DEPARTMENT OF MEDIA SCIENCES
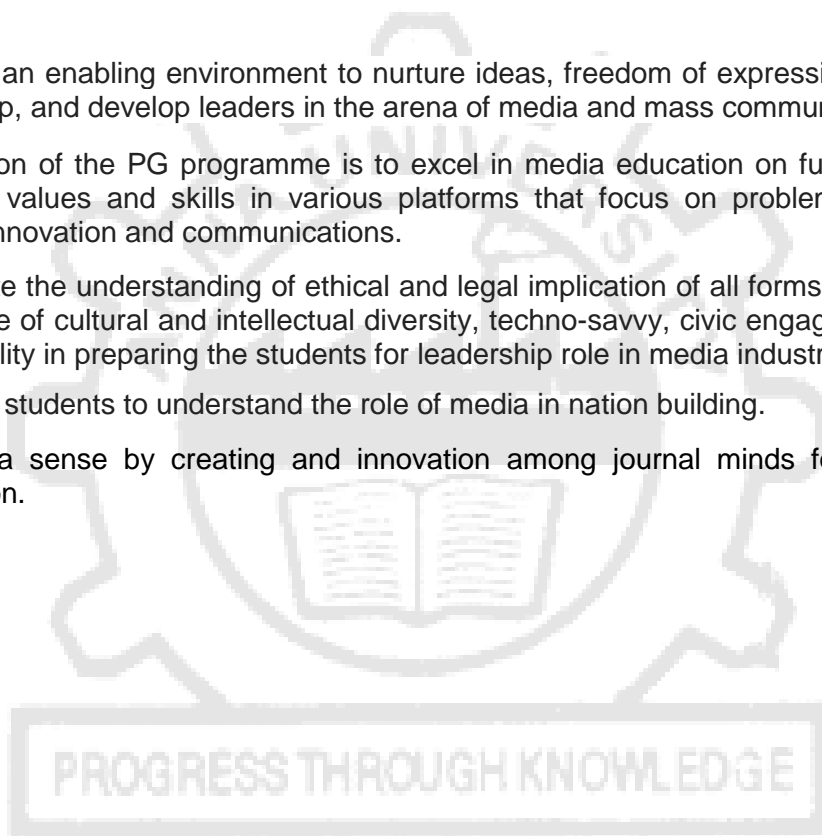
ANNA UNIVERSITY, CHENNAI

VISION

- To offer quality media studies and research, using state-of-the-art images for building an inter-disciplinary knowledge base, so as to contribute to development and democracy.

- To produce creative and technically apt professionals for the media industry.

- The theoretical and practical media courses taught in the PG programme will improve, explore, innovate and implement core media techniques by "learn by doing" philosophy.

- The PG programme will continue to prepare students for professional and personal success in today's exciting and innovative media landscape.

MISSION

- To create an enabling environment to nurture ideas, freedom of expression, creativity and scholarship, and develop leaders in the arena of media and mass communication.

- The mission of the PG programme is to excel in media education on fundamental media concepts, values and skills in various platforms that focus on problem solving, critical thinking, innovation and communications.

- To promote the understanding of ethical and legal implication of all forms of media and the importance of cultural and intellectual diversity, techno-savvy, civic engagement and social responsibility in preparing the students for leadership role in media industry.

- To enable students to understand the role of media in nation building.

- To instill a sense by creating and innovation among journal minds for better societal contribution.

ANNA UNIVERSITY, CHENNAI
UNIVERSITY DEPARTMENTS

M. Sc. ELECTRONIC MEDIA (2 YEARS)

REGULATIONS – 2019
CHOICE BASED CREDIT SYSTEM

1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

1. Find gainful employment in media and entertainment industry.
2. Enter into higher studies leading to research degrees and advanced specialization.
3. Become effective content producers for different news and entertainment media.
4. Impart specialized skills in dissemination of information and messages through diverse media and to serve as agents of change.
5. Undertaking media research for the benefit of society.
6. Accelerate social development effectively through communication methods.
7. Inculcate scientific temper through communication strategies.

2. PROGRAMME OUTCOMES (POs):

PO#	Programme Outcome
1.	An ability to independently carry out research/investigation and development work to solve societal problems.
2.	An ability to write and present a substantial technical report/document.
3.	Students should be able to demonstrate a degree of mastery over the area as per the specialization of the program. The mastery should be at a level higher than the requirements in the appropriate bachelor program.
4.	Students should be able to learn and apply various creative techniques & critical thinking methods in media production and problem solving.
5.	Students will be able to learn necessary skills required to produce various aspects of media content such as scripting, writing, direction, cinematography, graphics, animation etc. for different mediums.
6.	Students will gain understanding of public policies and issues to pursue successful media interventions. This will help the students to learn various media techniques and groom themselves as responsible media person.

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3. PROGRAMME SPECIFIC OUTCOMES (PSOs):

1. Students will be able to apply basic and advanced human communication theories and models to academic and professional situation.
2. Students will be able to create and design emerging media content including blogs, digital audio/video, social media and multimedia.
3. Students will understand the philosophical, legal, theoretical, historical and ethical foundation of mass media in a democratic society.
4. The Students will gain knowledge on conceptual and theoretical framework involved in media and communication practices across the globe.
5. The students will be exposed to photography, videography, and direction skills.
6. The students will be able to place in design, animation, graphics industry with the relevant hands on experience.
7. The students will enter into the media teaching and research areas.
8. The students will be equipped with lots of soft skills required for managerial and high-profile jobs.
9. The students will plan, develop and implement communication and development projects at local, regional and global levels.

4. PEO/PO Mapping

Programme Educational Objectives	PO1	PO2	PO3	PO4	PO5	PO6
PEO 1	✓	✓	✓	✓	✓	✓
PEO 2	✓	✓	✓	✓	✓	✓
PEO 3	✓	✓	✓	✓	✓	✓
PEO 4	✓	✓	✓	✓	✓	✓
PEO 5	✓	✓	✓	✓	✓	✓
PEO 6	✓	✓	✓	✓	✓	✓
PEO 7	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE OUTCOMES AND PROGRAMME OUTCOMES

		Course Name	PO01	PO02	PO03	PO04	PO05	PO06
YEAR 1	Semester 1	Theories of Communication	✓	✓	✓	✓		✓
		Journalism and News Writing	✓	✓	✓	✓	✓	✓
		Audio Production	✓	✓	✓	✓	✓	✓
		Advertising			✓	✓	✓	✓
		Graphics and Animation		✓	✓	✓	✓	
		Audit Course – I						
		News Writing Lab		✓	✓		✓	
		Audio Lab	✓	✓	✓	✓	✓	✓
		Graphics and Animation Lab		✓	✓	✓	✓	
		Communication Skills Lab	✓	✓	✓	✓	✓	✓
	Semester 2	Media Laws and Human Rights	✓	✓	✓		✓	✓
		Development Communication	✓	✓	✓	✓		✓
		User Experience Design	✓	✓		✓	✓	✓
		Video Programme Production			✓	✓	✓	✓
		Professional Elective – I	✓	✓	✓	✓	✓	✓
		Audit Course – II						
		User Experience Design Lab	✓	✓		✓	✓	✓
		Video Production Lab			✓	✓	✓	✓
		Video Editing Lab	✓	✓	✓	✓	✓	✓
YEAR 2	Semester 3	Event Management	✓	✓	✓	✓	✓	✓
		Digital Journalism	✓		✓	✓	✓	✓
		Research Methodology	✓	✓	✓		✓	✓
		Web Designing	✓	✓	✓			✓
		Open Elective – I						
		Industrial Project	✓	✓	✓	✓	✓	
		Mini Research Project& Seminar				✓	✓	
		Web Designing Lab	✓	✓	✓			✓
	Semester 4	Dissertation	✓	✓	✓	✓	✓	✓
		Professional Elective - II						
		Professional Elective - III						

MAPPING OF ELECTIVES OUTCOMES AND PROGRAMME OUTCOMES

	Course Name	PO01	PO02	PO03	PO04	PO05	PO06
PROFESSIONAL ELECTIVES	Business News Production			✓	✓	✓	✓
	Critical Issues in Media	✓	✓	✓	✓	✓	
	Development Reporting	✓	✓	✓	✓		✓
	Electronic Journalism	✓	✓	✓	✓	✓	
	Peace Journalism	✓	✓	✓	✓	✓	
	Sports Reporting	✓	✓	✓	✓	✓	
	Writing for Media			✓	✓	✓	✓
	Community Media	✓		✓	✓	✓	✓
	Digital Story Telling	✓	✓	✓	✓	✓	✓
	Documentary Production			✓	✓	✓	✓
	Film Appreciation		✓	✓	✓	✓	✓
	Short Film Making			✓	✓	✓	✓
	Television Commercials			✓	✓	✓	✓
	Electronic Media Management	✓	✓	✓	✓	✓	✓
	Entrepreneurship		✓	✓	✓	✓	
	2D Graphics and Animation		✓	✓	✓	✓	
	3D Graphics and Animation		✓	✓	✓	✓	
	Character Animation		✓	✓	✓	✓	
	Visual Effects		✓	✓	✓	✓	
	Communicating Climate Change	✓	✓	✓	✓		✓
	Communicating Health	✓	✓	✓	✓	✓	✓
	Disaster Communication	✓	✓			✓	✓
	Media and Social Inclusion			✓	✓	✓	✓
	Statistical Techniques			✓	✓	✓	✓
	Women and Media	✓	✓	✓		✓	✓
OPEN ELECTIVES	Climate Journalism	✓	✓	✓	✓	✓	✓
	Digital Photography	✓		✓	✓	✓	

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M.Sc. ELECTRONIC MEDIA (TWO YEARS)

REGULATIONS 2019
CHOICE-BASED CREDIT SYSTEM
CURRICULA AND SYLLABI

SEMESTER I

S. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK L	T	P	TOTAL CONTACT PERIODS	CREDITS
THEORY								
1.	EA5101	Theories of Communication	PCC	3	0	0	3	3
2.	EA5102	Journalism and News Writing	PCC	3	0	0	3	3
3.	EA5103	Audio Production	PCC	3	0	0	3	3
4.	EA5104	Advertising	PCC	3	0	0	3	3
5.	EA5105	Graphics and Animation	PCC	3	0	0	3	3
6.		Audit Course – I*	AC	2	0	0	2	0
PRACTICAL								
7.	EA5111	News Writing Lab	PCC	0	0	4	4	2
8.	EA5112	Audio Lab	PCC	0	0	4	4	2
9.	EA5113	Graphics and Animation Lab	PCC	0	0	4	4	2
10.	EA5114	Communication Skills Lab	FC	0	0	4	4	2
			TOTAL	**17**	**0**	**16**	**33**	**23**

*Audit Course is Optional

SEMESTER II

S. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK L	T	P	TOTAL CONTACT PERIODS	CREDITS
THEORY								
1.	EA5201	Media Laws and Human Rights	PCC	3	0	0	3	3
2.	EA5202	Development Communication	PCC	3	0	0	3	3
3.	EA5203	User Experience Design	PCC	4	0	0	4	4
4.	EA5204	Video Programme Production	PCC	3	0	0	3	3
5.		Program Elective – I	PEC	3	0	0	3	3
6.		Audit Course – II*	AC	2	0	0	2	0
PRACTICAL								
7.	EA5211	User Experience Design Lab	PCC	0	0	4	4	2
8.	EA5212	Video Production Lab	PCC	0	0	4	4	2
9.	EA5213	Video Editing Lab	PCC	0	0	4	4	2
			TOTAL	**18**	**0**	**12**	**30**	**22**

*Audit Course is Optional

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SEMESTER III

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	EA5301	Event Management	PCC	3	0	0	3	3
2.	EA5302	Digital Journalism	PCC	3	0	0	3	3
3.	EA5303	Research Methodology	RMC	3	0	0	3	3
4.	EA5304	Web Designing	PCC	3	0	0	3	3
5.		Program Elective - II	PEC	3	0	0	3	3
PRACTICAL								
6.	EA5311	Industrial Project*	EEC	0	0	4	4	2
7.	EA5312	Mini Research Project and Seminar	EEC	0	0	4	4	2
8.	EA5313	Web Designing Lab	PCC	0	0	4	4	2
*During Summer			**TOTAL**	**15**	**0**	**12**	**27**	**21**

SEMESTER IV

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.		Program Elective - III	PEC	3	0	0	3	3
2.		Open Elective	OEC	3	0	0	3	3
PRACTICAL								
3.	EA5411	Dissertation	EEC	0	0	24	24	12
			TOTAL	**6**	**0**	**24**	**30**	**18**

TOTAL CREDITS FOR THE PROGRAMME: 84

FOUNDATION COURSES (FC)

S.NO.	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			L	T	P		
1.	EA5114	Communication Skills Lab	0	0	4	2	1
		TOTAL CREDITS				2	

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PROGRAM CORE COURSES (PCC)

S.NO.	COURSE CODE	COURSE TITLE	PERIODS PER WEEK L	T	P	CREDITS	SEMESTER
1.	EA5101	Theories of Communication	3	0	0	3	1
2.	EA5102	Journalism and News Writing	3	0	0	3	1
3.	EA5103	Audio Production	3	0	0	3	1
4.	EA5104	Advertising	3	0	0	3	1
5.	EA5105	Graphics and Animation	3	0	0	3	1
6.	EA5111	News Writing Lab	0	0	4	2	1
7.	EA5112	Audio Lab	0	0	4	2	1
8.	EA5113	Graphics and Animation Lab	0	0	4	2	1
9.	EA5201	Media Laws and Human Rights	3	0	0	3	2
10.	EA5202	Development Communication	3	0	0	3	2
11.	EA5203	User Experience Design	4	0	0	4	2
12.	EA5204	Video Programme Production	3	0	0	3	2
13.	EA5211	User Experience Design Lab	0	0	4	2	2
14.	EA5212	Video Production Lab	0	0	4	2	2
15.	EA5213	Video Editing Lab	0	0	4	2	2
16.	EA5301	Event Management	3	0	0	3	3
17.	EA5302	Digital Journalism	3	0	0	3	3
18.	EA5304	Web Designing	3	0	0	3	3
19.	EA5313	Web Designing Lab	0	0	4	2	3
			TOTAL CREDITS			51	

PROGRAM ELECTIVE COURSES (PEC) I, II, III & IV

GROUPS	SPECIALISATION	COURSE CODE	COURSE TITLE	CONTACT PERIODS	L	T	P	C
1.	JOURNALISM	EA5001	Business News Production	3	3	0	0	3
		EA5002	Critical Issues in Media	3	3	0	0	3
		EA5003	Development Reporting	3	3	0	0	3
		EA5004	Electronic Journalism	3	3	0	0	3
		EA5005	Peace Journalism	3	3	0	0	3
		EA5006	Sports Reporting	3	3	0	0	3
		EA5007	Writing for Media	3	3	0	0	3

2.	Audio, Video & Film	EA5008	Community Media	3	3	0	0	3
		EA5009	Digital Story Telling	3	3	0	0	3
		EA5010	Documentary Production	3	3	0	0	3
		EA5011	Film Appreciation	3	3	0	0	3
		EA5012	Short Film Making	3	3	0	0	3
		EA5013	Television Commercials	3	3	0	0	3
3.	Advertising & PR	EA5014	Electronic Media Management	3	3	0	0	3
		EA5015	Entrepreneurship	3	3	0	0	3
4.	Animation	EA5016	2D Graphics and Animation	3	3	0	0	3
		EA5017	3D Graphics and Animation	3	3	0	0	3
		EA5018	Character Animation	3	3	0	0	3
		EA5019	Visual Effects	3	3	0	0	3
5.	Communication & Research	EA5020	Communicating Climate Change	3	3	0	0	3
		EA5021	Communicating Health	3	3	0	0	3
		EA5022	Disaster Communication	3	3	0	0	3
		EA5023	Media and Social Inclusion	3	3	0	0	3
		EA5024	Statistical Techniques	3	3	0	0	3
		EA5025	Women and Media	3	3	0	0	3

RESEARCH METHODOLOGY AND IPR COURSES (RMC)

S.NO.	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			L	T	P		
1.	EA5303	Research Methodology	3	0	0	3	3
		TOTAL CREDITS				3	

EMPLOYABILITY ENHANCEMENT COURSES (EEC)

S.NO.	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			L	T	P		
1.	EA5311	Industrial Project	0	0	4	2	3
2.	EA5312	Mini Research Project & Seminar	0	0	4	2	
3.	EA5411	Dissertation	0	0	24	12	4
		TOTAL CREDITS				16	

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OPEN ELECTIVE COURSES (OEC)

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
1.	MP5491	Nuclear Energy in Health Care and Industry	OEC	3	0	0	3	3
2.	MP5492	Smart Materials for Energy and Environment Applications	OEC	3	0	0	3	3
3.	EA5491	Climate Journalism	OEC	3	0	0	3	3
4.	EA5492	Digital Photography	OEC	3	0	0	3	3
5.	AC5491	Green Chemistry	OEC	3	0	0	3	3
6.	AC5492	Food Chemistry	OEC	3	0	0	3	3
7.	AG5491	Natural Hazards and Management	OEC	3	0	0	3	3
8.	AG5492	Ocean Resources and Exploration Techniques	OEC	3	0	0	3	3
9.	MC5491	Basic Crystallography and Crystal Growth	OEC	3	0	0	3	3
10.	MC5492	Nonlinear Science	OEC	3	0	0	3	3
11.	MT5491	Statistical Methods	OEC	3	0	0	3	3
12.	HS5491	Professional Email Communication	OEC	3	0	0	3	3
13.	HS5492	Project Report Writing	OEC	3	0	0	3	3
14.	HS5493	Basic Presentation Skills	OEC	3	0	0	3	3

AUDIT COURSES (AC)
Registration for any of these courses is optional to students

SL.NO	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			Lecture	Tutorial	Practical		
1.	AX5091	English for Research Paper Writing	2	0	0	0	
2.	AX5092	Disaster Management	2	0	0	0	
3.	AX5093	Sanskrit for Technical Knowledge	2	0	0	0	
4.	AX5094	Value Education	2	0	0	0	
5.	AX5095	Constitution of India	2	0	0	0	1/2
6.	AX5096	Pedagogy Studies	2	0	0	0	
7.	AX5097	Stress Management by Yoga	2	0	0	0	
8.	AX5098	Personality Development through Life Enlightenment Skills	2	0	0	0	
9.	AX5099	Unnat Bharat Abhiyan	2	0	0	0	
					Total Credits:	0	

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SUMMARY

S.No.	M.Sc. (Electronic Media) 2 Years					
	Subject Area	Credits Per Semester				Credits Total
		I	II	III	IV	
1.	FC	02	00	00	00	02
2.	PCC	21	19	11	00	51
3.	PEC	00	03	03	03	09
4.	RMC	00	00	03	00	03
5.	OEC	00	00	00	03	03
6.	EEC	00	00	04	12	16
7.	AC	00	00	✓	✓	00
TOTAL CREDIT		**23**	**22**	**21**	**18**	**84**

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THEORIES OF COMMUNICATION   **L T P C**
                                                                                      3 0 0 3
OBJECTIVES
- To understand the importance of communication in media.
- To learn the various aspects of communication used in mass media.
- To learn the approaches of communication theories in society.
- To understand the various models of communication.
- To learn the press theories and its reflection in media.

