcasting – Rural-urban divide – Educational experiments in India – Partners in augmenting learning opportunities – Educational media centres – Evaluation and monitoring committees – Revolution of open and distance learning – Different kinds of educational channels available in India both radio & TV and the policies made by the government with relation to educational outreach – Gyan Vani, Gyan Darshan, UGC Countrywide Classroom.

UNIT II TECHNOLOGIES FOR EDUCATION 9

Telecommunications, Cable, Broadband: Instructional design, block diagram of system setup – Educational radio and television – Satellite for education, INSAT, EDUSAT – Network configuration, space segment, ground segment, teaching end, receiving end, spacecraft, and collaborators.

UNIT III CONTENT 9

Content generation – Types of content – Programme designing – Production formats for different education sectors – Research processes: formative, process, summative – Management of interactivity in educational media – Content management: Deployment and dissemination – Community mobilization and participation – Process of content conversion and delivery – Introduction to multimedia elements for e-content development – Learning: pedagogy, process and people – Four quadrant approach: video lecture, self-assessment, simulation, web resources – e-Learning Resources: e-Learning, e-books, e-journals, etc. – Web-Based Learning: access and teaching issues – Learning object repositories (LORs) in e-content.

UNIT IV EDUCATIONAL MEDIA DATABASE 9

Media convergence – Archival video server – IP – Interactive multicasting – Point/multipoint videoconferencing – Voiceover IP (VoIP) – Pay per view – Video on demand – Internet access on LAN – External data sharing – Learning management systems – Learning object repositories – Feedback mechanisms.

UNIT V MANAGEMENT OF EDUCATIONAL MEDIA 9

Managing personnel – Financial management – Programming strategy and distribution – Programming economics – Packaging: from making capsules to delivery platform, marketing, strategic alliances and partnerships – Regulatory influences – Open source content management – Critical analysis of the success stories and failure of educational channels – Instructional Designs: Objective based, Skill-based, Competency-based, Learning style based and Model based.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Penelope Semrau and Barbara Boyer. Using Interactive Video in Education, Pearson Allyn & Bacon, 1993.
2. Abduk Mannan Bagulia. Modern Education Audio Visual Aids, Anmol Publications, 2005.

REFERENCES

1. Alan B. Albarran. Management of Electronic Media, Wadsworth, 2002.
2. Nicolas Imke. Interactive Video Management and Production, Educational Technology Publications, May 2003.
3. Nicolas Viuppa and Nicolas Viuppa. A Practical Guide to Interactive Video Design, Knowledge Industry Publications, March 2001.
4. I. Arul Aram. Television in Education, Orient Longman, Chennai, 1993.

SC8006	**ELECTRONIC JOURNALISM**	**L T P C**
		3 0 0 3

OBJECTIVES:

- To develop skills of writing for television news.
- To develop aptitude for reporting.
- To understand the structure of newsroom and its functioning.
- To learn about special event reporting.

OUTCOMES:

- To make the students understand the basics of radio, television and online journalism.
- To familiarize the students with the technological advancements and ethics.

Attested

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UNIT I JOURNALISM BASICS 9

News: Definitions – Sources of news – Components of news – Duties of reporter and sub-editor – Beats and various types of reporting: speech, crime, sports, courts, society, accidents, science, agriculture, fashion and development – News values, structure – Methods of writing a news story – Writing leads and headlines – News values.

UNIT II RADIO JOURNALISM 9

Basic of radio news – Sources of news – Wire services – Components of news – Radio newsroom setup – News writing and presentation – Reporting from handouts and press releases – Elements of editing – Bunching and compiling of news – Integrating bytes and voice casts – Radio talks and discussions – Radio interviews.

UNIT III TELEVISION JOURNALISM 9

TV newsroom operation: Basics of TV news – Structuring TV news – News gathering and writing – Intro and headline writing – Integrating bytes – Visualization of news – Voiceovers – TV interviews – Process of live inputs – TV features and news analysis – Gatekeeping and bunching – News anchoring. News ticker, Ad lib, OB live broadcast, Piece-to-camera.