UNIT I   COMMUNICATION   9
Communication: Definition, elements – Nature and process of human communication functions and types of communication – barriers to communication – Kinds of mass communication; types of mass media – Trends in communication down the ages.

UNIT II   APPROACHES TO COMMUNICATION THEORIES   9
Power of the media and approaches to media – Mass society, propaganda model, cybernetic tradition, functional approach – Technological determinism – Political economy approach – Powerful media vs limited effects tradition.

UNIT III   THEORIES AND MODELS 1   9
Aristotle's communication model – Magic Bullet Theory – Shannon and Weaver Model, 1948 – Walter Lippmann's barriers – David Berlo's (SMCR) model of communication – Osgood-Schramm Model of Communication – Westley and MacLean model of communication.

UNIT IV   THEORIES AND MODELS 2   9
Cultivation theory - Agenda setting theory – Spiral of silence theory – Uses and gratifications theory –Concepts of selective exposure, selective perception and selective retention – Harold Lasswell's model, 1948 – Frank Dance's Helical Model of Communication – Maslow's hierarchy of needs theory – Diffusion of innovation – Two-step flow model and Multi-step flow theory.

UNIT V   PRESS THEORIES   9
Normative theories of press: Authoritarian, Libertarian, Social Responsibility, Soviet, Development media and Democratic Participant – Social systems and media responsibility – New World Information and Communication Order.

TOTAL: 45 PERIODS
OUTCOMES
- Students will learn process of communication systematically.
- Students will realize the importance of the communication theories.
- Students will understand the importance of the communication models.
- Students will learn how to apply theories in communication research.
- Students will be familiarizing to models of communication.
- Students will understand the role and importance of communication.

REFERENCES
1. Asish Sharma. Introduction to Mass Communication, Evincepub Publishing, 2018.
2. Colin Sparks. Globalization, Development and the Mass Media, Sage Publications, London, 2007.
3. Denis McQuail. Mass Communication Theories, Sage Publications Ltd, 2005.
4. Graeme Burton. Media & Society Critical Perspectives, Tata McGraw-Hill, New Delhi, 2010.3.
5. Keval J. Kumar. Mass Communication in India, Jaico, New Delhi, 2000.
6. Paul Cobley and Peter J. Schulz. Ed. Theories and Models of Communication, De Gruyter Mouton, 2013.

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EA5102   **JOURNALISM AND NEWS 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.
- To develop an understanding on civil and criminal procedures in news reporting.
- To understand the concept of social development through journalism.
- To aware of ethical issues in Journalism.

UNIT I   PRINCIPLES AND CHARACTERISTICS   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 - Different Forms and Genres - Western and Eastern approaches - Various characteristics - Role of Journalism in democratic society, popular theories related to Journalism.

UNIT II   NEWS GATHERING PROCESS   9
News gathering techniques **-** Importance of sources - Types of sources - Credibility - Identifying, establishing and maintaining contacts - Confidentiality – Beat: Types of beats, Skills required for the various beats - Follow-up the stories.

UNIT III   DEVELOPING THE NEWS AND NEWS VALUES   9
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 IV   NEWS WRITING AND EDITING   9
Basics of news writing - Elements of news - Structure of news - Formats of news writing - Headlines, byline, dateline, leads, content, ending of news - Types of news: Standard News, Features, Analysis, Column, Editorial - Telling the story - Placing the key words - Developing the story - News editing - Quotation, Attribution, Spelling, Punctuation, Abbreviations, Figures, Hyperbole, Adjectives, Editing techniques, Editing Software, Proof reading.

UNIT V   NEWS ETHICS, LAW AND SOCIETY   9
Ethics in news writing and reporting - Freedom of press - Defamation - Limitations - Media controversies - Indian constitutional provisions and laws - Civil and criminal proceedings against news - Social responsibility of the journalists - News for development – Contemporary Trends.

TOTAL: 45 PERIODS

OUTCOMES
After this course the students will able to
- Understand the basic principles of journalism
- Write news articles for different media
- Will practice the journalism following the code of conduct
- Will develop the own story ideas through various creative techniques.
- Will understand the hierarchy in news organization and work process.
- Learn the importance of news ethics in society.

REFERENCES
1. Bill Kovach and Tom Rosenstiel, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, New York: Crown Publishers, 2001.
2. M.V. Kamath, The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
3. Paul Manning, News and News Sources, Sage Publications, 2004.
4. Robert L. Hilliard, Writing for TV, Radio, and News Media, Thomson Learning, 2005.
5. Shahzad Ahmad, "Journalism news coverage ", Anmol, 2005
6. Tony Harcup, Journalism Principles and Practice, Vistaar, New Delhi, 2005.

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EA5103   **AUDIO PRODUCTION**   **L T P C**
                                                                     3 0 0 3

OBJECTIVES
- To make students aware of the characteristics of audio medium.
- To learn about radio programming formats and its presentation.
- To impart knowledge on radio production management.
- To make them aware about the nuances of sound designing
- To introduce the innovative developments in radio communication

UNIT I   INTRODUCTION OF THE MEDIUM   9
Introduction to radio as a mass medium – Radio in today's Media Scenario – Types of ownership: Private and Public- Nature and characteristics of Radio medium – Radio Vs Other mediums - Organizational Structure and Management : Administration, Traffic/Continuity, Sales, Production/Programming/ Engineering, IT, Promotions, Webmasters – Narrowcasting – Importance of audio component in visual medium

UNIT II   SOUND DESIGNING   9
Radio for information, education and entertainment - principles of sound – educated ear - Acoustics & Psycho Acoustics of Sound - Production elements: creative usage of sound – dubbing – Signposting – Hooking – Sound designing – Function of sound: speech, special effects, music – functions of sound in relation to picture.

UNIT III   PROGRAMMING FORMATS AND PRESENTATION TECHNIQUES   9
Evolution of radiobroadcast formats; Scripting for radio – types of scripts; script formats; story treatment; summary, treatment, guidelines- Principles of Infotainment/Edutainment/Entertainment – Language and Style – Content variety and style -– Radio jingles -plays – Talk – Radio discussion programmes - Radio Features and Documentaries - Radio vox-pops – phone-in programmes etc - Special Audience programmes on Radio – Programme for Children, Women, Youth, Rural Folk, etc.

UNIT IV   PRODUCTION MANAGEMENT   9
Three phases of production management: 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; Radio advertising: tariff; Subject research; Feedback and Analysis of existing formats, its form and content as a distinctive characteristic of certain radio styles.

UNIT V   INNOVATIVE DEVELOPMENTS IN RADIO COMMUNICATION   9
Field Programme Production, Live Programme Production - OB Van - latest audio recording softwares; Radio as a tool of development – Radio and popular culture - Interactive broadcasting - educational broadcasting – Media convergence - Future of Radio: FM, Online Radio, Visual radio, Satellite radio, Local Radio; Mobile Radio, Campus Radio; Amateur Radio/Ham Radio, PAS, New wave FM Radio - Community Radio, Programming Content and style - a critical review.

                                                                     TOTAL: 45 PERIODS
OUTCOMES:
- The students will come to know the difference between the characteristics of radio and other mediums.
- The students will be able to write scripts for radio programmes
- The students will be able to understand the principles involved in producing various programming formats.
- The students will have an understanding on presentation techniques
- The students will practice radio production management techniques
- The students will get to know the innovative developments in audio production.

REFERENCES
1. All India Radio, Audience Research Unit, Prasar Bharat, 2002
2. Ministry of Information and Broadcasting, Govt. of India, Annual Report 2002-03.
3. Michele Hilmes and Jason Lovigilio, eds., Radio Reader: Essays in the Cultural History of Radio, Routledge, 2002.
4. Neelamalar M. "Radio programme production" PHI, 2018.
5. The Radio Handbook – Carole Fleming 2nd edition, Routledge , 2002
6. William Moylan "The art of recording" – 2002 edition. Focal Press,2001

EA5104	ADVERTISING	L T P C
		3 0 0 3

OBJECTIVES
- To introduce the concept and process of advertising and its role in marketing.
- To educate the uses of digital advertising
- To educate the student about the advertising campaign
- To introduce the students media planning process and its functioning.
- To prepare professionals interested in careers in advertising, marketing, promotions.

UNIT I   ADVERTISING ENVIRONMENT   9

Concept, Nature, Definitions, History-Role, Objectives, Functions, and Significance, Advertising as a tool of communication, Role of advertising in Marketing mix, PR, Types of Advertising and Classification of Advertising, Factors determining advertising opportunity of a product/service/idea, Types of Appeals and Advertising Messages, Advertising Theories and Models- AIDA Model, DAGMAR Model, Maslow's Hierarchy Model, Communication theories applied to advertising.

UNIT II   AGENCY STRUCTURE: ROLES AND RESPONSIBILITIES   9

Evolution of Ad Agencies- Various Stages and Current Status, Various Functional Departments and Scope of their works. Ad Agency: Functions, Types, Structure, Departments, Remuneration, Pitching, Client-Agency Relationship- Revenue and Commission Systems.

UNIT III   CREATIVITY   9

Copywriting, Responsibility Of Copy Writer , Phases Of Campaign Creation- Brief - The Big Idea- - Advertorial - Infomercial - Comparative Copy - How Advertising Works-The Consumer Audience-Strategic Research-Strategic Planning - Setting and Allocating the Budget, Various Methods of Budgeting- Budget and Audit Process: Allocation of Budget and Methods, Agency Revenue Processes, Audits and its Processes.

UNIT IV   STRATEGIC PLANNING AND BRAND MANAGEMENT   9

Understanding the Branding Process and Advertising Perspective, Structure and Process of Strategic Planning. Brand Management-The Evolution of Branding in Today's World, Brand Name Spectrum, Brand Positioning, Brand Benefits, Brand Positioning, Personality Image, Brand Extensions. How Integrated Marketing Communications (IMC) Builds Brands, The Making of Indian & Global Brands, Leveraging Secondary Brand Associations to Build, Brand Equity, Digital Brand Building.

UNIT V   ADVERTISING AND SOCIETY   9

Advertising and Gender issues, Ethical Issues in Advertising, Social Criticism of Advertising, Laws in Advertising, Laws relating to Indecent Portrayal of Women (The Indecent Representation of Women (Prohibition) Act, 1986, The Information Technology Act, 2000, Cable Television Networks (Regulation) Act, 1995 etc.) Advertising Statutory Bodies in India, Role of AAA and ASCI and the study of various codes of conduct and case studies.- Analysis of Gender Issues in Professional Codes of Ethics of ASCI, AAAI at BCCCI and BARC.

TOTAL: 45 PERIODS

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OUTCOMES
- Students will be able to understand the concepts and principles of Advertising, Ad Agency Management and Brand Management.
- Students will understand the media planning process, tools and functioning.
- Students will understand the creative process and the role of creativity in brand building.
- Students will learn to integrate the learning of various courses while conceptualizing, planning and producing campaigns in groups.
- Students will learn and use tools for positioning and advertising strategies that sell products and build brands.
- Students will learn to create promising communication and advertising strategies.

REFERENCES
1. Batra, Rajeev, John G. Myers & David A. Aaker, Advertising Management. Upper Saddle River, NJ: Prentice Hall, 1996.
2. Clifton Rita & John Simmons: Brands and Branding ,Profile Books Ltd. UK, 2011
3. Halve Anand: Darwin's Brands, Adapting For Success, Sage Publications India Pvt. Ltd. New Delhi, 2012
4. Kapferer Jean-Noel: Strategic Brand Management- Creating & Sustaining Brand Equity, Kogan Page, 2009.
5. Miles Young, Oglivy on advertising in Digital age, Carlton Books, 2018.
6. Wells Moriarty Burnett, Advertising principles, and practice, Pearson prentice hall, seventh edition, 2005.

EA5105	GRAPHICS AND ANIMATION	L T P C
		3 0 0 3

OBJECTIVES
- To get familiarize with the animation principles and theories
- To explore both contemporary and historical animation techniques together with the fundamental principles
- To understand the Scripting language and its uses.

UNIT I   GRAPHICS AND DESIGN   9
Animation Film Making Process: Pre-production phase: Exploring ideas, Animatic Boards. Clay Animation and Stop Motion Animation, Concept of Masking: Text Masking, Image Masking, Eye blink. Five Core Principles of Design, Unity, Space, Hierarchy Balance, Similarity, Colour, Space, Volume, Gestalt theory.

UNIT II   ANIMATION FILM MAKING TECHNIQUES   9
Framing, Transition, Staging, Continuity, Crossing the Line, Background and environment layouts: Margins, Distance and perspective, Focus of attention, Character Design: Personality, Attitude, Proportion, Head Height, Silhouette. Music and sound effects, Lip Sync, compositing, Rendering. Leading lines, Scale and Hierarchy. Rule of third, Rule of odd, Golder Ratio.

UNIT III   ANIMATION PROCESS   9
Action Scripting: variables, datatypes, statements and expressions, operators, decisions making statements, looping statements, functions, user interaction, text, styles and fonts, events and event handlers: Interactivity with the mouse and keyboard, Timers and Time Driven Programming, Multitouch and Accelerometer Input. Error Handling.

UNIT IV   INTRODUCTION TO 2D GRAPHICS AND ANIMATION   9
Introduction to 2Dgraphics: Coordinate systems, pixels, bitmaps raster and vector, Introduction to animation, Animation Techniques, Live model study, Basic factors affecting the illusion of motion, Difference between "looking at the drawing" and "seeing the drawing", Improving the observation

skills, File format standards, Frame rate, resolution, symbols, instances, size and other compatibility issues, Future trends of computer animation. Introduction to 2D animation software interface: Basic drawing and painting tools, Shading techniques: Working with colors, strokes and fills, drawing for animation based on observation, memory and imagination, creating and modifying vector objects.

UNIT V   PRINCIPLES AND STYLES IN ANIMATION   9
Introduction to the equipment required for animators: The animator's drawing tools, the animation table , Perspective in animation, Principles of animation, color theory, Styles in Animation: Visual Styles: Indian, Disney, American, Russian and Japanese Style, Storytelling style. Animal Study, Basic Human Anatomy: body, motion and posing, laws of Physics for animation: law of motion, body mechanics, particles, rigid body, waves, electrostatics, Electromagnetics, thermo dynamics. Frame-sequencing features: Frame by Frame Animation, Tween Animation. Creating human and animal walk cycle.

TOTAL : 45 PERIODS

OUTCOMES
At the end of the course,
- Student will apply design principles and theories to animation production
- Students will plan and develop the production of animation film starting from concept to final render
- Students will create the interactive animation video
- Students will incorporate interactivity using scripting language.
- Students will utilize the scripting knowledge to create simple games
- Students will create the animation walk through for a scene

REFERENCES
1. Albers J. Interaction of color. Yale University Press; 2013.
2. Francis Glebas, "The Animator's Eye", Focal Press, 2013.
3. Making and breaking the grid: A layout design workshop, Timothy Samara, 2018
4. Moore Rick, UI Design with Adobe Illustrator, Peachpit press 2013
5. Peri D. Working with Disney: Interviews with animators, producers, and artists. Univ. Press of Mississippi; 2011.
6. Type: A Visual History of Typefaces and Graphic StylesCees W. de Jong, 2017

EA5111	NEWS WRITING LAB	L T P C
		0 0 4 2

OBJECTIVES
- To make the students to learn the aspects of news writing
- To develop their interview skills
- To develop more experience in the field work
- To publish their work in a lab journal.
- To be aware of journalist responsibility and functions.

UNIT I   CAMPUS STORY   10
Generating ideas for the news items in campus, identifying sources, handling sources, developing the story idea, conducting interviews with sources, writing news stories- finalizing news structures-inverted pyramid, Leads, headlines, photo captions, preparing the draft and final copy of the campus news story.

UNIT II   EVENT COVERAGE   10
Student should identify the relevant events happening in the city related to their interested beat and go for reporting. After reporting, the report must be submitted to the course instructor. Totally three events should be covered by the students in a semester.

UNIT III   NEWS LETTER PRODUCTION   10

Identifying concepts for the newsletter, generating information's, finding sources, arranging interviews, conducting interviews, recording interviews, writing articles, proof reading articles, designing according to the theme, publishing the newsletter.

UNIT IV   TABLOID PRODUCTION   10

Mapping the concept or issues for the tabloid, selection of different news items for the tabloid, finding sources, interviewing, Designing the tabloid, logo for tabloid, understanding the date line, byline in tabloid, Photo caption writing, Editing and Proof reading, Publishing Tabloid

UNIT V   MAGAZINE PRODUCTION   20

Generating ideas or themes for the journal, mapping the story angles, contacting sources and conducting interviews, Understanding the function of design, deciding the publication style, production process, Designing logo, name, designing pages, master pages, templates, typography, words in type, using pictures and color, capturing event-photography, Editing and Proof reading, publishing Journal.

TOTAL: 60 PERIODS

OUTCOMES

- Students will learn the importance of team work and adhere policy of the organization
- Student can produce the journals, magazines as a part of team.
- Student will be exposed to field reporting.
- Students will practice the newsroom techniques as in organization.
- Students will understand the importance of proof reading and grammar while writing for the lab journal.
- Students will produce campus newspapers.

REFERENCES

1. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
2. D'Souza, "Hand book of Journalism", Anmol Publications, 2000.
3. Jan Johnson Yopp and Kathrine C. McAdams , Reaching Audiences: A Guide to Media Writing, Focal Press, 2002
4. N.C.Pant, "Modern Journalism" Kanishka Publishers, 2002
5. Paul Manning, News and News Sources , Sage Publications , 2004
6. Shahzad Ahmad, "Journalism news coverage ", Anmol, 2005

EA5112	AUDIO LAB	L T P C
		0 0 4 2

OBJECTIVES

- To make students aware of the script writing.
- To learn about radio production by producing different radio genres.
- To impart practical knowledge on radio programme presentation.
- To make them understand sound designing
- To introduce the innovations in this field

UNIT I   12

Practical exposure to the station's organizational structure, functions and management – Case study of private FM radio stations, All India Radio, Community Radio - a critical review of programming content and style for various genres.

UNIT II   12

Developing the concept - Script writing for various programme genres – Production of some of the radio formats such as Radio Jingles, Radio Plays, Radio Vox-Pops, Radio Documentaries, Radio Features, Radio Interviews, Radio News, Radio Discussion Programmes, Radio SpecialityProgrammes etc – Recording using audio software – The mix down – Editing – The final master.

UNIT III **12**

Practicing innovative presentation techniques – Application of infotainment/edutainment content in the existing formats – New radio genres – Production of special audience programmes – Working with musical instruments.

UNIT IV **12**

Practicing the managerial techniques in three phases of production: Pre production, production, post production – Budget planning and execution – Team work and personnel management – Analysis of existing formats - Promotion of radio programmes.

UNIT V **12**

Production of interactive radio programmes – Application of different radio genres in educational and informational programmes – Field visit to community – Research on need based content - Producing campus/community based programmes.

TOTAL : 60 PERIODS

OUTCOMES
- The students will be writing scripts for various radio programmes.
- The students will practically learn and produce radio programmes and attempt different presentation styles.
- The students will be learning the techniques of radio production management while they produce radio programmes.
- The students will be able to design various domains of sound
- The students will get practical exposure while producing programmes
- The students will be able to produce need based content

REFERENCES
1. All India Radio, Audience Research Unit, Prasar Bharat, 2002
2. Michele Hilmes and Jason Lovigilio, eds., Radio Reader: Essays in the Cultural History of Radio (Routledge, 2002).
3. Ministry of Information and Broadcasting, Govt. of India, Annual Report 2002-03.
4. Neelamalar M. "Radio programme production" PHI, 2018.
5. The Radio Handbook – Carole Fleming 2nd edition, Routledge , 2002
6. William Moylan "The art of recording" – 2002 edition. Focal Press,2001
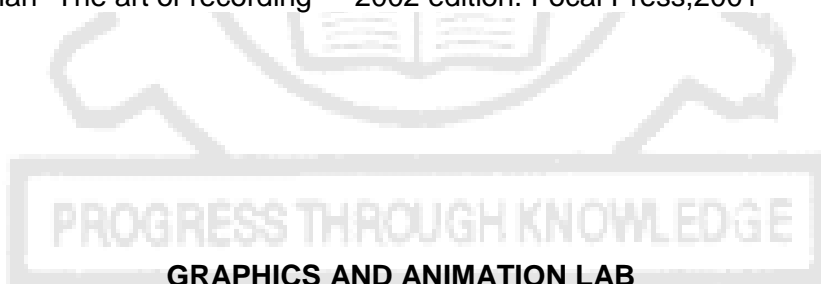
EA5113	GRAPHICS AND ANIMATION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To train students with a sound understanding of multimedia
- To apply the theoretical knowledge and demonstrate the skills acquired in professional manner to create an animation.
- To apply principles of mechanics and physics to animation

UNIT I   IMAGE CORRECTION **12**

Introduction – Concepts – Tools – Advantages – Designing – Editing photographs: Image Enhancement, Image Manipulation, Color correction, Filter Effects – Projects –Brochure, cards creation – Developing Backgrounds and Different Layouts –Image Ready.

UNIT II   PAGE DESIGN **12**

Layers, scale. Page layout and design – Creating images for print and for web pages: managing file size. Types of Page Layouts for Print Media. Digital Painting.

UNIT III   INFOGRAPHICS   12

Preparing illustrations for news reports in newspapers starting from simple graphs such as bar diagram, pie charts. Illustrations particularly when photographs of an event is not available or photographs do not give the details clearly

UNIT IV   2D Animation   12

Animation involving basic principles like Bouncing Ball, falling balloon, ball rolling on wooden ramp/coming to halt. Character and Background Design Animation involving anatomy: Character walk, run, posing, Weighted object lifting, pushing and pulling • Static Mask: Text and Image Masking • Dynamic Mask: Text and Image Masking

UNIT V   SCRIPTING   12

Action Script: Website , Action Script: Quiz / Interactive Presentation , Animation Portfolio

TOTAL: 60 PERIODS

OUTCOMES

- Students will be perform to create the new design using the existing design principles
- Students will create a layout design for web as well as print
- Students will represent the data using the infographics
- Students will apply the basic principles of animation to express a scene
- Students will create the interactive animation video
- Students will develop the web page with basic scripting.

REFERENCES

1. Adobe Creative Team, Adobe Flash Professional CC Classroom in a Book, 2013
2. Albers J. Interaction of color. Yale University Press; 2013.
3. Cooper J. Game Anim: Video Game Animation Explained: A Complete Guide to Video Game Animation. CRC Press; 2019
4. Francis Glebas, "The Animator's Eye", Focal Press, 2013.
5. Marschner S, Shirley P. Fundamentals of computer graphics. CRC Press; 2015.
6. Moore Rick, UI Design with Adobe Illustrator, Peachpit press 2013

EA5114	COMMUNICATIONS SKILLS LAB	L T P C
		0 0 4 2

COURSE DESCRIPTION

This course provides opportunity for students to practice their language skills in a given context. The focus is given more to the listening and speaking component. The reading and writing skills used in this course is to assist in the productive skills. Each unit has designed for task based activities. The assessment is also more practical than theoretical.

OBJECTIVES

- To enable learners to utilize different media for communicating
- To teach learners communication skills relevant to their profession
- To inculcate critical, problem solving and lateral thinking skills in students
- To teach employability skills to learners

UNIT I   DISCOURSE FUNCTIONS   15

Types of discourse – Self introduction – Narrating an experience – Feeling – Describing – place – person – event – Listening to Short talk – Movie Reviews – Story telling in media – Listening to story podcast – Oral story telling

UNIT II   CONVERSATION SKILLS   15
Listening to formal & informal conversation – Media interviews – Watch conversation scenes from TV / Movie –Transaction & Interaction in speaking – Small talk – Role play – Face-to-face – Telephone conversation

UNIT III   PERSUASIVE SKILLS   15
Interpreting visual content – Critical thinking - Rhetorical devices in advertisements –Radio / TV advertisement for a product - Creating a poster for social issue –- Problem solving activities – Case study - Group discussion - Discussion skills

UNIT IV   INTERPRETING MOVIES   15
Watching movies and interpreting the underlying messages – Gender & other stereotype images in movies – Cultural representation in entertainment media – Analyzing any movie of interest for its underlying messages

UNIT V   EMPLOYABILITY SKILLS   15
21st century skills – Interview skills – Presentation skills – Data collection – Organization & Presentation - Use of audio visual tools – Non verbal communication – Paralinguistic features – Answering questions – Interpersonal skills

TOTAL: 60 PERIODS

LEARNING OUTCOMES
By the end of the course, students would have developed
- A keen understanding about communicating using various media
- Their communication skills relevant to their profession
- Critical, problem solving and lateral thinking skills
- Employability skills that are essential for careers in media

EVALUATION
* As this course is a Language Lab course, there is no need for end semester. Internals can be held for 100 marks. Distribution of marks is given below:

Assessment: Internals	100 marks
Listening Test (Individual Activity)	20 marks
Group Discussion (Group Activity)	25 marks
Presentation (Individual Activity)	25 marks
Portfolio (Individual Activity)	30 marks

Assessment Details:
Presentation – Thematic topics assigned to groups but presented by individual members on various aspects of the given topic.
Portfolio – Each portfolio should contain minimum of five items. The marks are evenly distributed for these five items (6 marks each)
Each student should make a portfolio consisting of:
   (1) Creative writing – short story / script for radio or tv
   (2) A detailed analysis of a foreign language movie
   (3) An essay on the application of 21st century skills to contemporary issues
   (4) A personal profile write up for your website or blog
   (5) A Book Review

REFERENCES
1. Bellanca, James & Ron Brandt. *21st Century Skills: Rethinking How Students Learn.* Canada: Solution Tree, 2010.
2. McErlean, Kelly. *Interactive Narratives and Transmedia Storytelling: Creative Immersive Stories across New Media Platforms.* London: Routledge: 2018.

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EA5201   **MEDIA LAWS AND HUMAN RIGHTS**   **L T P C**
                                                                    3 0 0 3

OBJECTIVES:

- To provide a basic knowledge of the Indian constitution.
- To analyze the responsibilities and ethics of media towards the Society.
- To familiarize the students with various Acts relevant to media.
- To provide a thorough knowledge of the human rights issues in India.
- To analyze the role of media in safeguarding human rights.

UNIT I   INDIAN CONSTITUTION   9

Overview of the Indian Constitution, Fundamental rights, Directive Principles of state policy, Fundamental duties, Powers and Privileges of parliament, Provisions for declaring Emergency, Provision for amending the Constitution, Freedom of the Press and restrictions.

UNIT II   MEDIA LAWS IN INDIA   9

Press and Registration of Books Act, Press Council Act, Cable TV Networks (Regulations) Act, The Cinematograph Act, Drugs and magic remedies Act. Contempt of the Court Act, Intellectual property rights, Information Technology Act.

UNIT III   CODE OF ETHICS FOR MEDIA IN INDIA   9

Press Council's code of ethics for journalists, AINEC code of ethics, ethics of broadcasting, ethics of telecasting, ethics of advertising

UNIT IV   STATE OF HUMAN RIGHTS IN INDIA   9

Evolution of Universal Human rights, Universal declaration of Human rights, perspectives of Human rights and Human duties, State responsibility in international law, Indian perspective on Human rights. Genesis of Human Rights in India, Relevant articles in the Indian constitution.

UNIT V   MEDIA AND HUMAN RIGHTS   9

Importance of human rights education to journalists, reporting on children, women's rights, people with disabilities, minorities and refugees, reporting on war and conflict.

                                                              TOTAL: 45 PERIODS

OUTCOMES

- The students will acquire a basic knowledge of the Indian constitution.
- The students will gain knowledge regarding the responsibilities of media
- The students will acquire knowledge on Media Ethics.
- The students will acquire a thorough understanding of various Acts relevant to media.
- The students will be able to understand the issues relevant to human rights in India.
- The students will gain knowledge on the Indian media's coverage of human rights.

REFERENCES

1. Darren J. O'Bryne. Human Rights: An Introduction , Pearson, 2005.
2. DD Basu, Law of the press in India, Prentice Hall of India, New Delhi,2003
3. Gies L. Mediating human rights: media, culture and human rights law. Routledge; 2014 .
4. M. Neelamalar. Media Law and Ethics , Prentice Hall of India, New Delhi, 2010.
5. S. Gurusamy. Human Rights and Gender Justice, APH, 2009.
6. S.N. Chaudhary. Human Rights and Poverty in India, New Delhi, 2005.
7. Tumber H, Waisbord SR, editors. The Routledge companion to media and human rights. New York: Routledge; 2017.
8. UNESCO. Human Rights: Practical Guide for Journalists, 2002.

EA5202   **DEVELOPMENT COMMUNICATION**   **L T P C**
                                                                   3 0 0 3

OBJECTIVE
- The objective is to provide the students with a theoretical overview of the concept of the development and how it relates to the empirical experience in developing countries.
- The students are expected to learn the key concepts in development and development communication with a substantial component of field work with a foundational knowledge involved in communication task.

UNIT I   **DEVELOPMENT COMMUNICATION: AN INTRODUCTION**   **9**
Definition, concept of development, Meaning of Development in context of developing countries (Emphasis upon India). Introduction to Development Communication- An overview, Brief History, Key issues about development communication, understanding the scopes and uses of development communication, development journalism, Strategies of Communication and Development

UNIT II   **DEVELOPMENT COMMUNICATION THEORIES AND MODEL**   **9**
Introduction to development models, theories, Diffusion of innovation, Agenda Setting, Health Belief Model, Theory of Reasoned Action/Theory of Planned Behaviour, Social Cognitive Theory, Magic Multiplier, Empathy, ACADA Model of Development Communication, P-Process Model, Participatory Development Communication, Development Communication paradigms- Dominant paradigm, alternative paradigm, Application of Theories to Development Communication Study and Practice

UNIT III   **ROLE OF MEDIA IN DEVELOPMENT COMMUNICATION**   **9**
Role of Print, Radio, Television, New Media in Development communication. Their performances, structure and distribution of development communication programs in media, Role of internet in developing the communication, Role of development agencies, NGOs and RTI in Development Communication, Social interventions in Development Programmes, , Government schemes in India such as SITE, Kheda, Jhabua projects and AdharYojana, Applying Communication Strategies to initiate behavior change and acceptance of social ideas, Mobilizing people in development programmes

UNIT IV   **COMMUNITY DEVELOPMENT AND ISSUES IN DEVELOPMENT**
                           COMMUNICATION   **9**
Introduction to community development, Community Development Resources, Community Planning Process, Community Capacity Building, Community Assets and Capacity Assessment, Developing a Process of Community Development. Discussing issues for development communication- The Environment, Population Growth, Poverty, Agriculture and Malnutrition, Women in Development, Child Rights, Health, Economic Program me, Education. Discussing success case studies related to the development communication, Participatory Development Communication

UNIT V   **PRACTISE OF DEVELOPMENT COMMUNICATION STRATEGIES IN MEDIA**   **9**
Finding issues on development communication, Strategies for designing the message for print, Development Programme production for Community radio, find the issue, field work, interviewing sources, recording and publishing the program. Television programme production for development issues like health, poverty, education, civic issues, gathering information, shooting, developing the development communication program. Designing communicative materials to publish in New Media, Use of ICT in development programmes.

                                                  TOTAL: 45 PERIODS

OUTCOMES
- Students will gather knowledge on different communication strategies for development issues
- Students will understand the importance of community development.
- Students will understand the role of media in development communication
- Students will produce materials for development communication programs
- Students will produce the different development communication strategies for various media platforms.

REFERENCES
1. Anaeto, S.G. & Solomon Anaeto Development Communciation: Principles and Practice. Ibadan: Stirling - Horden Publishers, 2010.
2. Arulchelvan, S. Role and Effectiveness of Electronic Media in Higher Education – A Study on Indian Educational Media Efforts. Published by LAP LAMBERT Academic Publishing GmbH & Co. KG, Germany, 2010.
3. Development communication, Nora Cruz Quebral, College of Agriculture, University of the Philippines at Los Baños College, 1988.
4. McPhail, T. L. Development communication: Reframing the role of the media. Chichester, W. Sussex: Wiley-Blackwell, 2009.
5. Naarula, Uma, Development Communication Theory and Practice. Har-Anand Publication, Ltd. New Dehli, 1990.
6. Srampickal, J., & Aram, A. (Eds.). Understanding development communication. New Delhi: Media House, 2007.

EA5203	USER EXPERIENCE DESIGN	L T P C
		4 0 0 4

OBJECTIVES
- To identify the users and learn various methods to collect user behavior data.
- To develop a deep understanding of business-centered design.
- To create efficient prototype to communicate and validate the design definition.
- To apply UX process to mobile & small screen device.
- To develop skills in analyzing the usability of a website.

UNIT I   INTRODUCTION TO UX, UI   12
Introduction to UI, UX, it's importance and future, Elements of UX, Fundamental of User Experience (UX), Customer Experience (CX), Customer Digital Touch Points, User Interface Design (UI), Interaction Design (IxD), Human computer interaction (HCI), Design Process. The UXD Ecosystem: Identify the project parameters, Brand presence, Marketing campaign, Content source, ecommerce applications, Social networking applications, Responsive considerations. UXD Design Principles: Visual design, Unity and variety, Focal point, Economy of elements, Balance and proportion Interaction, Association and affordance, Economy of motion, Responsive design, Psychology, The effects of good UXD design, Flow and Interaction, Guiding principles

UNIT II   USER RESEARCH METHODS   12
User interview, Contextual enquiry, Heuristic Review, Survey, Empathy Map, Focus group, Research basics, User group definitions, Research techniques, Research analysis. Information Architecture Types of Navigation, Card sorting, Reverse card sorting, Sorting Tools, Use Cases and User Flow, Information Architecture

UNIT III   WIRE FRAMING AND PROTOTYPING   12
Wireframe & Prototyping : Low fidelity wireframes, Hi fidelity wireframes, Wireframes tool (Balsamiq/Sketch) , Prototype tool (Adobe XD, InvisionApp), Annotating essentials, Wireframing essentials, Toolkits, Wireframing 101, Sample processing, Sketching, Digital wireframes, Visual design, Responsive design, Wireframes vs Prototypes.

UNIT IV   USER TESTING   12
Design User Testing: Preparation for Usability test (Screeners, Scenario), How to create a Test Plan, Testing Tools, Usability Testing, Remote Usability Testing, Usability Metrics, How to capture data & Prepare Test Report, Visual design mockups exploration, Choosing a design testing approach, Qualitative and quantitative research, In-person and remote research, Moderated and automated techniques, Usability testing, Research, Logistics, Facilitation, Analyzing results, Crafting recommendations.

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UNIT V　　　UX FOR MOBILE AND WEB　　　　　　　　　　　　　　12

Mobile Design approach: Mobile device platforms, screen sizes, Designing for Native Applications, Hybrid Applications, Designing for Android and iOS, Design Guidelines (Android and iOS), Mobile Design Patterns (Navigation, Forms, Tables, Search, Sort & Filter, etc.) Web Design approach: Mobile first approach (design guideline), Responsive design, Global standards for Color, fonts, Style Guide & Assets.

TOTAL: 60 PERIODS

OUTCOMES

- Students will understand the UX and differentiate between business- centered design and user-centered design.
- Students will learn the prototyping for mobile and small screen devices.
- Students will be able to design and develop content for multiple mobile resolutions.
- Students will gain skills to require to create an Information Architecture document for a website
- Students will establish requirements for User Experience design concepts using creative techniques
- Students will learn about the importance of UxD, task description, wire framing, prototyping, use cases, user testing and various approaches of user experience design.

REFERENCES

1. Christian Kraft. User Experience Innovation: User Centred Design that Works, Apress, 2012.
2. Craig Grannell, "The Essential Guide to CSS and HTML web design(Essentials)", Friends of ED Publishers. 2008.
3. Dan Saffer, Designing for interaction, New Riders publications, 2010.
4. Don Norman, The Design of Everyday Things, Basic Books, 2013.
5. Steve Krug, Don't Make Me Think! A Common Sense Approach to Web Usability, Second Edition, New Riders publications, 2006.
6. Tom Tullis and Bill Albert. Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics, Morgan Kaufmann Publishers, 2008.

EA5204	VIDEO PROGRAMME PRODUCTION	L T P C
		3 0 0 3

OBJECTIVES

- To groom the student as competent television programme producer.
- To provide a strong background in television theory and principles of television production.
- To make the student well verse in all aspects of Indoor and outdoor production.

UNIT I　　　VISUALISATION AND PREPRODUCTION　　　　　　　　　9

Visualisation-Looking at an event, looking in to an event, creating an event, story board, preproduction activities-scripting-copyrights, ethics, selecting the location, checking the feasibility, budgeting, proposal writing-from story line to final output, getting sponsors.

UNIT II　　　TELEVISION GENRES AND PROGRAMME PRODUCTION　　　9

Critical analysis of these television genres to produce effective programs- Interviews, Debate, Talk shows, Drama, Serials-different types, Commercials, Public service announcements, Entertainment Programmes -Different formats of Cine based programmes, celebrity programmes, comedy shows, and sitcoms, Special programmes for festivals and calendar day stories, games shows, Reality shows, Globalisation through television programmes. Lighting instruments, Light sources, Light supports. Backgrounds and sets.

UNIT III　　　ENRICHMENT PROGRAMMES　　　　　　　　　9

Documentaries, Features, Sports, Health, Agriculture, Development programmes, Audience – different types, Special Audience, Programmes for special audience, Educational Programmes.

UNIT IV   TELEVISION CHANNELS   9

An introduction to Television channels in Tamil Nadu, India and Transnational television, Existing Ownership pattern of Television channels and its influence in programme producing and political agenda setting.