UNIT IV ONLINE JOURNALISM 9

Writing and editing for online newspapers – Brief history of the new media: e-Magazines, Newsletters – Page design and layout for web pages – New synergies integration of context and advertisement – Using social media for reporting: Facebook, Twitter, e-groups, e-forums, listservs, bulletin boards – Story ideas and developing stories from internet.

UNIT V TECHNOLOGICAL ADVANCEMENT AND ETHICS 9

Sting operation and ethics – Paid news – Code of Conduct and guidelines for investigation, Media activism – Self-regulation and role of broadcast content complaint council – Ethical philosophies – Cyber-crime – Online polls and objectivity – Multi-skilling and its impact on professionalism – Digital broadcasting and its impact on TV news media.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Andrew Boyd. Broadcast Journalism, Focal Press, 2007.
2. Alfred Lawrence Lorenz and John Vivian. News Reporting and Writing, Pearson, 2006.
3. I. Arul Aram and Nirmaldasan. Understanding News Media, McGraw-Hill,

REFERENCESI:

1. N.C. Pant. Modern Journalism, Kanishka Publishers, 2002.
2. R.K. Ravindran. Radio, TV, Broadcast Journalism, Anmol Publications, 2000.
3. Robert L. Hilliard. Writing for TV, Radio and New Media, Thomson Publications, 2003.
4. Lynette Sheridan Burns. Understanding Journalism, Vistaar Publications, 2006.

SC8007	HEALTH COMMUNICATION	L T P C
		3 0 0 3

OBJECTIVES:

- To gain skills to campaign for creating public awareness against an epidemic.
- To gain skills in using a multi-pronged strategy towards AIDS communication.
- To understand the capabilities of telemedicine application.
- To know about intricacies related to occupational health.

OUTCOMES:

- To make the students familiarize themselves in health reporting.
- To make the students familiarize with the technologies used in health sector.
- To develop an understanding of the occupational hazards faced by the public and to report the same in the media.

UNIT I HEALTH REPORTING 9

Public understanding of health issues – Malnutrition – Malaria – Hygiene – Contagious diseases – Chronic diseases – Checking epidemic – Public awareness about epidemics – Reproductive rights including birth control – Advancement in health sciences – Use of optical fibre in surgery – Implication of nanotechnology in medical field – Problems of the terminally-ill patients – Patient groups acting as pressure groups – Professional associations – Vaccination campaigns including Plus Polio – Community health.

UNIT II CLINICAL RESEARCH 9

Issues related to clinical researches – Manipulation in conducting trials and reporting – Consent of voluntaries – Pharmaceutical companies influencing research, policies – Conflict of interests – Bio-medical waste management.

UNIT III HIV/AIDS COMMUNICATION 9

HIV/AIDS prevention and treatment – Stigma – Reporting with sensitivity – Strategies: abstention, no sex outside marriage, safe sex – ABC and CNN – Multi-pronged approach – Creating public awareness of issues.

UNIT IV TELEMEDICINE 9

Familiarizing with technology of telemedicine – Scanner, electro stethoscope – Data reception equipment, etc. – Paramedics with information technology skills – Training of doctors.

UNIT V OCCUPATIONAL HEALTH 9

Physical hazards: noise and vibration – Chemical hazards: TLV for air, gas and chemical contaminants – Equipment for the assessment physical and chemical hazards – Industrial toxicology: definitions, hazard, toxicity – Optimization: shift work – Job and personal risk factors – Selection and training – Fatigue and vigilance – Hygiene.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Richard K. Thomas. Health Communication, Springer, 2005.
2. Nova Corcoran. Communicating Health, Sage, New Delhi, 2007.
3. Rafael Obregon and Silvio Waisbord (Eds.). Handbook of Global Health Communication, Wiley, 2012.

REFERENCES

1. Renata Schiavo. Health Communication: From Theory to Practice, Jossey-Bass, 2007.
2. Encyclopedia of Occupational Health and Safety, Vol. I & II. International Labour Organization, Geneva, 1985.
3. Handbook of Occupational Health and Safety. NSC, Chicago, 1982.
4. Arvind Singhal and Everett M. Rogers. Combating AIDS: Communication Strategies in Action, Sage, New Delhi, 2006.

SC8008 MEDIA AND DISASTER MANAGEMENT

L	T	P	C
3	0	0	3

OBJECTIVES:

- To know about various natural and human-made disasters.
- To learn how to undertake risk assessment.
- To stress the importance of disaster mitigation and the media's role in it.
- To know the means to sensitize journalists on disaster management.

OUTCOMES:

- The students will be able to understand the fundamentals of disasters and disaster management.
- To familiarize the students with the legislative responsibilities of disaster management.
- To develop an understanding on the role of media in disaster management.

UNIT I NATURAL AND HUMAN-MADE DISASTERS 9

Fundamentals of disasters – Causal factors: poverty, population growth, rapid urbanization, transitions in cultural practices, environmental degradation, lack of awareness, war and civil strife – Characteristics of hazards and disasters: earthquakes, tsunamis, tropical cyclones, floods, landslides, droughts, environmental pollution, deforestation, desertification, epidemics, chemical and industrial accidents – Loss of resources – Impact on climate.

UNIT II RISK ASSESSMENT AND DISASTER MANAGEMENT 9

Objectives of assessment – Disaster Vs Development – Risk adjustment – Disaster aid – Insurance – Risk management – Vulnerability analysis – U.N. disaster management team – Preparedness for slow onset and sudden onset of disasters – Government structures for warning and emergency response – Emergency and post-disaster assistance – Forecasting and warning – Landuse planning – Management of epidemics, casualties – Importance of coordination and information, rehabilitation and reconstruction.

UNIT III POLICY INITIATIVES AND FUTURE PROSPECTS 9

The International Decade for Natural Disaster Reduction – Policy for reduction of disaster consequences – Role of the civil defence during disasters – U.N. Draft Resolution on strengthening of coordination of humanitarian emergency assistance: Continuum from relief to rehabilitation and development – Legislative responsibilities of disaster management – The Disaster Management Act, 2005.

UNIT IV DISASTER MITIGATION 9

Targeting mitigation: where it has most effect – Mitigation through capacity building – Pre-disaster risk & vulnerability reduction – Post-disaster recovery & rehabilitation – Quick reconstruction technologies – Metrological and Remote Sensing satellites: real-time monitoring, prevention and rehabilitation – Use of information technology in disaster management – Wireless GIS and GPS applications – Emergency communication.

UNIT V ROLE OF MEDIA 9

Role of media in disaster mitigation, management and relief – Linkage between disaster warning systems and media – Media in reconstruction process – Coverage of disaster-related trauma – Media coverage of disasters – Coverage of grassroots initiatives in disaster management – Media and NGOs / donors – Sensitizing journalists on disaster management – Case studies on media and disaster.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Larry Collins and Schneid D. Thomas. Disaster Management and Preparedness, Eastern Kentucky University, Kentucky, USA, 2000.
2. Angus M. Gunn. Unnatural Disaster: Case Studies of Human-Induced Environmental Catastrophes, Greenwood Press, USA, 2003.
3. Galal El Mahdy. Disaster Management in Telecommunications, Broadcasting and Computer Systems, John Wiley & Sons (Asia) Pvt. Ltd., 2001.

REFERENCES:

1. G.K. Gosh. Disaster Management, Vol. 1 to 3, APH Publishing Corporation, New Delhi, 2006.
2. Carter W. Nick. Disaster Management: A Disaster Manager's Handbook, Asian Development Bank, Philippines, 1991.

3. Roger Few and Franziska Matthies (Ed.). Flood Hazards & Health: Responding to Present and Future Risks, Earth Scan, London, 2006.
4. K.S. Valdiya (Ed.). Coping with Natural Hazards: Indian Context, Orient Longman, Hyderabad, 2004.
5. Rajib Shaw and R.R. Krishnamurthy. Disaster Global Challenges and Local Solutions, Universities Press, Hyderabad, 2009.
6. Anu Kapur. Vulnerable India: A Geographical Study of Disasters, Sage Publications, New Delhi, 2010.