UNIT V   TELEVISION EFFECTS STUDIES   9

Understanding the effects of television to make better programmes for the benefit of society. Bardic Television, Catharsis, Narcosis effect, Different types of Audience- Research, Antisocial and Prosocial effects of Media content, Uses and Gratifications, Cultivation of Perceptions of Social Reality, Social Impact of Television programmes.

TOTAL : 45 PERIODS

OUTCOMES

At the end of the semester students will be able to,
* Recognize the principles of production techniques.
* Practice the various genre of production.
* Expertise in both indoor and outdoor production.
* Produce social responsible programmes to create change in the society.
* Follow ethical and social and also represent the society in a good way.
* Experts in handling camera and related equipment's.

REFERENCES

1. Albert Moran and Michael Keane, Television across Asia: Television Industries, Programme formats & Globalisation, Routledge Curzon, Taylor & Francis Group, 2004.
2. Caroll O' Meara,Television Program Production, Textbook Publishers,2003
3. Gerald Millerson, Television Production, 13th Edition, Focal Press, 2003.
4. Herbert Zettl, Television Production Handbook, 10th Edition, Wadsworth Publications,2009.
5. Jim Owens & Gerard Millerson, Television Production, Focal Press, 2012
6. Robert Musburger& Michael Ogden Single-camera video production focal press 2014

EA5211	USER EXPERIENCE DESIGN LAB	L T P C
		0 0 4 2

OBJECTIVES
* To develop skills in analyzing the usability of a website.
* To impart the skills required to create an Information Architecture document for a website
* To establish requirements for User Experience design concepts using techniques such as personality development, task description, and use cases;

UNIT I   UNDERSTANDING EVERYDAY THINGS- AN ANALYSIS   6

Identifying and analyzing the everyday things using design principles, Critical Analysis of the websites using design principles, Critical Analysis of the mobile applications using design principles.

UNIT II   DEVELOPMENT OF THE CONCEPT   15

Developing the new concept (only product or mobile application) to create the user centered design, Planning for field visits, understanding users, preparing the questionnaire, task list and designing for users, creating User Personas and Scenarios, Creating user stories, red routes and user journey maps.

UNIT III   INFORMATION ARCHITECTURE AND PROTOTYPE   12

Designing Structure: Interaction design and Information Architecture, Design for Network Effects, pattern libraries and social patterns, Designing Interfaces and Wireframes, UX Prototyping.

UNIT IV   DEVELOPMENT AND USABILITY TESTING   12
Use Cases and Tasks, Conceptual Designs, Usability Testing and Heuristic analysis of the concept.

UNIT V   DEVELOPMENT OF PRODUCT   15
Students should create a new website/mobile application using HTML and CSS by implementing all the principles learnt in the previous units. That should be submitted to the course instructor for evaluation along with other projects.

TOTAL : 60 PERIODS

OUTCOMES
At the end of the course, the students will be able to
- Identify the users and learn the entire user experience lifecycle.
- Develop a deep understanding of business-centred design.
- Create efficient prototype to communicate and validate the design definition.
- Apply UX process to mobile and small screen device.
- Do a User experience design project as a team.

REFERENCES
1. Christian Kraft, User Experience Innovation: User Centred Design that Works, Apress, 2012.
2. Steve Krug, Don't Make Me Think! A Common Sense Approach to Web Usability, Second Edition, New Riders publications, 2006.
3. Ted Roden, Building the Realtime User Experience: Creating Immersive and Interactive Websites, Shroff/O'Reilly, 2010.
4. Tom Tullis and Bill Albert, Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics, Morgan Kaufmann Publishers, 2008.
5. Trevor van Gorp and Edie Adams, Design for Emotion, Morgan Kaufmann Publishers, San Francisco, 2012.

EA5212	VIDEO PRODUCTION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To make students aware of the script writing for video formats.
- To learn about video production with single and multi-camera shoot.
- Developing skills of writing proposals,storyboard and budget before creating a video programme.
- To impart knowledge on creating unique programmes .and concepts.

EXERCISES
The following video formats to be created after developing the script for individual assignment. The faculty can assign further creative assignments to suit the video practices.

UNIT I   SCRIPT & EDIT   12
Multiple TV jingles will be created by the students which will give an overall idea and to create CG based titles and punch lines to define the programmes. They will be also working on use of fonts and colours for credits, super and title cards based on the genres of the programmes.

UNIT II   TRAILOR PRODUCTION   12
Students need to create teaser, promos, trailer, and montage as asked by the faculty. They have to develop scripts for PSA for television based on some of the burning issues or enriching the public needs. Single anchor shoot and POV shots to be implemented in production.

UNIT III   FORMATS PRODUCTION   12

Atleast any two of the mentioned formats like Magazine, Testimony, Game shows, Discussion, Interviews, Actuality and Demonstration should be practiced by the students and even wrap-up formats can be suggested by the faculty. Feature on current topic, Quiz programme as essential and discussed in class.

UNIT IV   GENRES PRODUCTION   12

Few of the following genres of TV programmes like comical, Horror, Travelogues, Historical, Supernatural, suspense, thriller, crime stories, Cookery, children enrichment programmes, personality development and counseling programmes to be attempted by the students from scripting to production.

UNIT V   SPECIAL PROGRAMMES   12

TV Programmes catering for women empowerment, youth, entrepreneurial programmes health and fitness programmes and Thematic videos, sports coverage, quiz - Live and Deferred Live programmes coverage for award functions, marathon or cultural importance and folk art or Short film, Documentry to be produced.

                                                                    TOTAL: 60 PERIODS
OUTCOMES
- Students will be creating video programmes for television, web and mobile phones practically.
- Students will have full-fledged knowledge in shooting, editing and finishing on video.
- Students will record and shoot audios/videos in various genres and then edit the same on the nonlinear editing systems.
- Students will practically implement the scripting, direction, shooting and editing techniques of the video production.
- Students will produce programmes in different formats.
- Students will produce special programmes for different mediums.

REFERENCES
1. Albert Moran and Michael Keane, Television Programme formats & Globalisation, Taylor & Francis Group, 2004.
2. Caroll O' Meara, Television Program Production, Textbook Publishers, 2003.
3. Donald, Ralph & Spann, Fundamentals of Television Production, Blackwell Publishing, 2010.
4. Gormly, Eric K, Ames, Writing and Producing Television News, 2012.
5. Mannel; Morris, Patrick, Nonlinear Editing: Media, Focal Press, 2009.
6. Smith, Ron F. & O'Connell,Editing Today, Blackwell Publishing, 2003.

PROGRESS THROUGH KNOWLEDGE

EA5213	VIDEO EDITING LAB	L T P C
		0 0 4 2

OBJECTIVES
- To appreciate editing as creative element for storytelling
- To understand procedures, techniques, and standard practices in video editing
- To understand the aesthetic principles and concepts of video editing
- To understand the color correction techniques from editing software
- To master the students in audio fine tune and text animation.

UNIT I   INTRODUCTION   12

Editing software introduction – User interface, formats, codecs, Events and browser windows, workspace management, clip ratings. Log and capture and importing. Edit and cut using various tools, rolling trim, ripple edit, replace edit, connecting clips, split edit.

Attested

Activity
- Students have to write the editing script with all the essential components.
- Student have to organize the video basis of scene, sequence order.
- Students have to practice with log and capture, import and transcoding file.
- Students will practice with all types of edit and cut, they have to produce various genres of video with it.

UNIT II   Keyframing on transition, filters, audio and text   12

Types of video transition and its usage in various work field. Types of video filters, applying and modifying effects; copy, paste and remove attributes. Keyframing a graphic. Audio levels, Audio keyframes and fixing audio problems, sound effects. Creating text, text animation: 2D and 3D title; lighting shadows and environments; adding effect markers to tittle templates, keyframing and D text,

Activity
- Students will produce video clips to understand the concept and usage of video transitions techniques.
- A video should produce to understand the video filters.
- They have to practice with keyframing in different types of video transitions and video filters.
- Stock sound will be provide to student to remove noise and hiss to present a quality audio
- Students have to match the audio with image size on the video.
- They have to produce a video with recording dialogue, sfx, Foley and music.
- They have to produce title card and end credit text animation using keyframing and color masking.

UNIT III   Compositing and Effects   12

Compositing settings: opacity adjustment, blend mode, transitions, keying, Alpha channels. Fixing camera problems: rate conform settings, fixing camera shake, stabilization options, fixing rolling shutter errors. Applying and modifying effects, removing and adding attributes, saving effects presets. Keying blue/green screen footage, Bezier masks and controls.
Animating an object, animating effects, editing keyframes in the inspector and in timeline.

Activity
- Students have to practice with basic tools for composite in editing software
- Students have to prepare the video for compositing by fixing camera problems
- Students have to understand the usage of effects in compositing
- Finally students have to produce a video by compositing an animated object

UNIT IV   Color correction   12

Curves: Luma, RGB, Custom, Hue saturation curves, offsets; secondary corrections: color masking, shape masking; color board hang: log and HDR and exporting techniques

Activity
- Students have to practice with step by step process of color correction
- Students have to practice with color curves for various mood of films
- Students have to practice with masking for shape and color
- Students should have practice with three wheel color correction
- Students should export a video file in different file format suitable for various platform

UNIT V   Documentation, copyright and Publishing   12

The documentation, process and format to be submit for censorship and understanding the difference between its process for short film and feature film. What are the issues if you use a stock image, video or music from internet , what's the solution for that. How to get copyright for the video – who can hold the copyright in a work?, what is literary work? And how to register for copyright, broadcasting rights, copyright infringements. Finishing, mastering and delivery- preparation for various medium distribution technique's behind it.

Activity
- Students will produce a video based on requirements of censor submission.
- Student have to find the solution to solve the copyright issues .
- Student have to prepare documents to get copyright for the video they produced.
- Student have to master the video to deliver it for various medium like theatres, Television and new Media.

TOTAL: 60 PERIODS

OUTCOMES
- Students will have the knowledge in workflow of post-production process in various field.
- Students will produce various projects using different editing styles and layout.
- Students will be able to masters in producing professional quality video projects for various platforms.
- Students will produce the video without the copyright issues.
- Students will inspire the audience with their mastering in editing techniques.
- Student will develop knowledge to work in various visual production industries.

REFERENCES
1. Alexis Van Hurkman, Color correction look book: creative, Pearson, 2013.
2. Christoper J. Browen, Grammer of the Edit, Routledge 2017.
3. Karel Reisz, Gavin Millar, The Technique of Film editing, Focal press, UK, 2010.
4. Ken Dancyger, The technique of film and video editing: history, theory and practice, Nov, Focal press, New York, 2018.
5. Wright steve, Compositing Visual Effects : Essentials for the Aspiring Artist, Routledge, UK, 2011.

EA5301	EVENT MANAGEMENT	L T P C
		3 0 0 3

OBJECTIVES
- To Understand the structure of event industry, economy, culture and trends of Market.
- Applying the Concepts and practices of Marketing research on event related issues.

UNIT I   INTRODUCTION TO EVENT MARKETING   9
An overview of event marketing – Types of events – Understanding the structure of event industry, economy, culture and trends – Marketing skills for event marketers, Requirement analysis.

UNIT II   DESIGNING EVENT MARKETING   9
Application of Marketing mix to events – Designing and developing – Adoption of events – Event life cycle analysis – Key drivers influencing strategic planning and execution of different types of events – Branding issues forevents.

UNIT III   PRICING STRATEGIES   9
Pricing methods for events – Approach towards sponsorships, funding agencies - types and choice of sponsorships – Profitability analysis – Negotiations for the best deal.

UNIT IV   EVENT PROMOTION   9
Campaign for sports cultural - Entertainment - Formal functions – Event advertising – Establishment – Festivals – Conventions – Exhibitions - Public relations – Interpersonal relationship – Media management – Role of regulatory authorities.

UNIT V   EVENT DELIVERY   9
Dealing with agents, Promoters and event executors – Event Planning Implementation and evaluation from stake holder's perspectives - Concepts and practices of Marketing research on event related issues. Post event steps.

TOTAL: 45 PERIODS

30

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OUTCOMES

- The students acquire an understanding of the role and purpose(s) of special events in the organizations.
- Students will acquire an understanding of the techniques and strategies required to plan successful special events.
- Students will acquire the knowledge and competencies required to promote, implement and conduct special events.
- Acquire the knowledge and competencies required to assess the quality and success of special events.
- Use research and analytical skills to guide the development of communication objectives and public relations activities, evaluate their impact, and support organizational objectives and stakeholder relationships
- Engage stakeholders by adapting language, tone and presentation style to the public relations purpose, situation, audience and channel(s)

REFERENCES

1. Allison Saget, The Event Marketing Handbook : Beyond Logistics & planning, Kaplan Publishing, 2006.
2. Cheryl Mallen, Lorne J. Adams ,Event Management in Sport, Recreation and Tourism: Theoretical and Practical Dimensions,2016.
3. Glenn Bowdin, Johnny Allen, Rob Harris, Ian McDonnell, William O'Toole, Events Management, Routledge, 2012.
4. Judy Allen, Event Planning, Wiley India, 2007.
5. Julia Rutherford Silvers and Joe Goldblatt, Professional Event Coordination, John Wiley, 2003
6. Shannon Kilkenny, The complete guide to successful Event Planning: A guide book to producing Memorable Events, Atlantic Publishing Company. 2011.

EA5302   **DIGITAL JOURNALISM**   L T P C
                                                           3 0 0 3

OBJECTIVES

- To impart fundamental journalism skills of reporting, writing, critical thinking and ethics
- To create stories combine text, images, sound, and other features of digital journalism including Mobile devices.
- To understand the use of digital platforms for the dissemination of news.
- To expose the multimedia tools for online stories
- To learn the art of making online news stories viral.

UNIT I   INTRODUCTION TO INTERNET   9

Internet as a medium of communication - Features of the Internet - World Wide Web and other services - History of the Internet - Why did the dotcom bubble burst - Features of online media: multimediality, interactivity and hyper-textuality. Emergence of social media, news portals, online edition of newspapers, e- archives.

UNIT II   MULTIMEDIA JOURNALISM   9

Different between web journalism and journalism of other media – online storytelling –Language of news, Grammar, Punctuation, Spelling Importance,- Writing and editing for online newspapers, e-magazines, newsletters - Presentation with audio recording and editing, photo shooting and editing, slide show, character driven narrative - Identification of relative stories for hyper-linking , Citizen Journalism.

UNIT III WEB ANALYTICS 9
Search engine optimization (SEO), non-linear media consumption, user engagement, user generated content, web traffic analysis, navigation, usability, eye tracking, online security, online ethics, content management system, data visualization, RSS feeds, Mobile platforms, User centered design, Understanding search behaviors. Introduction to online media law, Contempt of court, ethical guidelines, copyright law, database rights, libel risks, privacy issues

UNIT IV SOCIAL MEDIA TOOLS 9
Use of Twitter, Facebook, YouTube, Flickr, LinkedIn, blog, Google maps etc. students will set up tier own Twitter accounts and get to know how it works: following Course instructor, following each other, following a journalist, etc. Case studies to be discussed of how social media can be used as reporting tools: for finding source and story idea / topic, research, engaging audience, content curation, etc.

UNIT V LIVEBLOGGING AND MOBILE JOURNALISM 9
Live blogging, Types of Live blogging, Ingredients of Live blog, ideas for live blogging, Understanding the features of Smartphone's, How to tell compelling stories / photo stories using Mobile devices, rich Multi-media enable apps, storytelling methods for mobile consumers, Tools and best practices for editing and posting video's, Ethics of accuracy, Online audio, audio formats for online, podcasting, publishing and optimizing audio for web. Creating online videos, different video formats, Drone Journalism, Virtual Reality, Shooting and Editing video,

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, students will
- Write web articles following professional standards for style, linking, and search optimization.
- Enhance information gathering with web tools
- Tell stories with digital tools, such as Google Maps and timelines
- Build audiences and research by using social media
- Research, report and promote your work via Twitter, mobile platforms and the web.
- Learn how to tell news stories via mobile devices.
- Understand the importance of digital story telling.
- Learn the ethical risks involved in online journalism

REFERENCES
1. Andy Dickinson, Web Design for Journalism, Butterworth-Heinemann, 2003.
2. James Glen Stovall, Journalism on the Web, Pearson Allyn & Bacon, 2003.
3. Mike Ward, Journalism Online, Focal Press, 2002.
4. Paul Bradshaw, The Online Journalism Handbook, Skills to survive and Thrive in the Digital Age, Routledge, 2018.
5. Roland De Wolk, Introduction to Online Journalism: Publishing News and Information, Pearson Allyn and Bacon, 2001.
6. Sunil Saxena, Breaking News: The Craft and Technology of Online Journalism, Tata McGraw-Hill, New Delhi, 2004.
7. Tapas Ray, Online Journalism: A Basic Text, Foundation Books, Delhi, 2006.

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EA5303 **RESEARCH METHODOLOGY** **L T P C**
3 0 0 3

OBJECTIVES
- Understand the nature and purpose of research in the creative media industry.
- Be able to apply a range of research methods and techniques.
- Be able to present results of research.

UNIT I APPROACHES TO RESEARCH 9
The PAPA Model of Research – Stages of Research – Types of research– Some actual research projects - Scope of communication research – Ethics in research – Role of theories in research: Socio-Ecological Model (SEM) – Research Accuracy.

UNIT II RESEARCH PROPOSAL AND LITERATURE REVIEW 9
Research proposal – Research problems and limitation – Elements of research - Writing review of literature – Sources – Citation Tracking – Content Alert Services – Evaluating Sources – Abstracting – Plagiarism.

UNIT III RESEARCH METHODOLOGY 9
Research Hypothesis – Objective and subjective – Triangulation. Sampling techniques. Quantitative research methods – Goal / aim of the research, usage, type of data and approach; - Data collection techniques – Survey, Interviews. Qualitative research 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 IV DATA COLLECTION AND ANALYSIS 9
Measurement Principles-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 V MONITORING, EVALUATION AND REPORT WRITING 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. Report Writing.

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the scope and techniques of media research, their utility and limitations.
- Students will develop practical knowledge on quantitative and qualitative methods of research.
- Students will be able to do research in the field of advertising, social media, journalism, communication etc.
- Students will be able to apply statistics for their research.
- Students will be able to apply quantitative method for their research.
- Students will be able to take up independent research.

REFERENCES
1. C.R. Kothari and GauravGarg. Research Methodology Methods and Techniques (3rd edition), New Age International Publishers, New Delhi, 2014.
2. Gerard Guthrie. Basic Research Methods- An entry to social science research, Sage Publishers, New Delhi, 2014.
3. Kultar Singh. Quantitative Social Research Methods, Sage Publishers, New Delhi, 2007.
4. Ranjit Kumar. Research Methodology – A step by step guide for beginners, Sage Publishers, Fourth edition, New Delhi, 2014.
5. Roger D. Wimmer and Joseph R. Dominick. Mass Media Research: An Introduction (9th Edition), Thomson Wadsworth Publications, 2011.
6. Susanna Hornig Priest. Doing Media Research: An Introduction, Sage Publishers, New Delhi, 2009.