SC8009	**WEB MEDIA**	**L T P C**
		3 0 0 3

OBJECTIVES:

- To know the special features of online media.
- To know the difference between web journalism and journalism of other media.
- To know the impact of converging technologies on traditional media.
- To understand the role played by open source journalism.

OUTCOMES:

- To make the students understand the features of online media.
- To familiarize the students with the difference between web journalism and journalism of other media.
- To develop an understanding of the digital determinism.

UNIT I INTRODUCTION TO INTERNET 9

Net as a medium of communication – Features of the Net – World Wide Web and other services – History of the Internet – Why did the dotcom bubble burst – Factors favouring online advertising – Basics of HTML and CSS – Features of online media: multimediality, interactivity and hyper-textuality.

UNIT II ONLINE JOURNALISM 9

Different between web journalism and journalism of other media – Citizen journalism – Formats and styles of writing – Language of news, specialized reports, features, profiles – Writing and editing for online newspapers, e-magazines, newsletters – Presentation with audio, video, animation and digital images – Identification of relative stories for hyper-linking – Synergies between content and advertising – Developing web content.

UNIT III INTERNET TECHNOLOGIES 9

Web cameras – Bandwidth – Browser progressions – Interactive television – Architecture tools – Process of web development – Converging technologies impact on traditional mass media – Trends, strategies of news media such as Internet chat (Yahoo messenger, Google talk, Skype) and podcasting – RSS feeds – Website designing concepts – Deciding the information architecture – Working with templates – Page design and layout for web pages – Free web spaces for building and maintaining a website – Ensuring visibility – Graphics and photographs for hyper media.

UNIT IV OPEN-SOURCE JOURNALISM 9

Annotative reporting – Open-source journalism – Participatory / alternative journalism – Hyper-adaptive news – Linking web pages with other related web pages – Blogs (text and visual) – Facebook, LinkedIn, Twitter – Flickr.com.

UNIT V DIGITAL DETERMINISM 9

Determinism – Access and barrier – Convergence in technology, ownership, organizational structure, storytelling, media – Broadband – Network paradigm.

TOTAL: 45 PERIODS

Attested

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Centre For Academic Courses
Anna University, Chennai-600 025.

TEXTBOOKS:

1. Tapas Ray. Online Journalism: A Basic Text, Foundation Books, Delhi, 2006.
2. Sunil Saxena. Breaking News: The Craft and Technology of Online Journalism, Tata McGraw-Hill, New Delhi, 2004.

REFERENCES:

1. Andy Dickinson. Web Design for Journalism, Butterworth-Heinemann, 2003.
2. Mike Ward. Journalism Online, Focal Press, 2002.
3. Roland De Wolk. Introduction to Online Journalism: Publishing News and Information, Pearson Allyn and Bacon, 2001.
4. James Glen Stovall. Journalism on the Web, Pearson Allyn & Bacon, 2003.

SC8071 SOCIAL PURPOSE ADVERTISING L T P C
3 0 0 3

OBJECTIVES:

- To provide specialized learning in the area of social purpose advertising with advertising and marketing as the broad base on which concepts are built.
- To give communication students the complete theoretical and practical knowledge on social purpose advertising.

OUTCOMES:

- Students will be prepared and primed for higher studies in advertising, jobs in social marketing, CSR or CRM, communications department of large companies, advertising agencies, NGOs and PR departments of government.

UNIT I ORGANIZATIONAL STRUCTURE 9

Marketing, advertising, media, definitions and concepts – Organizational structure of advertising agency – Functions and responsibilities of different departments – Glossary of advertising terms – Types of advertising – Public service advertising (PSA).

UNIT II ROLE OF CSR 9

Communication for development (C4D) in advertising – Role of CSR (Corporate Social Responsibility) in large organizations – Social marketing – Theories in advertising and social marketing – Development communication though brand advertising – Role of advertising in grassroots development – Public service communication in TV commercials.