EA5304   **WEB DESIGNING**   **L T P C**
                                                                          3 0 0 3

OBJECTIVES
- To divulge the guidelines for creating an effective web page
- To impart the necessary skills for designing and developing a Website.
- To learn the language of the web: HTML, CSS and JavaScript.

UNIT I   HYPERTEXT MARKUP LANGUAGES   9
Internet, Basic Terminologies, Website: information architecture, user interface, site structure, navigation, layout, colors, fonts and imagery. Elements of a good website design: design principles and design elements. Steps involved in a creating a website: user needs, mock design, functional design, testing and implementation. Introduction to HTML, Benefits of HTML, Structure of an HTML Document, HTML TAGS, Types of Attributes – Element Specific attributes, Global attributes, Event Handler Content Attributes, Custom data attributes, Presentation Tags, Semantic Elements, Inserting Images.

UNIT II   HYPERLINKS, FORMS, MULTIMEDIA CONTENTS   9
Creating Hyperlinks, Client Side Image Mapping, Types of hyperlinks: external links and internal links, Lists and the different types of lists.Table and its related Tags. Incorporating form elements, Form Attributes, Inline frame, Adding Multimedia Contents using different media related, Adding Graphics, Head Document Elements.

UNIT III   CASCADING STYLE SHEETS   9
Introduction to CSS, Different ways to incorporate Styles, Styles - Background, Text, Font, Link, Lists, Tables, Border, CSS Pseudo Elements, separate style sheets for print and screen, Print Media: controlling line breaks, The box model: Styling with content, padding, borders and margin. using margins to separate and position, CSS Positioning: static, relative and absolute. CSS Floating: Floated elements and their margin, Transparency Effects: CSS transparency and "see-through" effects.

UNIT IV   INTRODUCTION TO SCRIPTING LANGUAGE   9
Introduction to Scripting Language, Uses of JavaScript, how a scripting language works, different ways to incorporate JavaScript, Datatypes, Variables, Expressions, Operators, and Statements, Pre-Defined Dialog Boxes, Map html elements using Document Object Model,Arrays, User defined functions, Events and Event Handling.

UNIT V   JAVASCRIPT OBJECTS   9
Pre defined JavaScript Objects – String, Math, Array, Date, Function and Global objects. Form Validations, Browser Objects – Window, Document, Image, Form, Anchor, Location and History objects. Error Handlings.

                                                               TOTAL: 45 PERIODS
OUTCOMES
At the end of the course, the student will be able to
- Define the fundamental terms and concepts related to web development
- Logically separate the content from style.
- Understand the importance of CSS in web design.
- Logically do programs for various problems.
- Create simple web pages.
- Develop a full-fledged website using HTML5, CSS and JavaScript

REFERENCES
1. Jon Duckett, "HTML and CSS", John Wiley & Sons, 2011.
2. David Flanagan, "JavaScript – The Definitive Guide" O'Reilly Media Publications. 2011.
3. Nicholas C. Zakas, "Professional JavaScript for Web Developer", Wrox Publications, 2008.
4. Lavanya R., HTML 5, Ane Book House, 2010.
5. Deitel&Deitel "Internet & World Wide Web How to Program", Fourth Edition Prentice Hall, 2008
6. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia GustaffRayl, "JavaScript Bible" Wiley Publications. 2007.

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EA5311	INDUSTRIAL PROJECT	L T P C
		0 0 4 2

OBJECTIVE

* The core objective of the Summer Internship is to give an opportunity to the students, industry exposure in a media organization of their choice and learn about its structure, functions and work process for a month.

  * **Guidelines for Students choosing Media Organization:**

    The students will approach a reputed media organization of their choice anywhere in India. They have to get an acceptance letter from the organization for not less than a month. Internship with independent media professionals / experts will be approved only on the basis of the merit of the professionals by the Internship Faculty Co-ordinator.

  * **Final Evaluation:**
    Field wise evaluation form (prepared by the department) marked signed with the seal by the supervisor/ manager of the media organization to whom the intern is reporting to should be submitted. The final evaluation will be internal evaluation, where the students have to present their learning through a brief presentation and also by submitting a report. The report should contain all their work samples. The internal reviewer panel marks and the evaluation sheet marks from the supervisor / manager from the organization are considered equally, and Marked for 100. The Internal review panel will be constituted by the Internship Co-ordinator after getting the approval from the Head of the department.

TOTAL: 60 PERIODS

  * **OUTCOMES**
At the end of the semester, the students will be able to understand and experience the actual function of media organization, its work process, roles of professionals, importance of meeting deadlines, work culture and ethics in organization set-up.

EA5312	MINI RESEARCH PROJECT AND SEMINAR	L T P C
		0 0 4 2

OBJECTIVE

* The main objective of Research Project and seminar is to make the students understand the nuances of doing a media research, and give them an opportunity to present the findings of their research in a seminar conducted by the subject teacher.

* **Guidelines for choosing the topic for research project:**
The students have to choose a topic for the research project that is relevant to communication and media studies. They will be doing the research project under the supervision of a faculty member. Though the topic should be in the field of communication and media studies, inter-disciplinary studies are also allowed but communication and/or media element is a major requirement in the topic chosen.

* **Research Project Reviews:**
The progress of the research work of students will be monitored by the subject teacher and/or supervisor in review meetings. Finally, students will have to take a seminar on their research, which will be assessed by the subject teacher and/or supervisor.

* **Final Viva-Voce Examination and Thesis Submission:**
The final evaluation will be conducted by the subject teacher and/or supervisor, where the students have to present their research findings in the seminar conducted by the subject teacher. They have to submit a thesis on the same. The students have to follow Anna University guidelines for Thesis preparation. The student's thesis will be scrutinized for Plagiarism. Plagiarized works will not be considered for evaluation. The students are encouraged to present their research findings in conferences or publish their work in national / international journal with the approval from their supervisor.

TOTAL: 60 PERIODS

OUTCOME

At the end of the semester the students will be able to attain the skills required for conducting media research. Also, they will be getting the confidence to present their work, with enhanced presentation skills. This will give them the experience and a thorough understanding on taking up their major research project in the final semester.

EA5313	WEB DESIGNING LAB	L T P C
		0 0 4 2

OBJECTIVES

- To Acquire the knowledge and skills to design and develop a website
- To acquaint with HTML, CSS and JavaScript
- To impart the skills required to construct a web site that conforms to the web standards'

UNIT I   HYPERTEXT MARKUP LANGUAGES   12
1. Create a basic webpage using different presentation tags
2. Insert Images and tables
3. Create different types of Lists.

UNIT II   HYPERLINKS, FORMS, MULTIMEDIA CONTENTS   12
1. Create external and internal hyperlinks, Image Mapping, Mail Links
2. Create registration forms using all the form elements
3. Include Multimedia Elements in the website

UNIT III   CASCADING STYLE SHEETS   12
1. Create a CSS template for the website created above.
2. Create a box model using CSS
3. Skin a menu with CSS : Styling Navigational Links
4. Print Media : Style for Print

UNIT IV   INTRODUCTION TO SCRIPTING LANGUAGE   12
1. Validate the website using Javascript objects
2. Creating dynamic Calendar, TimeStamp and Banner
3. Programs related to Event handling, Events, and Error handlings

UNIT V   JAVASCRIPT OBJECTS   12
1. Programs related to Window and Document objects
2. Programs related to javascripts objects and methods
3. Design and Develop a professional interactive and dynamic website

TOTAL: 60 PERIODS

OUTCOMES

At the end of the semester students will be able to,

- Understand the importance of learning web designing.
- Demonstrate how to separate design from content using CSS.
- Understand the importance of HTML and CSS
- Learn the functioning of various roles of java script in website
- Do the validation of simple websites
- Design and develop a professional website using HTML, CSS and JavaScript.

REFERENCES

1. Jon Duckett, "HTML and CSS", John Wiley & Sons, 2011.
2. David Flanagan, "JavaScript – The Definitive Guide" O'Reilly Media Publications. 2011.
3. Nicholas C. Zakas, "Professional JavaScript for Web Developer", Wrox Publications, 2008.
4. Lavanya R., HTML 5, Ane Book House, 2010.
5. Deitel&Deitel "Internet & World Wide Web How to Program", Fourth Edition Prentice   Hall, 2008
6. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia GustaffRayl, "JavaScript Bible" Wiley Publications. 2007.

EA5411	DISSERTATION	L T P C
		0 0 24 12

OBJECTIVE

- The main objective of Research Project is to inculcate research interest to the students, and give them an opportunity to explore research various research techniques in the field of communication studies, and conduct research under the guidance of a faculty member and submit a thesis.

- **Guidelines for Students choosing Research Topic:**
  The students will be allowed to choose a research topic of their choice under the supervision of a faculty member. The topics should be related communication / media studies. Inter-disciplinary studies are allowed only if there is a communication/ media element in the research topic.

- **Research Project Reviews:**
  The students will have to present before the Review **committee** to finalise the topic.
  Three reviews will be conducted to assess the progress in research. **First-review** to present their aim, objectives, scope and need for the study, **Second-Review** to present the review of literature and methodology, **Third- review** topresent their findings before the research review panel. The review panel will be constituted by the Project Co-ordinator on the approval of the Head of the Department. The review committee consists of the Supervisor, subject expert and the Co-ordinator.

- **Final Viva-Voce Examination and Thesis Submission:**
  The final evaluation will be external evaluation, where the students have to present their research findings through a presentation and also by submitting a thesis. The students have to follow Anna University guidelines for Thesis preparation. The external evaluator will be from other University / College and they will be approved by the HOD and Chairman, Science and Humanities, Anna University. The student's thesis will be scrutinized for Plagiarism. Plagiarized works will not be considered for evaluation. The students are encouraged to present their research findings in conferences or publish their work in national / international journal with the approval from their supervisor.

TOTAL: 360 PERIODS

OUTCOME

- At the end of the semester the students will understand the importance of communication research, employ research techniques and tools, and gain confidence in working on a contemporary research area independently..

EA5001	BUSINESS NEWS PRODUCTION	L T P C
		3 0 0 3

OBJECTIVES

- To understand the fundamental of Indian Economic System and Policies
- To understand the basic function of financial markets
- To explore the financial system in India
- To put in practice the business language and writing
- To learn the sector wise growth and region of India

UNIT I   FUNDAMENTAL OF BUSINESS AND FINANCIAL NEWS   9
Introduction to business and financial news — basic skills of a Business Journalist - new trends in business journalism; new information technology; commercial database, ethics in business reporting, concept of social audit - Basics of economic reporting and the importance of the census - Understanding financial markets and privatization - Reading and interpreting company accounts – getting the best from press conferences.

UNIT II FINANCE SYSTEM IN INDIA 9

Basic knowledge of the Finance system in India; gathering, distribution and allocation of revenue vis-à- vis the Central and State Governments; Finance and Planning commission - Central and State budgets; budget-making exercise - Key concepts in economics - Introduction to tax laws, Industrial relations acts, companies act.

UNIT III INDIAN ECONOMY AND INDUSTRIES 9

Introduction to major industries and their role in the economy - Companies: Public vs. private vs. non-profit - differences and similarities between private and public companies – Enterprise stories, Company meetings, industrial developments, industrial production, exports, imports, financial companies, foreign capital investment, stock markets - investigating the tie-up agreements, bureaucracy and business tie-ups, census data to enterprise stories.

UNIT IV WRITING FOR BUSINESS 9

Writing and reporting business news story - Writing effective leads - Reporting business news on television - Basic structure of a business news story - numbers and how to use them in writing - sources of information for covering business entities - financial & business events worthy of news coverage - Interviewing Business Leaders, Reviewing Biography of the Business Icons, Following Forbes lists - What Journalists need to know in a global economy -The relevance of Globalization.

UNIT V FINANCIAL JOURNALISM 9

History of corporate disclosure rules, corporate financial statement - Analysis of decisions, company reports and statements, AGMs, Investigating company accounts- Listed companies and how exchange-based stock trading has evolved economic fundamentals and the role of a central bank - Covering financial markets – How financial markets operate – Covering daily activity in stock, bond &currency markets - Making it personal: writing about investing, personal finance, consumer issues.

TOTAL: 45 PERIODS

OUTCOMES

- Obtain an overview of world business and role of financial markets in India
- Become familiar with the basic principle of financial and business reporting
- To understand strength of business sector and region in India
- To understand the role of business and government relationship
- To conceive stories relates to stock market and budget analysis
- To be aware of the business terms and language.

REFERENCES

1. Arora D,D., 'Business Journalism' , Mohit Publication, Delhi, 2010
2. Darren Kelsey, ' The Discourse of Financial crisis ' Routledge Publication, USA, 2017.
3. Ibrahim Shaw' 'Business Journalism 'Taylor and Francis, 2017.
4. Keith Hayes, 'Business Journalism: How to Report on Business and Economics', Apress 2010.
5. Kinsey, Marie, "Financial Journalism – Money matters" Routledge Publications, UK, 2014.

EA5002	CRITICAL ISSUES IN MEDIA	L T P C
		3 0 0 3

OBJECTIVES

- The key objective is to introduce students to critical perspectives on global media.
- The Student will be exposed to major concepts, theories, models related to Critical Issues in Media.
- To analyse the conundrum of media discourses of eastern and western traditions, and to identify the counter narratives of media discourses especially in the third world countries.
- To give the sort of general acquaintance with the history of media and issues it covers.
- The students will be exposed to gender, society and its relationship with the media.

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UNIT I INTERNATIONAL MEDIA LANDSCAPE 9

International media and political nexus, globalization, socialist and capitalist ideologies, How media thrives in capitalist countries vs. how media thrives in communist countries, Countries in which the government regulates media, media in conflict zones- Afghanistan, Syria, Iraq and other Middle eastern countries.

UNIT II DECONSTRUCTING THE MEDIA TEXTS 9

Derrida's theory of deconstruction, Hall's theory of encoding/decoding, media representations and expression of identities, denotation and connotation, image analysis, realism and mythology, postmodernism, genre conventions, discourse analysis.

UNIT III GENDER AND MEDIA 9

Underrepresentation and lack of diversity of different genders in mainstream media, gender disparity in media careers, reduction, objectification and domestication of women in the media, promotion of gender based stereotypes, toxic masculinity, portrayal of gender non-binary characters, recommendations for healthy representations of sexual minorities in the media.

UNIT IV MEDIA AND CULTURE 9

Media hegemony theory, Gramsci's ideology, media's influence on social norms, media and rape culture, media consumption and identity formation, Indian media and the different fabrics of caste, how media builds up the caste aggression, religious minorities in the digital age.

UNIT V ROLE OF INTERNATIONAL MEDIA FORUMS 9

The Pulitzer prize, Pew research centre for the people and he press, Neimen journalism centre, Ramon Magsaysay award, Woodrow Wilson centre, Bill gates foundation, Poynter institute, International media support, GLAAD foundation, Aljazeera.

TOTAL: 45 PERIODS

OUTCOMES

- Students will understand media as a system of interrelated forces, including historical, technological, economic, regulatory, and ethical concerns.
- Students will be able to grasp the complex relationship between media theories and a diverse set of individual, social, and professional practices.
- Students will understand the underlying philosophical assumptions of, and be able to apply, to address a range of media texts and audiences, production and technological practices, and relevant social issues.
- Students will comprehend the foundations, process, and practices of discussing for and about the media and its issues.
- Students will be able to understand the role of international media organization and its role in media freedom.
- Students will learn to deconstruct media text, media discourses on contemporary issues of the society.

REFERENCES

1. Adorno, t. w., &Bernstein, j. m. the culture industry: selected essays on mass culture. London: Routledge, 2001.
2. Beauvoir, Simone de. The second sex /New York, vintage books, 1989.
3. Burton,g. media and society- critical perspectives. Rawat publication, 2009.
4. Carah, n. & louw, e. Media and societyproduction, content and participation. Sage publications, 2015.
5. Herman, e. s., & Chomsky, n. manufacturing consent: the political economy of the mass media. NewYork: pantheon books, 1988.
6. Hodkinson . p. Media, culture and society: an introduction. London: sage publications ltd, 2017.

EA5003   **DEVELOPMENT REPORTING**   **L T P C**
                                                                           3 0 0 3

OBJECTIVES
- The objective is to provide the students with an overview of the concept of the development journalism and the different ways of collecting development news.
- The students will learn the different practices followed by the development journalists.
- To make the students write for development issues

UNIT I   DEVELOPMENT JOURNALISM- INTRODUCTION   9
Introduction to Development: Meaning and concept, Definition, nature and scope of Development. Development Journalism - Development Communication-Origin and theories of Development – The Dominant Paradigm - Third World Countries - Development communication: meaning and concept – Approaches to Development Communication.

UNIT II   DEVELOPMENT REPORTING IN INDIA, CONCEPTS & PROCESS   9
Development Journalism and the Indian Press – Objectives, Need and Principles for Development Reporting - Role of Regional Press – Media Democracy and Free Press Practice - Positive media – Noteworthy initiatives, Theories of Development Journalism – Development Reporting – Experiments, problems and Criticisms of Development Journalism- Examples of Development Reporting – Trends in Reporting - Finding Story Ideas – News Values in Development Reporting - Constraints in Development Reporting – Dos and Don'ts in Development Reporting.

UNIT III   WRITING FOR DEVELOPMENT ISSUES   9
Finding the development issues for reporting, Poverty, unemployment, child labor, government schemes, deciding the source, conducting interviews, field works, Principles followed for development report writing. Proof reading the articles, preparing news reports – International Collaborative Reporting.

UNIT IV   REPORTING FOR ELECTRONIC MEDIA   9
Producing Development news item for radio. Focus on use of Community Radio - Finding development issues, script writing, recording news bulletin. Coverage of Development issues in Television, Identifying news, Interviewing sources, script writing, Shooting, editing and publishing news. Idea generation for development reports in new media – Advocacy Journalism.

UNIT V   ETHICS IN DEVELOPMENT JOURNALISM   9
Ethical Perspectives followed in development reporting, Roles, responsibilities and good qualities of development reporter. Discussions on different development report case studies. Analysis on different development news reports and television news published on various media.
                                                        TOTAL: 45 PERIODS

OUTCOMES
- Students will obtain knowledge in development journalism.
- Students will be able to write and produce news reports on development related issues.
- Students will be able to produce development programs for radio and television.
- Students will get introduced to the ethics in development journalism
- Students will understand the importance of development reporting in India
- Students will get to know the approaches to development communication

REFERENCES
1. Arulchelvan, S., Nuclear Energy Concerns in India – Media Reportage and Public Awareness, Published by LAP LAMBERT Academic Publishing GmbH & Co. KG, Germany. 2012.
2. Bhanawat, S., & Kothari, K. S. Development journalism: The way forward. Jaipur: Centre for Mass Communication, University of Rajasthan. 2016.
3. Chalkley, A. B. A manual of development journalism. Delhi: Vikas Publications. 1970.
4. Development Communication in Practice, J.N.Vilanilam, Sage Publlications. 2009.
5. Handbook of Journalism Studies edited by Karin Wahl-Jorgensen, Thomas Hanitzsch, 2009.
6. Sustainable development reporting, Bert Heemskerk, Pasquale Pistorio, Martin Scicluna, World Business Council for Sustainable Development, World Business Council for Sustainable Development, 2002

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

OBJECTIVES
- To provide the insight knowledge about the electronic news production and Produce the competent journalists and news producers for the current information world.
- To provide the insight knowledge about the electronic news production
- To produce the responsible electronic journalist in digital age.
- To educate the basics of television journalism
- To introduce the uses of online and new media journalism

UNIT I   INTRODUCTION TO ELECTRONIC JOURNALISM   9
Origin and Development of Electronic News Broadcasting, Differences between Print and Electronic Journalism, Consumption pattern of news in Television, Radio and Online, Importance of Sound and visuals, Emergence of electronic news gathering tools and practice.