UNIT III CONTENT CREATION 9

Content creation – Creative strategy – Account planning – Creative brief – Copy writing (press, posters, hoardings, leaflets, TV scripts) – Internet content in C4D – Promotional events for awareness – Political propaganda through PSA – Media buying.

UNIT IV CAMPAIGN DEVELOPMENT 9

Campaign development from conceptualization to execution – Case studies in development communication in marketing – NGOs and advertising – Public sector advertising – Ethics in social purpose advertising – ASCI, AAAI and other governing bodies.

UNIT V CURRENT TRENDS 9

Current trends – Outsourcing creative – Media buying houses – Technology in advertising – New media – Internet ads – Role of social network in spreading awareness – Traditional and folk media in social purpose communication – Government initiatives.

TOTAL: 45 PERIODS

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

TEXTBOOKS:

1. K. Suresh and Mannar Indira Srinivasan. Public Service Advertising: Some Issues and Campaign, ICFAI University Press, 2008.
2. Jonathan Bignell and Jeremy Orlebar. Public Service Advertising, Routledge, Oxon, 2005.

REFERENCES:

1. Petros Iosifids (Ed). Reinventing Public Service Communication: European Broadcasters and Beyond, Palgrave Macmillan, 2010.
2. C.K. Prahlad. Fortune at the Bottom of the Pyramid, Wharton School Publishing, 2004.
3. Warren Berger. Advertising Today, Phaidon Press, USA, 2004.

SC8072 THEMES AND METHODS FOR MESSAGE DESIGN **L T P C**
3 0 0 3

OBJECTIVES:

- To empower the learners in terms of creating the content for communication for development issues.
- To understand how to select the content and theme for the developmental issues and its designing, various formats and techniques.

OUTCOMES:

- To make the students understand the concept and importance of message design.
- To familiarize the students with message design appeals and formats.
- To develop an understanding of successful campaigns in India and other countries.

UNIT I MESSAGE DESIGN 9

Message design: concept and importance – Writing message specifications and objectives – Information processing and design of messages – Introduction to the two brain theory – Chunking theory and their implications on human information processing – Visual perception and Gestalt laws of organization – Introduction to information theory – their application to spatial and spatio-temporal message design – Conceptual models – ACADA, the P-Process and COMBI models.

UNIT II MESSAGE DESIGN LOGICS 9

The logic of message design – Individual differences in reasoning about communication – Cultural aspect – The invisible audience – Audience participation-based message design.

UNIT III MESSAGE DESIGN APPEALS, FORMATS 9

Developing the creative strategy or copy platform – Selection of message appeals – Message presentation formats – Selecting the leading medium and media mix – The concept of creativity – The big idea – Communication materials and media issues – Concept of attention in perception – Relationship between message design and attention, supported by eye movement studies – Exploring relationships between the semantics and the structure messages.

UNIT IV MESSAGE TESTING AND PRODUCTION 9

Managing the planning and implementation of the communication programme – Linking objectives and outputs – Organizing activities and responsibilities – Accounting for inputs and estimated budgets – Organizing all elements into a consistent workplan – Monitoring the communication process – Purpose and rationale of monitoring – Indicators and levels of measurement – External factors – Finalizing the overall evaluation of the project's impact – Report and present the communication proposal.

Attested

UNIT V INTERPERSONAL COMMUNICATION 9

Dialogue-based methods and materials – Themes for dialogue – Dialogue-based methods – Documenting and interpreting of data – Formulating conclusion – Role of creativity, role playing brain storming, metamorphic thinking and other methods of idea generation – Case studies of successful campaign from India and other countries.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Bella Mody. Designing Messages for Development Communication: An Audience Participation-Based Approach, Sage, 1992.
2. United Nations Inter-Agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development. 2011. http://www.unicef.org/cbsc/files/RME-RP-Evaluating_C4D_Trends_Challenges__Approaches_Final-2011.pdf

REFERENCE:

1. Writing a Communication Strategy for Development Programmes: A Guideline for Programme Managers and Communication Officers, UNICEF.

SC8073 WATER AND SANITATION AWARENESS L T P C
3 0 0 3

OBJECTIVES:

- To educate the students on the principles of water supply and sanitation.
- To apply communication for development to water and sanitation problems.
- To import skills of creating IEC materials on water and sanitation.

OUTCOMES:

- The students will gain knowledge on the water and sanitation issues.
- The students will develop practical knowledge on changing behaviour with regard to sanitation issues.
- To equip with the spirit of a multi-disciplinary team.

UNIT I WATER AND SANITATION ISSUES 9

India's water and sanitation situation – Factors contributed to a dire scenario – Pressure on aquatic environments – Lack of access to safe water – Surface and groundwater sources – Rainwater harvesting pumps – Troubles in sanitation systems – Lack of infrastructure and maintenance – Chronic problems for the delivery of safe water – Communicable diseases caused by unsafe water – Lack of running water and sewage systems – Poor waste disposal – Industrial dumping – Human and industrial waste – Management of human excreta – Poor hygiene practices – Lack of latrines and poor handwashing – Open defecation – Cultural beliefs – Role of women in the procurement and use of water.

UNIT II WASH INITIATIVES IN INDIA 9

WASH initiatives – Chronological growth – Accelerated Rural Water Supply Programme (ARWSP) – Rajiv Gandhi National Drinking Water Mission – Department of Drinking Water Supply (DDWS) – Department of Drinking Water and Sanitation – National Rural Drinking Water Programme – Central Rural Sanitation Programme (CRSP) – Total Sanitation Programme (TSC) – School and anganwadi toilets – Community sanitary complex – Nirmal Bharat Abhiyan (NBA) – Rural sanitary marts and production centres – Role of UNICEF and other international agencies – Voluntary agencies.

UNIT III SOCIAL & BEHAVIOURAL CHANGE COMMUNICATION 9

Social and Behavioural Change Communication (SBCC) – Definition and goals – Methods and processes – Importance – Capacity building – Behaviour change and communication theories – Social Learning Theory – Communication analysis and planning – Skills building – Community outreach – Participatory methods of community – Dialogue and empowerment – Theories – Research and frameworks to explain whether and why behaviours and norms change – Guides such as how to manuals and step-wise processes to guide programme planners – Courses: curricula and distance learning platforms to train communication specialists – Community mobilizers – Health educators and service providers – Counselling tools to help clients and practitioners improve their interactions – Community mobilization systems that are goal-oriented and linked to broader social movements – Advocacy strategies.

UNIT IV INFORMATION, EDUCATION AND COMMUNICATION 9

Promoting the water and sanitation issues – Importance of promotion methods, techniques and tools – Information Education and Communication (IEC) – Message and Content – Mass media – Target groups – IEC production – Formats – Integration of various media platforms – Implementation – Communication strategy for sanitation.

UNIT V INNOVATIONS IN WATER AND SANITATION 9

Recent developments in the area of water and sanitation – Success stories – Replication of successes promotion – News coverage – Latest technologies used in the sector – Major debates – Discussions – Changes and approaches in the international agencies and governments.

TOTAL: 45 PERIODS

TEXTBOOKS:

1. Jayanta Bandyopadhyay. Water, Ecosystems and Society, Sage Publications, New Delhi, 2009.
2. UNESCO. "Media development indicators: a framework for assessing media development", Communication Information Sector, United Nations Educational Scientific and Cultural Organization. Available at http://unesdoc.unesco.org/images/0016/001631/163102e.pdf
3. Robert Chambers. "Going to scale with community-led total sanitation: reflections on experience, issues and ways forward", IDS Practice Papers Special Issue: Going to Scale with Community-Led Total Sanitation: Reflections on Experience, Issues and Ways Forward, Vol. 1, pp.1-50, 2009.