UNIT II   RADIO NEWS PRODUCTION   9
Basics of Radio News, Components of News, Radio news room set-up, Radio News Reporting, News writing and presentation, Elements of editing, integrating audio bytes, Radio talks and discussions, radio interviews.

UNIT III   TELEVISION NEWS PRODUCTION   9
TV News room work process, Basics of TV News, sources and contacts, news research and planning, hour glass structure, TV interviewing techniques, Piece-to –camera, Process of Live inputs, News anchoring.

UNIT IV   ONLINE JOURNALISM   9
Development of the online news media, Features of online media: interactivity and hyper-textuality, online storytelling, - Presentation with audio recording and editing, photo shooting and editing, slide show, character driven narrative - Identification of relative stories for hyper-linking ,Search engine optimization (SEO), user engagement, user generated content, Use of Twitter, Facebook, YouTube, Flickr, LinkedIn, blog

UNIT V   TECHNOLOGIES FOR ELECTRONIC JOURNALISM   9
Outside Broadcast van and its functions, Mobile technology and its role in aiding news coverage, Bi-media reporting, convergence newsroom, Multi-skilling, broadcasting software's.

Final Assignment:
At the end of the semester the students will be assigned individually or as group to work on an assignment. They will produce a two minutes news feature– for radio/ television / online individually (Which will be called '**news day assignment**') and submit for evaluation, at the end of the semester.
TOTAL : 45 PERIODS

OUTCOMES
At the end of the course, students will
- Develop aptitude for electronic news gathering and reporting.
- Impart skills of news writing for radio, television and web media.
- Expose and utilize the new media for the journalism
- Understand the structure of news room and its functioning
- Understand the basic of radio and television journalism

REFERENCES
1. Robert L. Hilliard, Writing for TV, Radio and New Media, Thomson Publications, 2003
2. Alfred Lawrence Lorenz and John Vivian, News Reporting and Writing, Pearson. 2006
3. Mitchell Stephens and Beth M. Olson, Broadcast News, Fourth Edition, Thomson Wordsworth, 2005.
4. Eric K. Gormly, Writing and Producing Television News, 2nd Edition, Surjeet Publications, New Delhi, 2005.
5. Singh PP., Jonge De., Hakemulder, Jan 'Broadcast Journalism' – Anmol Publication, New Delhi, India, 2005.
6. Andrew Boyd, Broadcast Journalism, Focal Press, 2007

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PEACE JOURNALISM   L T P C
                                                                                 3 0 0 3
OBJECTIVES

- To introduce students to Peace and Conflict studies as an academic discipline.
- To understanding techniques for mapping conflict.
- To highlight the contemporary discourses in peace studies.
- 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.

UNIT I   INTRODUCTION   9
Peace journalism: Definition – fundamental principles- The role played by the news media in violent conflicts and peace processes - Difference between war journalism and peace journalism – Techniques for practical peace journalism - Role of Media in Conflict - Reporting Conflict: Impact of the global/national/Local Press - News Media in National and International conflict - Legal conditions and mandates for media interventions - Public information, media, and the ordinance.

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 – News representations in times of conflict - Consequence of reporting - kidnapping and captivity stories -Gender representations.

UNIT III   PROPAGANDA   9
Ways to recognize propaganda – Why propaganda works – Psychology of propaganda and persuasion - The relationship between the news media and decision makers in conflict situations - ICT and Peace building - ICT for Conflict Transformation and Peace building - Challenges & Future for ICT in Peace building - Alternative arenas: You tube and civic journalism.

UNIT IV   APPLICATION OF PEACE JOURNALISM   9
Peace process indicators – Track two diplomacy – Humanitarianism – Reconceptualizing – Resourcing – Reframing – Rewriting – Reporting on peace proposals, talks and 'deals' – Follow-up stories of conflict – Peace negotiation – Mediation – Alternative dispute resolution - Journalistic criticism in wartime - The relationship between news media and decision makers, political elites in conflict situations - How independent is the media in framing events?

UNIT V   THEORIES AND MODELS OF NEWS   9
Gate keeping 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. Media Content – Formats, Ethics and Functions - Media landscape, legislation and institution - Building International standards for media landscapes - Media legislation in war-torn societies - Case Studies (J & K).

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course the students will be able to -

- Define and Understand Peace and Conflict from a theoretical perspective.
- Introduced to different types of conflict.
- Understand conflict theories and terminologies.
- Distinguish between different typology of peace and violence.
- Equip students to practice conflict-sensitive journalism.
- Demonstrate and practice conflict-sensitive journalism

REFERENCES
1. Barsh, D and Webel, C (2nd edition) – Peace and Conflict Studies, Thousand Oaks, London, SAGE Publication. 2009.
2. Francis .D, J (ed) Peace and Conflict in Africa, London, Zed books ltd. 2008.
3. Jake Lynch, Robert A Hackett and Ibrahim Seaga Shaw; 'Expanding Peace Journalism: comparative and critical approaches', Sydney University Press, 2011.

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4. Sontag, Susan. 'Regarding the Pain of Others', New York: Farrar, Straus and Giroux. 2003.
5. Steven Youngblood; 'Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions', Routledge Publishers, 2016.

EA5006	SPORTS REPORTING	L T P C
		3 0 0 3

OBJECTIVES
- To inculcate the technology –aided sports reporting and writing.
- To demonstrate the good practices of sports reporting through case studies
- To introduce the basic concepts of audience and crowd psychology
- To understand the organsational structure of sports administration in their countries.
- To distinguish the individual and team sporting events in terms of technicality.

UNIT I   MAJOR SPORTS EVENTS AND STATISTICS   9
Definition of Sports News, Characteristics of Sports Journalist, and Sports Journalism: Trends and Theories – Understanding the rules and guidelines of sports and games – tracking and maintaining individual and team statistics and records - Analysis of Sports News - Reporting Sports Events - National and International Sports News Agencies.

UNIT II   SPORTS NEWS AND DIGITAL AGE   9
Concept of Sports Bulletin - Journalism and sports education -Structure of sports bulletin - Types of bulletin – Structure, content and style - The rise of sports channels such as ESPN, Star sports, Sony Max and Ten Sports – Radio and T.V. Commentary - Sports presenter/studio host - Live phone-in programmes - Running commentary on the radio - Sports expert's comments – Sports blog writing.

UNIT III   UNDERSTANDING AUDIENCE AND CROWD PSYCHOLOGY   9
Interacting with the audience - Audience Interest – Audience base – Audience motivation and home ground advantage – audience emotion and drama – mob psychology – live audience and TV viewing audience – creativity among sporting fans – Advertising and business promotion to attract audience – Sponsorship and Clubs.

UNIT IV   SPORTS REPORTING AND WRITING   9
Writing for magazines and online media Law related to sports and important decisions, ruling and guidelines in sports - sports photography –equipments, editing and publishing - Importance of collecting archives – importance of collecting life events through lens – reviewing biography of sports legends – Interviewing techniques.

UNIT V   SPORTS ADMINISTRATION AND GOVERNANCE   9
Sports organization and sports journalism - Socio-political significance- Role of ministry of Youth welfare and Sports - Indian Olympic Association – International Olympic association – BCCI – ICC – WADA – ATP – IPL – Various sporting Federation and Association in India - Law related to sports and important decisions, ruling and guidelines in sports – Sports politics and controversies.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the semester the students will be able to –
- Learn to report and write about sports/event for print and online platform
- Demonstrate your understanding of the different writing styles (ie. match reports, previews, reviews, profiles and features) as they apply to sports journalism by producing publication standard articles.
- Understand the emotion and drama as part of sport stories
- Realize the importance of technology role in sports reporting
- Evaluate the impact of societal issues on sports reporting.

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REFERENCES
1. Hoshiyar Singh: Sports Journalism and Mass Media; Khle Sahitya Khendra, 2017
2. Joe Gisondi, Field Guide to Covering Sports, CQ Press, ISBN: 978-1-60426-559-0, 2017.
3. Kathryn T Stofer, James R Schaffer, Brian A Rosenthal " Sports Journalism" An Introduction to Reporting and Writing, Rowman & Littlefield Publishers, ISBN: 978-0-7425-6173-1, 2009
4. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications,2014
5. Scott Reinardy & Wayne Wanta, The Essentials of Sports Reporting, Publisher, Rutledge ISBN: 978-0-8058-6447-2, 2008.

EA5007	WRITING FOR MEDIA	L T P C
		3 0 0 3

OBJECTIVES
- To introduce students to writing techniques for various media.
- To understand the importance of writing and the role of script/copy writer in media.
- To make the students use the basic tools of writing
- To give insights on scripting for non-fictionals

UNIT I   BASIC TOOLS OF WRITING   9
Four characteristics of media writing- accuracy, clarity, efficiency, precision, Importance of Basics tools for writing – Grammar, Spelling, Punctuation, Following the Style and Stylebook – AP Style book, Libel Manual.Shooting Script and Post –Shoot Script, Importance of the beginning, the middle and the end. Writing for different genres, Writing for fictional and factual.

UNIT II   WRITING MEDIA RELEASES   9
Writing for Corporate films, Promotional films, PSA's, Structure for press release, types of press release, Writing press statements, Advertorials, Writing Rejoinder, Writing product brief, Product features, Proposal writing for funding organization.

UNIT IV   SCRIPTING FOR NON-FICTIONALS   9
Inverted Pyramid, Writing for Documentaries, , Print Research, Field Research and Interview Research, Distinguishing the 'top' of the issue and 'heart' of the issue and 'branches' of the issue. , Writing POV, The elements of pacing – Rhythm and tempo, The elements of progression – social progression, Personal progression, Symbolic Ascension, Ironic Ascension,

UNIT III   SCRIPTING FOR FICTIONAL PROGRAMMES   9
Understanding the plot of the story- Arch plot, mini plot, Anti-plot, Character age, education and socio-economic background of the characters, types of scripts for fictional – single and dual column scripts, Screenplay, Dialogues, Voice-over scripts, Narration – First person narration and voice of god,.

UNIT V   SOFTWARE APPLICATION FOR SCRIPTING   9
Uses of various commercial software's for scripting and pagination, formatting your screenplay, organizing related documents, storyboarding, saving notes. Software's to work offline and backup your script online. Plagiarism checker, Grammar, style and punctuation software's. .I-news software's for calculating time for voice over's.

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to understand the nuances of writing for various media & efficiently develop and write scripts for both fictional & Non-Fictional.
- Students will learn how to use various commercial software's for script and screenplay etc.,
- Students will be able to use different tools for writing
- Students will get insights on scripting for non-fictional
- Students will write media releases

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REFERENCES
1. Das, Trisha, "How to Write a Documentary Script" Public Service Broadcasting Trust, New Delhi, 2007.
2. DiMaggio, M. How to write for television. New York: Simon & Schuster. 2008.
3. Friedman, Anthony, "Writing for Visual Media", 3RD Edition, Focal Press, USA, 2010.
4. *Monaco, James. "How to read a film: Movies, Media, Multimedia"Oxford University Press 3rd Edition. USA, 2000.*
5. Musburger, B. Robert, An Introduction to Writing for Electronic Media", Taylor and Francis, UK, 2007.
6. Musburger, R. B. An introduction to writing for electronic media: Scriptwriting essentials across the genres. New York: Focal Press. 2016.

EA5008	COMMUNITY MEDIA	L T P C
		3 0 0 3

OBJECTIVES
- The objective is to introduce them to the types of community media.
- The students will be exposed to community media revolution in India.
- To make them understand the managerial functions of community radio
- To introduce the writing formats and types of scripting for community radio
- To give them the field exposure using case studies

UNIT I   COMMUNITY MEDIA   9
Definition of Community and Community media; Differences between community VS commercial media; Campus media; Role of Community media; Functions of community media; Purposes behind the community media

UNIT II   TYPES OF COMMUNITY MEDIA   9
Types of community media – Folk media , newspapers, neighbourgood newspapers – radio – TV – other indigenious community media.

UNIT III   WORLD AND INDIA'S COMMUNITY MEDIA REVOLUTION   9
Introduction to Community Radio; FM Revolution – World Systems and Format – Community Radio in India – Current Trends – Structure and Organization Three tier broadcasting, Community Participation; Broadcast Ethics in Programming and broadcasting – accountability

UNIT IV   WRITING FOR COMMUNITY MEDIA   9
Community Radio – Issues – content development – writing for community radio – types and formats of community radio – Interview Techniques – the art of developing commentary and scripting narration

UNIT V   CASE STUDIES   9
Professional Bodies – World Association of Community Broadcasters- Examples of CR in India and abroad and their impact on Development

TOTAL: 45 PERIODS

OUTCOMES
- Students will get to know different communication strategies and media usage for community development.
- The students will understand the managerial functions of community radio
- The students will understand the writing formats and types of scripting for community radio
- The students will have field exposure through the case studies
- Students will understand the role of media in community development.
- Students will produce programs for local communities.

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REFERENCES
1. Benita Pavlicevic, "Curriculum training for Radio Station Managers" ,1999.
2. Carl Hausmanm Philip Benoit Lewis B. O'Donnell-Radio Production, Focal Press,2011
3. Colin Fraser and Sonia Restrepo Estrada, "Community Radio Handbook", UNESCO 2001.
4. Fuller, Linda K. "Community Media", Palgrave Macmillan, 2017.
5. Louie Tabing, "How to do Community Radio", UNESCO, 2002.
6. Vinod Pavarala, "Other Voices: The Struggle for Community Radio in India", Sage Publications, 2017.

EA5009	DIGITAL STORY TELLING	L T P C
		3 0 0 3

OBJECTIVES
- To develop the story ideas
- To develop the knowledge Scripting and finalizing with shots.
- To develop the scripts and produce programs for the web medium.

UNIT I   DEVELOPING THE IDEA   9

Creativity-creativity myths- Rule of third, Foreground, Middle and background, Developing drawing skills, Shot angles, Layout of storyboard, Perceptive.

UNIT II   UNDERGOING THE RESEARCH   9

Research, Brainstorming the ideas, Developing the brain storm idea, Black and white drawing, Drawing human in action, human proportions, Light shadows, light sources, Depth of field,.

UNIT III   RULE OF DESCRIBING THE STORY   9

Reader, Way of capturing the ideas, Acton, character, Theme, Structure. Introduction to screen grammer, Shot and scene description, Shot breakdown using different shot. Match and jump cut, 180 degree rule. Different type of lead to introduction, Story plot patterns, Creative dialogue, action scenes

UNIT IV   DRAFTING THE STORY   9

Story – Protagonist, Motivation, Antagonist, Conflict. 8 Steps of writing - Find a small idea, Explore the structure, Define your world, character and problem, Beat it out, Write the first draft, Find a critical friend, Write the second draft, Write the third draft. Goals and rules, communication through story.Positive and negative criticism.

UNIT V   FINALIZING WITH SHOTS   9

Scripting – story board scripting, Different type of story board. Visualization, Montage, Sequence, Editing, special effects, Extreme wide shot, wide shot, full shot, close up, chocker shot, extreme close up, over the shoulder, point of view, reaction shot, insert shots.

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to brainstorm the concept and develop the story.
- Student will understand the various aesthetics of storytelling for digital medium.
- Students will learn the rules in describing the story
- Students can produce the own stories/series for the web medium.
- Students can create different emotions in the storyboard.
- Students will learn the different production techniques associated with the web medium.

REFERENCES
1. Francis Glebas, "Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation", Focal Press, 2009.
2. Harold Whitaker, John Halas, Tom Sito, "Timing for Animation", Focal Press, 2009.
3. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael Wiese Productions, 2012.

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4. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael Wiese Productions, 2012.
5. Nancy beiman, "Prepare to board" (2nd edition), Focal press, 2013.
6. Sergio Paez& Anson Jew, "Professional Storyboarding", Focal Press 2013.

EA5010	DOCUMENTARY PRODUCTION	L T P C
		3 0 0 3

OBJECTIVES
- Understand the functions, importance and forms of documentary films.
- Learn structure and story curve in documentary
- Examine the techniques involved in factual storytelling and its applications
- Learn the rudiments of creating a documentary.
- Introduced to preproduction (idea conception, research), production (camera work, interview), and postproduction (sound and picture editing) aspects

UNIT I INTRODUCTION TO DOCUMENTARY 9
History of Documentary, Elements of the Documentary, Evidence and Point of View in the Documentary, Time – development and Structure.Docudrama, Documentary theory and the issue of representation.

UNIT II DIFFERENT FORMS OF DOCUMENTARY 9
Poetic Documentaries, Expository Documentaries, Observational documentaries, Participatory documentaries, Reflexive Documentaries and Performative Documentaries. Documentaries of different issues – Wild life – Child Labour – Women trafficking – Gender issues.

UNIT III DOCUMENTARY RESEARCH 9
Content research and conceptualizing the appropriate treatment and style, Ethical issues for documentaries, Structural analysis for documentaries.Interview technique of documentaries, Different microphones for different occasions/locations, Sound design in documentary video - Writing proposals.

UNIT IV DOCUMENTARY PRODUCTION 9
Preproduction – Research leading up to the shoot –production team, Production –Camera Equipment and shooting Procedure – Lighting Location sound – Interviewing – Directing Participants, Post production – Designing a structure – Narration – using music –Titling.

UNIT V APPRECIATION OF DOCUMENTARIES 9
Screening of world renowned documentaries - BBC Documentaries- Indian Documentaries – Local issue based documentaries, Analysing the documentaries through various media techniques. Interaction with documentary film makers.

TOTAL: 45 PERIODS

OUTCOMES
- Appreciate the importance of the documentary film formats
- Explore various documentary formats through viewing and analyses of important documentaries.
- Develop an individual style in representing the society through documentary
- Examine the story structure and story formats
- Understand the steps involved in production of a documentary film
- Develop a proposal & script based on intensive field research for a documentary.

REFERENCES
1. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007.
2. Andy Glynne. Documentaries and How to Make Them,Kamera Books, Harpenden, Herts, 2012.

3. Barry Hampe. Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries, Henry Holt and Company, 2007.
4. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group,New York, 2006.
5. Louise Spence and Vinicius Navarro. Crafting Truth: Documentary Form and Meaning, Rutgers University Press, New Brunswick, N.J., 2011.
6. Michael Rabiger, Directing the Documentary, Focal Press,2007.