REFERENCES:

1. "The economic impacts of inadequate sanitation in India", World Bank, India. 2010. Available at www.wsp.org/wsp/sites/wsp.org/files/.../wsp-esi-india.pdf
2. WHO, "Global costs and benefits of drinking-water supply and sanitation interventions to reach the MDG target and universal coverage", World Health Organization, 2012.
3. "A decade of the total sanitation campaign: Rapid assessment of processes and outcomes", Water and Sanitation Programme (WSP) - South Asia, Water and Sanitation Programme, South Asia, 2011. Available at http://washresources.wordpress.com/2011/07/11/india-a-decade-of-the-total-sanitation-campaign/
4. "Aligning for action: sanitation and water for all in the context of climate change in Nepal", UNICEF, 2011.

EA8071 E-CONTENT CREATION L T P C
3 0 0 3

OBJECTIVES:
- To know the basics, concepts and need of e-content in the media industry.
- To learn the production process and techniques of e-content.
- To produce effective e-content materials for different field.

OUTCOMES:
- The students will be able to understand the new trends and opportunities in technology-enhanced learning systems.
- To familiarize the students with the management of e-content production.
- To develop an understanding on the present trends and future of e-content business.

UNIT I NATURE AND SCOPE 9

Content production and management – Concepts, past, present and future of content industry – Various media & contents, new trends and opportunities in Content and Technology Enhanced Learning Systems.

UNITII E-CONTENT PRODUCTION 9

Definition of e-content – Designing of e-content, structures, modules, e-content planning – Moodle web application – Production techniques, software, lifecycle of e-content – Content Management Systems – Templates, standard characteristics and, delivery, effectiveness of e-content – Case studies, simulations, games, exercises, evaluation – SCORM Model – e-Publishing processes – e-Author, e-Editing, e-Publishing.

UNIT III E-LEARNING 9

e-Learning & e-learners, e-courses, e-learning ability – Open educational resources – Learning authoring – e-learning technologies – Learning authoring tools, Repository of educational content, Problem Based Learning – e-Learning Platforms, Production and Re-utilization – Learning processes and context, Management of e-content production (project) – Design of e-courses and e-content, Learning objects, Content creation tools, Online learning evaluation – Designing and creating e-courses for a certain learning context – Planning the learning content to be developed – Producing learning content according to international standards – Creating, integrating and exploring the learning content in the LMS – Building/selecting instruments to evaluate the learning content produced.

UNIT IV TECHNOLOGY LEARNING SYSTEMS 9

Computer & Internet Enabled Learning – IP Learning – Mobile learning – Videoconferencing – VSAT – Online learning – Web conferencing – Standalone e-learning – Assisted e-learning – e-Cooperative learning – Blended learning – Info Learning – Small learning – Open source software.

UNIT V E-CONTENT BUSINESS 9

Content business – Present trends & future – e-Content for different types of industries – Education, marketing, training, agriculture, etc. – Economics of e-content business, budget and market trends.

TOTAL: 45 PERIODS

TEXTBOOKS”

1. Robin Manston and Frank Rennie. e-Learning: The Key Concepts, Routledge, London & New York, 2006.
2. Jeong-Baeson and Shirley O’Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

REFERENCES:

1. IGNOU. Effective Learning: A Practical Guide for Open and Distance Learners, IGNOU, New Delhi, 2005.
2. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
3. U.V. Reddi and Sanjaya Mishra. Educational Media in Asia, Commonwealth of Learning, Vancouver, 2005.

EA8072 **PEACE JOURNALISM** **L T P C**
3 0 0 3

OBJECTIVES:

- To understanding techniques for mapping conflict.
- To understand the role of media in post-conflict reconstruction.
- To analyze the role of media in war and conflict situation and its role in bringing peace.

OUTCOMES:

- To get students introduced to different types of conflict.
- To make the students understand conflict theories and terminologies.
- To equip students to practise conflict-sensitive journalism.

UNIT I INTRODUCTION 9

Peace journalism: Definition – Case studies on conflict – Difference between war journalism and peace journalism – Techniques for practical peace journalism.

UNIT II CONFLICT ANALYSIS 9

What is conflict? – Types of conflict – Nature of conflict – Reasons of conflict – Identifying conflicts – Conflict theories and terminologies – Mapping a conflict – Manifest and latent conflict – A topology of violence: direct, structural and cultural – Consequence of reporting.