EA5011	FILM APPRECIATION	L T P C
		3 0 0 3

OBJECTIVES

- To understand the functions of cinema as an institution for production and distribution of knowledge and entertainment.
- To expose students to a variety of film making styles& genres.
- To analyze the dominant forms of popular cinema and its impact on society.
- To develop a critically informed sense of the history and development of film conventions, both mainstream and alternative.

UNIT I   INTRODUCTION TO FILMS   9

Origins and Evolution of cinema, nature of cinema, critical and technical terms used in film production and practice, industrial and economic basis of commercial cinema, Production, Distribution and Exhibition of Cinema, Film genres, Story archetypes, structure of a narrative - narrative forms, Mise-en-scene , Film techniques, film form and conventions, mainstream and alternative narratives and film forms.

UNIT II   FILM THEORIES   9

Ideology in films, Authorship in Films, Auteurs film theory, Director as "Author", structuralism   film theory, Marxist Film Theories, Feminist Film Theories, Genre Theory, Psychoanalytical film theory, Formalist film theory and other theories.

UNIT III   WORLD CINEMA   9

Introduction to world cinema, Rise of American Films, Predominant films in silent era in Germany, Art and dialectic in Soviet film, French cinema – impressionism, avantgarde, new wave, Italian neorealism, Japanese style, British cinema, recent national movements – Iran, korea, Canada, Australia, New Zealand and digital future, documentary films and its new life in digital era.

UNIT IV   INDIAN CINEMA   9

Introduction to Indian cinema, Cinema as a source material for History, Nationalism and Indian cinema, Rise of the Indian Film industry, Hindi films Versus other regional language films, structure of Indian Films, Popular and award winning Directors and their works, National award winning movies-role of archives, film festivals and other institutions in the field of cinema - Trends in the film industry.

UNIT V   TAMIL CINEMA   9
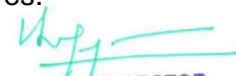
History of Tamil cinema- Cinema as an institution – Cinema as popular culture -Influence of cinema on social, cultural economic, political milieu in India and Tamil Nadu– Understanding audiences –Censorship and regulation of films **- Need for Media Literacy in society.**

TOTAL: 45 PERIODS

OUTCOMES

- Students will be able to critically appreciate films from an historical perspective.
- Students will be able to apply various theories of film for studying films
- Students will understand the influence of films and social change.
- Students will gain knowledge on the past and present of Tamil Cinema.
- Students will understand the trends film making from Indianand world perspective.
- Students will appreciate the essence of storytelling from various cultural perspectives.

Attested

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REFERENCES
1. Baskaran Theodore, The Eye of The Serpent, Publishers Westland Limited, India, 2014.
2. McCabe Janet, Feminist Film Studies: Writing the Women into Cinema, Columbia University Press, New York, 2004
3. Monaco James, How to Read a Film: The World of Movies, Media and Multimedia: Language, History, Theory, Oxford University Press, Oxford, 2013
4. Rushton Richard & Bettinson Gary, What is Film Theory? An Introduction to Contemporary Debates, OUP,London, 2010
5. Velayutham Selvaraj, Tamil Cinema: The Culture and Poltics of Indias other film industry, Routledge, New York, 2008
6. Villarejo Amy, Film Studies: the basics, Routledge, New York, 2013.

EA5012	SHORT FILM MAKING	L T P C
		3 0 0 3

OBJECTIVES
- To give an overview of the short film genre from scripting to postproduction.
- To study the critical ethical and aesthetic concepts related to short film making.
- To introduce the technical nuances of short film making.
- To understand the narrative patterns and techniques involved in short film making.
- To develop a complete screenplay for production of a short film.

UNIT I   UNDERSTANDING THE SHORT FILM GENRE   9
Principles of drama, Difference between short films & features, Elements of good short films, Purpose of short films, films for social change, entertainment & inspiration, Researching story ideas, ideation to film story, Audience Centric Approaches.

UNIT II   SCRIPTING   9
Structure of short film narratives, plot & story, three act structure, conflict in a story, establishment, rising action, resolution.

UNIT III   SCREENPLAY   9
Narrative styles & formats, creating characters, settings, screen time, construction of a scene, functions of dialogues, elements of good dialogue writing

UNIT IV   PRODUCTION   9
Screenplay Talent, hiring crew & equipment, scheduling, budgeting, production roles- director, camera, producer, editors, music. Managing the shoot on location, costume design, lighting, Shooting ratio, production design. Editing short films, graphics, animation, titling, dubbing, music, subtitling.

UNIT V   FILM SCREENING, SHARING & PUBLICITY   9
Using digital media for film promotion & distribution, video sharing websites & social media, film exhibitions, films festivals, competitions, private & public screening, censorship and certification, pitching to production companies, creating show reels, social media sharing & creating your social media channels.

TOTAL: 45 PERIODS

OUTCOMES
 At the end of the course students will:
- Understand the various trends, formats, techniques & styles involved short film making
- Gain insights into the structure of a short film and its genres.
- Learn the steps involved in scripting, directing, editing and screening of short films.
- Understand the various narrative formats and presentation styles of story telling
- Able to develop a complete screenplay for production
- Use the web media for hosting and promoting their short films

Attested

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REFERENCES
1. Cowgill J.Linda, Writing Short Films: Structure and Content for Screenwriters, Lone Eagle, New York 2016
2. Frederick Levy, How to make short film and launch your film making career, Penguin Putnam Inc, 2016
3. Munroe Marie Roberta, How Not to Make a Short Film: Secrets from a Sundance Programmer, Hyperon publishers, New york, 2015
4. Oberg Emmanuel Screenwriting Unchained: Reclaim Your Creativity, Screenplay publishing, New York, 2016
5. Scott Graham Gini, The Complete Guide to Writing, Producing and Directing a Low-Budget Short Film, Limelight, New York 2011
6. Thurlow Clifford& Thurlow Max, Making Short Films: The Complete Guide from Script to Screen, Bloomsbury, New York, 2013.

EA5013	TELEVISION COMMERCIALS	L T P C
		3 0 0 3

OBJECTIVES
- To make acquainted with different formats of TV commercials.
- To develop writing and creative skills for television, radio and web commercials.
- To have a critical assessment of the commercials broadcast in various media.
- To understand the knowledge on planning and execution of concept into a project.
- TO create innovative web commercial

UNIT I   TYPES OF COMMERCIALS   9
Commercials: Meaning and definition, historical development, social and economic benefits – Elements of a good commercial – types and importance of commercials in electronic media: lifestyle, slice of life, demonstration, product's self promotion - new trends like sequence, colours and teaser usage – Comparative of competing products –Sports and super bowl commercials – Fantasy commercials –political ads and Interactive indoor media TV and their functions.

UNIT II   MEDIA STRATEGIES   9
Commercials for consumer, corporate, Industrial, retail, national, trade, professional and social – Target audience: Brand image, brand umbrella, rebranding – Media selection – radio, television, web and films – Strategy, media budget, campaign planning – brand endorsements and brand ambassadors – positioning of sports materials in TVC - Commercials for children products, youngsters, women – commercials aimed with branding, sub-branding, re-branding - Copyright, label, trademark involved in commercial production- Surrogate commercials and benefits.

UNIT III   CREATING CONCEPTS   9
Concept, Ideation, Copywriting and production techniques for radio, television, web and films – Writing for commercials (jingles and spots) – Visualization & storyboard for TV commercials – Precautions to follow while making life insurance or stock market related commercials - Commercial genres - Adventurous, humour, automobile, jewellery, ethnic and cultural, traditional, tourism, apparels, beauty products - case study of international versus regional products.

UNIT IV   PLANNING AND EXECUTION   9
Research: Planning, execution, market research, ethical aspects, emerging trends – Advertising agency – Structure and functions – Creativity Relevance of TVC, infomercials and commotainment- positive and negative portrayal of men, women, children and animals in TVC – critical analysis of commercials - success stories and failure models – commercials promoting violence and proved as non-sensical and annoying in nature – Comparative ads and case studies pertaining to judicial problems – Seasonal ads and relevance.

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UNIT V   WEB COMMERCIALS   9

Evolution of Web Commercials – Types – Web portals and commercial revenue – Production process – Online ads, function, types and use – Budget involved-Jingles, Flogos - Webisode- Commercials for social media- animated ads- Indoor media televised ads- commercials for smart phones and games – product placement in films and websites – spoof, parody and adapted commercials - future and longevity of a web commercial - Ambient ads creation and new trends followed for promotion.

TOTAL: 45 PERIODS

OUTCOMES
- The students will be able to distinguish different types of commercials.
- The students will gain knowledge on copywriting and production techniques involved for radio, television, web and films.
- The students will get wider knowledge about planning and execution for television commercials
- The students will be able to create bumper ads for social media
- The students will know about how much a television is important for a brand strategies
- At the end of the programme students will script commercials for various media platform and have their own portfolio

REFERENCES
1. Barrie Gunter; Caroline Oates; Mark Blades. Advertising to Children on TV: Content, Impact, and Regulation, Lawrence Erlbaum Associates, 2012.
2. Hooper White. How to produce effective TV commercials, McGraw-Hill, 2010.
3. Ivan Cury. TV Commercials – How to Make Them, Focal Press, 2012.
4. John Philip Jones. International Advertisings, Sage, New Delhi, 2009.
5. LaryElin and Alan Lapides. Designing and Producing the Television Commercial, Pearson,2013
6. Pete Barry, The Advertising Concept Book: Think Now, Design Later , Thames & Hudson Ltd; 2nd Revised edition, 2012.

EA5014	ELECTRONIC MEDIA MANAGEMENT	L T P C
		3 0 0 3

OBJECTIVES
- To develop an understanding of the basic functions of management.
- To introduce the concept and process of media management and their role in marketing
- To prepare professionals interested in careers in media management, advertising, marketing, promotions, managerial jobs, or for individuals in the field.

UNIT I   MANAGING THE ELECTRONIC MEDIA   9

An Overview Of Electronic Media In Society , Management in the Electronic Media, Levels Of Management ,Management Skills ,Management Functions and management roles .Strategic Alliances And Partnerships, Ethics Of Management ,Ethical Codes And Mission Statement, Ethical Issues In Media Management .

UNIT II   THEORIES OF MANAGEMENT   9

Management As Process, Approaches To Management, Classical School Of Management Human Relations School of Management, Modern Approaches to Management, Management and Electronic Media.

UNIT III   MARKETING MANAGEMENT   9

New Product Development- Types of new products - Test Marketing a new product –Portfolio analysis, Branding - Definition, Purpose and Significance, Branding decisions -Packaging & Labeling - Purpose, Types and new trends in packaging.

UNIT IV   PERSONNEL MANAGEMENT   9

The hiring process, Interviewing, Orientation, Performance Reviews, Promotion, Termination, Part-time Employees, Legal issues in personnel management ,Labor issues, Working with unions , Structure, Communication and personnel.

UNIT V   PROGRAMMING: STRATEGY AND DISTRIBUTION   9

Print Media Management, Radio programming, Television programming, Management issues in programming, intense competition for audiences, Demand for more research, Brand development and Brand extension. News and News room management. Media ownership.

TOTAL: 45 PERIODS

OUTCOMES

- The students will manage the newspaper,broadcast station, advertising agency, public relations firm, internet or Communications Company.
- The students will be able to know the promotional strategies adopted in media organizations.
- The students will be trained to become marketing managers .
- The students will be trained to do research in media organizations .
- The students will be equipped with the knowledge of Personnel Management .
- The students will be trained in various marketing strategies and promotion strategies .

REFERENCES

1. Alan B. Albarran (2nd ed.),Management of Electronic Media, Wadsworth, 2012
2. Breach of Faith: A Crisis of Coverage in the Age of Corporate Newspapering, ed. by Gene Roberts, University of Arkansas Press, 2002.
3. David Croteau and William Hoynes The Business of Media, , Pine Forge Press, 2001.
4. Joan M. Van Tassel, Lisa Poe-Howfield, Managing Electronic Media: Making, Marketing, and Moving Digital Content, Focal Press publishers, 2010.
5. Peter Pringle, Michael F Starr, Electronic Media Management, Revised, 5th Edition, Focal Press publishers, 2013.
6. The Economics and Financing of Media Companies, Robert G. Picard , Fordham University Press, 2002.

EA5015	ENTERPRENEURSHIP	L T P C
		3 0 0 3

OBJECTIVES

- To Understand the dynamic role of entrepreneurship and small businesses
- To develop and strengthen entrepreneurial quality and motivation in students.
- To impart basic entrepreneurial skills and understanding to run a business efficiently and effectively.

UNIT I   ENTREPRENEURAL COMPETENCE   9

Entrepreneurship concept – Entrepreneurship as a Career – Entrepreneurial Personality - Characteristics of Successful, Entrepreneur – Knowledge and Skills of Entrepreneur.

UNIT II   ENTREPRENEURAL ENVIRONMENT   9

Business Environment - Role of Family and Society - Entrepreneurship Development Training and Other Support Organisational Services - Central and State Government Industrial Policies and Regulations - International Business.

UNIT III   BUSINESS PLAN PREPARATION   9

Sources of Product for Business - Prefeasibility Study - Criteria for Selection of Product - Ownership - Capital - Budgeting Project Profile Preparation - Matching Entrepreneur with the Project - Feasibility Report Preparation and Evaluation Criteria.

UNIT IV   FINANCING THE NEW VENTURE   9

Importance of new venture financing, types of ownership securities, venture capital, types of debt securities, determining ideal debt-equity mix, and financial institutions and banks, Planning - Market and Channel Selection - Growth Strategies - Product Launching – Incubation, Venture capital, IT startups.

UNIT V   MANAGEMENT OF SMALL BUSINESS   9

Monitoring and Evaluation of Business - Preventing Sickness and Rehabilitation of Business Units- Effective Management of small Business.

TOTAL: 45 PERIODS

OUTCOMES

- Students will gain knowledge and skills needed to run a business.
- Students wil gain the skills of financial planning and control
- Students will be able to know the forms of Ownership for Small Business .
- Students will be able to do Strategic Marketing Planning.
- Students will be able to innovate new product or service development.
- Students will do a business plan creation, Forms of Ownership for Small Business.

REFERENCES

1. Arya Kumar. Entrepreneurship. Pearson. 2012
2. Donald F Kuratko, T.V Rao. Entrepreneurship: A South Asian perspective. Cengage Learning. 2012
3. Mathew Manimala, Entrepreneurship Theory at the Crossroads, Paradigms & Praxis, Biztrantra ,2nd Edition ,2005
4. Prasanna Chandra, Projects – Planning, Analysis, Selection, Implementation and Reviews, Tata McGraw-Hill, 1996.
5. P.Saravanavel, Entrepreneurial Development, Ess Pee kay Publishing House, Chennai - 1997.
6. S.S.Khanka, Entrepreneurial Development, S.Chand and Company Limited, New Delhi, 2001.

EA5016	2D GRAPHICS AND ANIMATION	L T P C
		3 0 0 3

OBJECTIVES

- To explore both contemporary and historical animation techniques together with the fundamental principles
- To familiarize with animation production process.
- To acquaint the Scripting language for creating interactive animations, website and games.

UNIT I   GRAPHICS AND ANIMATION   9

Computer Graphics, Application of Computer Graphics, Interactive Computer Graphics, Coordinate Systems, Basic Terminologies: Pixel, resolution, Screen Size, Aspect Ratio, Raster and Vector graphics, Frame and Frame Rate, Introduction to 2D animation software interface: Basic drawing and painting tools, Shading techniques: Working with colors, strokes and fills, drawing for animation based on observation, memory and imagination, creating and modifying vector objects

UNIT II   PRINCIPLES AND FORMATS OF ANIMATIONS   9

Introduction to Animation, Principles of Animation, Color Theory, Styles and Formats in Animation, Animation Techniques, Introduction to Stop Motion, History of Stop Motion, Frame - sequencing features: Frame by Frame Animation, Tween Animation, Masking: Static and Dynamic Mask, Text and image mask, Creating human and animal walk cycle.

UNIT III ANIMATION PRODUCTION PROCESS 9

Animation Production Pipeline: Pre-Production, Production and Post-Production. Pre-Production Phase: idea, one-liner, synopsis, plot, elements of plot, script, Describing Shots: Framing the shot, angle and movement, Design: characters, background, environment and props, character construction, size relation, Expressions: Face, Hand and other parts of the body, Storyboard, Animatic, Post Production: Dialogues, Sound Design, Special Effects, Compositing Backgrounds, Compositing Cels and Objects.

UNIT IV INTERACTIVE ANIMATIONS 9

Action Scripting: variables, datatypes, statements and expressions, operators, decisions making statements, looping statements, functions, user interaction, text, styles and fonts, events and event handlers: Interactivity with the mouse and keyboard, Timers and Time Driven Programming, Multitouch and Accelerometer Input, Error Handling.

UNIT V MATHS AND TRIGNOMETRY 9

Calculating Angle, Radians and degrees, Cartesian Coordinate System, Coordinate system for softwares, Triangle Sides, Triangle functions: sine, cosine, tangent, Arcsine, Arccosine, Arctanget, Rotation, Movements.

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the history of 2D animation and its techniques
- Students will practically utilize the basic animation principles
- Students will animate the scene using the scripting
- Students will understand the production techniques involved in creating the 2D animation
- Students will acquire a knowledge to create an interactive presentation in 2D.
- Students will be able to create the 2D portfolio

REFERENCES
1. Beiman N. Animated Performance: Bringing imaginary animal, human and fantasy characters to life. Bloomsbury Publishing; 2015.
2. Clements J. Anime: A history. Bloomsbury Publishing; 2017.
3. Parr P. Sketching for Animation: Developing Ideas, Characters and Layouts in Your Sketchbook. Bloomsbury Publishing; 2017.
4. Simon MA. Producing Independent 2D Character Animation: Making & Selling A Short Film. Focal Press; 2013.
5. Whitaker H, Halas J. Timing for animation. CRC Press; 2013.
6. White T. How to Make Animated Films: Tony White's Master class Course on the Traditional Principles of Animation. Taylor & Francis; 2013.

EA5017	3D GRAPHICS AND ANIMATION	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand fundamental properties of animation
- To develop the storyboard creation process for the 3D animated film
- To teach the laws of physics in applying the animation for an 3D object.

UNIT I UNDERSTANDING 3D 9

Animation industry, history and development of 3D animation, understanding the topology, texturing, rigging, animation, lighting and rendering. Different type of video formats, pixels vector and raztor, file formats, colour depth, bit depth, frame rate, timecode. Introduction to software interface, different view exposure, tools introduction, working with transform, rotate and scale, creating a simple object using the standard objects.

UNIT II DEVELOPING THE SCRIPT 9

Developing the story board for 3D Script, screen play, storyboard, animatic, pre visualization, design. Character, conflict, goal, storytelling principles, basic shot framing, camera movement in 3D, global surroundings. Working principles of producer. Editing objects, modifying the standard objects, creating different objects using the standard objects, Working with key frame animation

UNIT III CREATING AND EDITING A MODEL 9

Understanding the differences between NURBS and Polygon, topology of objects, working with references, Working with lights, applying the different light for the scene, working with camera, modifying the camera and walkthrough with the camera.