UNIT III PROPAGANDA 9

Ways to recognize propaganda – Why propaganda works – Development strategies to resist propaganda – Psychology of propaganda and persuasion.

UNIT IV APPLICATION OF PEACE JOURNALISM 9

Peace process indicators – Track two diplomacy – Humanitarianism – Reconceptualizing – Re-sourcing – Re-framing – Re-writing – Reporting on peace proposals, talks and 'deals' – Follow-up stories of conflict – Peace negotiation – Mediation – Alternative dispute resolution.

UNIT V THEORIES AND MODELS OF NEWS 9

Gatekeeping theory – Propaganda model – Feedback loop model – Liberal theory of press freedom – Objectivity versus reflexivity – Deconstruction – Public service and media campaigning – Game theory – Conflict resolution theories – Galtung triangle – Human Needs theory.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Lynch, Jake and Annabel McGoldrick. Peace Journalism, Hawthorn Press, Gloucestershire, UK, 2005.
2. Simon Cottle. Mediatized Conflict: Developments in Media and Conflict Studies, Open University Press, New York, 2006.

Attested

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Anna University, Chennai-600 025.

REFERENCES:
1. Mahmud Ali Durrani. India and Pakistan: The Cost of Conflict and the Benefits of Peace, Johns Hopkins University, Washington, 2000.
2. Ross Howard. Conflict Sensitive Journalism, Centre for Policy Alternatives, Colombo, 2004.

EA8073 USER EXPERIENCE DESIGN L T P C
3 0 0 3

OBJECTIVES:
- To identify the users and learn various methods to collect user behaviour data.
- To develop a deep understanding of business-centred design.
- To create efficient prototype to communicate and validate the design definition.
- To apply UX process to mobile & small screen device.

OUTCOMES:
- To make the students understand the UX and differentiate between business-centred design and user-centred design.
- To acquaint the students with the prototyping for mobile and small screen devices.
- To enable the students to design and develop content for multiple mobile resolutions.

UNIT I CONCEPTUALIZING UX 9
Introduction to UX – Understanding UX lifecycle & flow of events – Person creation – Preparing task list – Writing user story, IA & use cases – Fundamentals of business-centred design & User-centred design – Defining Information design and Interaction design.

UNIT II DATA COLLECTION & PROTOTYPING 9
Need for data collection & prototyping – Different methods of data connection & data analysis – Need for prototyping & different methods of prototyping – Detailed study to wire framing.

UNIT III VALIDATION 9
Fundamentals of usability testing & heuristic analysis – Fundamentals of field testing – Remote usability testing – Preparing test flow, questionnaire, scenarios with tasks list, recruiting participants.

UNIT IV UX FOR MOBILE & SMALL SCREENED DEVICE 9
UX for mobile device – Understanding small screen environment – Prototyping for Mobile devices – Usability testing & heuristic for mobile device – Experience definition for multiple platforms & form factor – Designing for small screen.

UNIT V HTML5 & CSS3 9
Fundamentals of HTML5 & CSS3 – Need & Advantage for HTML5 – HTML for Mobile platform – Developing for Multiple mobile resolutions & Adaptive CSS – Introduction to Cross platform HTML5-JS mobile frameworks.

TOTAL: 45 PERIODS

TEXTBOOKS
1. Ted Roden. Building the Real-time User Experience: Creating Immersive and Interactive Websites, Shroff/O'Reilly, 2010.
2. Christian Kraft. User Experience Innovation: User Centred Design that Works, Apress, 2012.
3. Nan Guo, Helmut Degen and Xiaowen Yuan. UX Best Practices: How to Achieve More Impact with User Experience, McGraw-Hill/Osborne Media.

REFERENCES:

1. Tom Tullis and Bill Albert. Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics, Morgan Kaufmann Publishers, 2008.
2. Trevor van Gorp and Edie Adams. Design for Emotion, Morgan Kaufmann, San Francisco, 2012.