UNIT IV FORCES IN 3D 9

Timing movement of object or character, space and scale.Law of inertia, movement laws, newton's third law, working with gravity, action – reaction, motion weight and gravity, jump, walk and run. Creating the particles for the scene, modifying the particles, gravity, push and other particles, creating the basic human model, birds, animal character.

UNIT V ANIMATION AND PRINCIPLES 9

Rigging – pivot positions, FK and IK, parenting, deformers, scripting, expressions, rigging workflow. Keyframe, Graph editor, dope sheet, animation techniques, basic lighting, lighting and attributes, motion capture technology, real time rendering. Character motion, placing the bones for the character, objects, creates the motion animation with rigging formats. Reading anatomy-human and living organisms, breaking human anatomy into different parts. Face, facial expressions, eye movement, lip movement, Character definition. Basic poses.

TOTAL: 45 PERIODS

OUTCOMES

- Students will be able to understand the physics behind the 3D animation.
- Students will understand the basic movement of 3D character.
- Students will edit the NURBS and poly model
- Students will execute the rigging in a character.
- Students will work with different types of particles system in 3D.
- Students will develop the idea and create a simple animation movie

REFERENCES

1. Amin J. Beginner's Guide to Character Creation in Maya. 3dtotal Publishing; 2015.
2. Birn J. Digital lighting & rendering. Pearson Education; 2014.
3. King R. 3D Animation for the Raw Beginner Using Autodesk Maya 2e. CRC Press; 2019.
4. O'Hailey T. Rig it Right! Maya Animation Rigging Concepts. Routledge; 2018.
5. Thilakanathan D. 3D modeling for beginners: learn everything you need to know about 3D modeling! Atascadero, CA, Thilakanathan Studios; 2016.
6. Zeman NB. Essential Skills for 3D Modeling, Rendering, and Animation. AK Peters/CRC Press; 2014.

EA5018	CHARACTER ANIMATION	L T P C
		3 0 0 3

OBJECTIVES

- To create the character models digitally
- To create the character emotion
- To understand the physics behind the character

UNIT I CHARACTERS 9

Construction of animal character- Pantomime horse construction, Cartoon four legged construction, four type of animal locomotion – walking, trotting, cantering and galloping, walk cycle or run cycle

UNIT II   3D SURROUNDINGS   9
Weight – Enviorment – Solidity – Force – Construction, Bowling ball, Soccer ball, Ballon, animating 2D bowling ball, Creating a simple object.

UNIT III   HUMAN ANATOMY   9
Basic human anatomy – spine, rib cage, pelvic girdle, skull, shoulders, Joints- Plane joints, Pivot joints, Hingle joints, Ball and socket joints, saddle joints, Constructing the basic character, Skin, Bones, Parent and child relation in bones, child of joint, Naming conveniences of bones

UNIT IV   EMOTION FOR THE CHARACTER   9
Emotions – happy, sad, smile anger, fear, disgust, pain. Eye movements, eyebrows, head angle, mouth and lip movement – M,B,P,F,V. Vowels - O, AR, A, E, Teeth and tongue movement. Basic rigging concept IK and FK concept.

UNIT V   PHYSICS IN 3D   9
Emotions, Eight basic efforts pressing, flicking, wringing, dabbing, slashing, gilding, thursting, floating. Body language – body postures, basic modes, palm, hand arm and leg gestures

TOTAL: 45 PERIODS

OUTCOMES
- Students will design the character
- Students will understand to rig the character
- Student will animate the character
- Students will create the environment for the background
- Students will understand the basic emotions for the character

REFERENCES
1. Andy Beane, "3D Animation Essentials", John Wiley & Sons, Inc. 2012.
2. Doug Kelly, "Character animation in depth" Creative professionals press, 1998.
3. George Maestri, " Digital character animation" New riders, 2006.
4. Les Pardew, "Game Character Animation All in One" Thomson course technology, 2007.
5. Steve Roberts, " Character animation fundamentals" Focal press, 2011.
6. Vaughan WC. The Publishing Points Topology Workbook: Volume 01. Create Space Independent Publishing Platform. 2018.
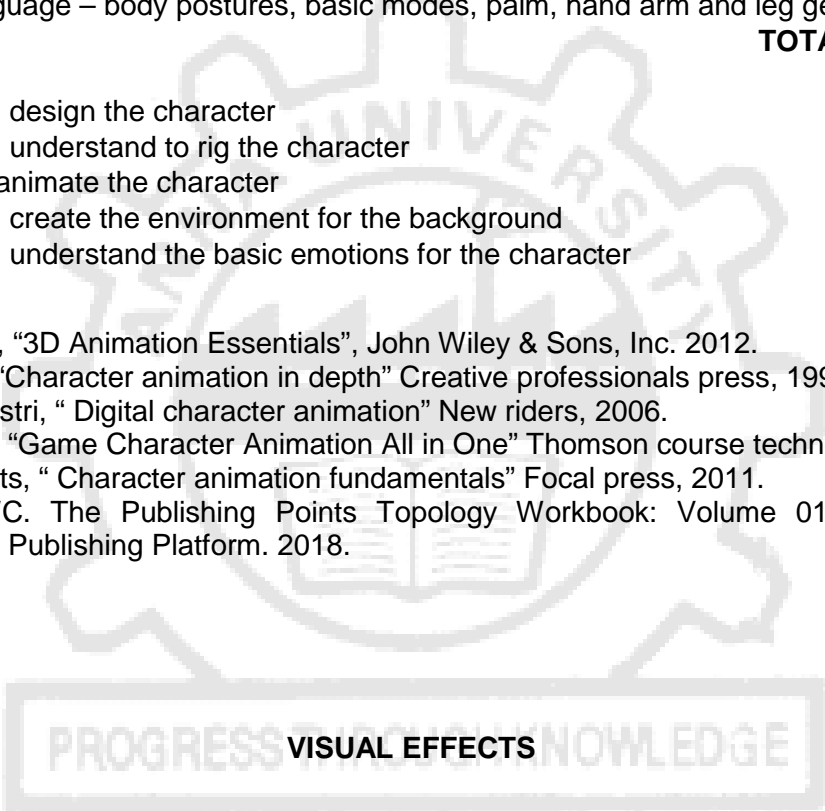
EA5019	VISUAL EFFECTS	L T P C
		3 0 0 3

OBJECTIVES
- To learn the visual techniques to create a particle system
- To understand the importance of visual effects in producing a video
- To learn the basics of good image-making through the study of frame composition, timing, colour theory, and editorial techniques

UNIT I   INTRODUCTION AND TOOLSETS   9
Brief history of compositing and visual effects, Different type of compositing software, Introduction to layer and node based software, Types of footage, Working with HDRI footage, Animatics, Story boardand concept, Pipeline Introduction. Colour channels, Colour depth, Colour space, Aspect ratios, Resolution,File formats, Frames and time.

UNIT II   ROTOSCOPING AND STABILISING   9
Introduction to roto, Compositing with different footage using roto, Exporting and importing the alpha channel, Rotopaint, Wire removal, Getting a clean plate, Working with clean plate, Tracking the footage, Stabilising the footage using the tracking point, Graph editors, Match moving. Rig removal, Creating a garbage mask.

UNIT III   MATTE AND COLOUR CORRECTION   9

Working with blue/green matte footage, Using different keyers, IBK color, Key light, Chroma key, Alpha key, Matching light space and adjusting for brightness and colour, Creating a garbage mask, Working with keyframe, Matte painting, Set extension, Working with titles, Particles in compositing, Digital crowd, Lights and shadows, Colour correction, Grading the footage.

UNIT IV   WORKING WITH 3D MATERIALS   9

Camera tracking, Applying the camera movement to footage, Introduction to 3D space in compositing, Working with multiple passes, Z-Depth, Working with 3D object, Compositing 3D object in footage, Introduction to python script.

UNIT V   ROLE OF COMPOSITOR   9

Global Animation and visual effects industry, Key players, Production workflow, Role of Project manager, Technical director, Supervisor, and Line producer in Visual effects field, Budgeting and scheduling.

TOTAL: 45 PERIODS

OUTCOMES

- Students will understand the different tools available to create the visual effects
- Students will be able to learn the process of rotoscopy in a video.
- Students will be able to use different keyer to remove the screen plates.
- Students will be able to merge a 3D object in a live action shot
- Students will work and composite different type of output from various software's.
- Students will understand the working practices of visual effect producer.

REFERENCES

1. Akenine-Moller T, Haines E, Hoffman N. Real-time rendering. AK Peters/CRC Press; 2018.
2. Dinur E. The Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors and Cinematographers. Focal Press; 2017.
3. Failes I. Masters of FX: Behind the Scenes with Geniuses of Visual and special Effects. Focal Press; 2016.
4. Higgins S, North D, Monticone P, Rogers A, Polan D, Turnock J, Wright B, Overpeck D, Purse L, Dhir M, Allison T. Editing and Special/visual Effects. Rutgers University Press; 2016.
5. Gress J. [digital] Visual Effects and Compositing. New Riders; 2014.
6. Watt M, Coumans E, ElKoura G, Henderson R, Kraemer M, Lait J, Reinders J. Multithreading for Visual Effects. CRC Press; 2014.

PROGRESS THROUGH KNOWLEDGE
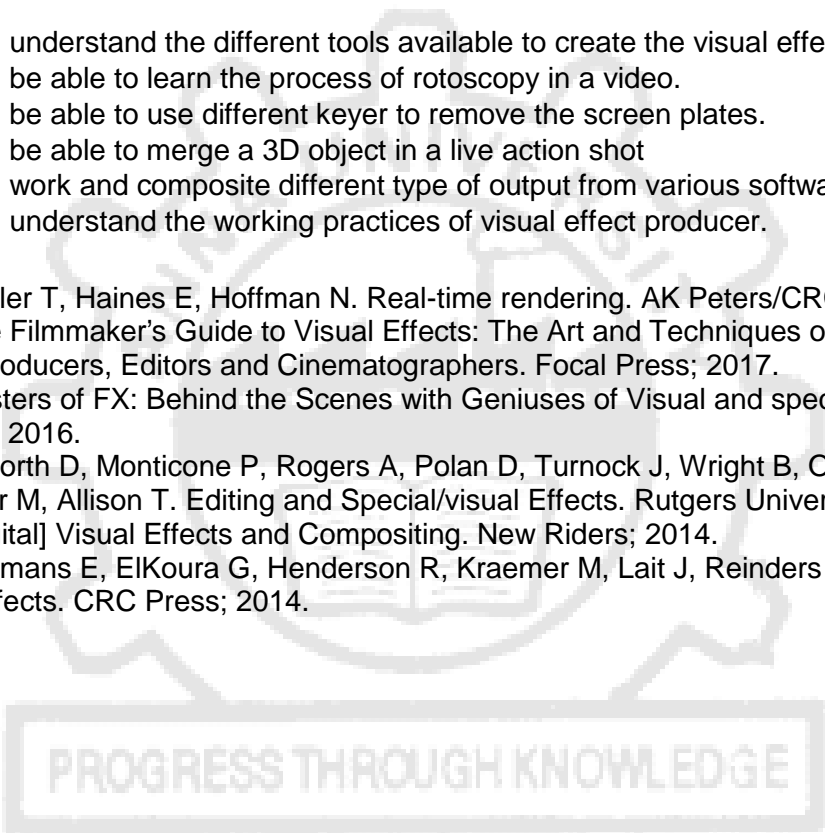
EA5020	COMMUNICATING CLIMATE CHANGE	L T P C
		3 0 0 3

OBJECTIVES

- To deal with the various aspects of climate change.
- To understand the role of media in delivering the climate change information.
- To get to know the components of the earth system

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 – Thermohaline Circulation.

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 versus 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

OUTCOMES

- Students will understand the natural and anthropogenic causes of climate change.
- Students will understand atmospheric and oceanic impacts of climate change.
- Students will be able to explain the media for adaptation and mitigation of climate change.
- Students will get familiarize with the components of the earth system.
- Students will understand the concept of greenhouse gases and global warming.
- Students will recognize the role of the media in communicating climate change.

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1. John Houghton. Global Warming, Cambridge University Press, 2009.
2. Mike Mike Hulme. Why We Disagree about Climate Change, Cambridge University Press, New York, 2009.
3. 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.
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6. Thomas E. Lovejoy and Lee Hannah (Eds.). Climate Change and Biodiversity, TERI Press, New Delhi, 2006.

EA5021	COMMUNICATING HEALTH	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 health communication campaigns.
- To understand the capabilities of health care technologies.
- To know about intricacies related to occupational health.

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-ll patients - Patient groups acting as pressure groups - Professional associations - Vaccination campaigns including Plus Polio – Community health.

UNIT II PUBLIC HEALTH AND SOCIAL MEDIA 9

Social Media and Health – A History.Ethics, policy, privacy and social media in health care, Consumer Health- Misinformation, fake news, Health information seeking, self representation and e-patients.

UNIT III COMMUNICATION CAMPAIGNS 9

Theories and Models in communicating Health messages – Communication as a multiway process - Communication in Health Promotion – The theory of planned behavior – Health belief model – Trans theoretical model - The perceived behavior control model – process of behavior change- Communication persuasion model and information persuasion matrix. 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 HEALTH CARE AND TECHNOLOGIES 9

Artificial Intelligence, Block chain, Virtual reality in health care, personalized mobile apps, Gadgets and Health care- e health –Health 2.0 – types of web 2.0 in Health care, Health 3.0. familiarizing with technology of telemedicine.

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. Government initiatives in various sectors of health care – Vaccination Campaigns – Health Insurance Campaigns.

TOTAL: 45 PERIODS

OUTCOMES

- Students will familiarize in Health reporting.
- Students will familiarize with the technologies used in health sector.
- Students will develop an understanding about the occupation hazards faced by the public and to report the same in the media.
- Student will become Knowledgeable and discuss current issues in health care.
- Students will identify the key steps in planning, implementing and assessing health promotion campaigns.
- Students will define the role of social support in maintaining health and coping with illness.

REFERENCES

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6. Rafael Obregon and Silvio Waisbord (Eds), Handbook of Global Health Communication, Wiley, 2012.
7. Renata Schiavo, Health Communication: From Theory to Practice, Jossey-Bass, 2007.
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EA5022   **DISASTER COMMUNICATION**   L T P C
                                                                              3 0 0 3

OBJECTIVES
- To know the disaster management acts and laws.
- To know about various natural resources and their associated problems.
- To find ways to tackle the issue of disasters versus development in the media.
- To sensitize students about the intricacies concerning environmental coverage in the media.
- To make them aware about how these environmental degradation leads to disasters and how to manage them

UNIT I   DISASTER CHARACTERISTICS   9
Definition – Ecology, environment, eco-system – Scope and importance – types of natural disasters - characteristics – man-made disasters - Need for public awareness – The Environmental (Protection) Act, 1986 – Coastal Regulation Zone, 2011 – disaster management acts and laws.

UNIT II   NATURAL RESOURCES AND ASSOCIATED PROBLEMS   9
Air, Water, Forest resources and it associated problems – increasing the vulnerability to disasters – Energy resources - renewable and non-renewable energy, alternative energy – Land resources: land degradation, human-induced landslides, soil erosion and desertification – Sustainable lifestyle.

UNIT III   RISK COMMUNICATION   9
Definition – risk, vulnerability, hazard, etc. Causes, effects and control measures of natural and man-made hazards – Role of Government, NGOs and the community in the prevention of disasters – Need for preparedness - case studies - Importance of communicating the hazard risk – community based hazard mapping.

UNIT IV   SOCIAL ISSUES AND DISASTER MANAGEMENT   9
From unsustainable to sustainable development – Urban problems related to disasters –– Resettlement and rehabilitation of people – Environmental ethics – Climate change, global warming, acid rain, ozone layer depletion, sea level rise, tropical storms, tsunami, earthquake, landslides, etc – Social issues in different phases of disaster management

UNIT V   ROLE OF MEDIA   9
Science, technology and environment – Major disaster management bodies and institutions in India and abroad – Disasters and Development– Designing media programmes for disaster management – Use of media for environmental messages –- Moving from peripheral environmental coverage to holistic coverage – Media in environmental management.

                                                                   TOTAL: 45 PERIODS
OUTCOMES
- The students will get familiarized with the interdisciplinary nature of environmental studies.
- The students will gain knowledge on various social issues and environment.
- Students will understand the role of media in communicating environmental messages.
- The students will get introduced to intricacies concerning environmental coverage in the media.
- To students will understand how environmental degradation leads to disasters and become familiar with the ways and means to manage them
- The students will be aware of the major disaster management bodies and institutions in India and abroad

REFERENCES
1. Norman Lee (Ed.). Environmental Assessment in Developing and Transitional Countries: Principles, Methods and Practice. John Wiley and Sons, U.K., 2000.
2. F.I. Woodward (Ed.). Ecological Consequences of Global Climate Change, Vol.22, Academic Press, London, 1992.
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4. GodemannJasmin, MichelsenGerd; Sustainability Communication: Interdisciplinary Perspectives and Theoretical Foundations". Springer New York, 2010.
5. Blewitt John; Understanding Sustainable Development". Earth Scan, London, 2008.
6. M. M. Sulphey. Disaster Management. PHI Learning, 2016.

EA5023   **MEDIA AND SOCIAL INCLUSION**   **L T P C**
                                                                                3 0 0 3

OBJECTIVES
  • To deeply analyze the concept of social inclusion.
  • To discuss the necessity of social inclusion of socially-disadvantaged groups.
  • To analyze the role of media in social inclusion.
  • To analyze the gender bias in social inclusion
  • To discuss the necessity of social affirmation

UNIT I   SOCIAL INCLUSION   9
Concept and derivatives of social inclusion – Socially excluded groups and the need and necessity of their inclusion – Social inclusion in global context – Social inclusion in Indian context.

UNIT II   GENDER ANALYSIS   9
Discrimination against women and gender bias – A brief study of worldwide women's Movements – Need for the gender mainstreaming – Social protection and social inclusion of women – Indian women and the importance of their empowerment.

UNIT III   CHILDREN'S ISSUES   9
Child poverty and children's social exclusion – The relationship between children's social inclusion and social development – Social inclusion in schools – Brief overview of Child welfare committees in the world – Social and legal protection of Indian children.

UNIT IV   SOCIAL AFFIRMATION   9
Affirmation of socially excluded groups – The global initiatives – The steps and actions of the Indian government for social affirmation of neglected groups – Need for a cohesive policy framework.

UNIT V   MEDIA INTERVENTION   9
Media and social inclusion – Media's role and responsibility in bringing back socially excluded groups into the mainstream – Strategies to be adopted by Indian media to eliminate social rejection in India-Role of social media in social inclusion.

TOTAL: 45 PERIODS

OUTCOMES
  • The students will be able to understand the concept and derivatives of social inclusion.
  • The students will understand the need of the inclusion of the socially excluded groups.
  • The students will gain knowledge on the media's role in Social Inclusion.
  • The students will get to known the responsibility of media in bringing back socially excluded groups into the mainstream.
  • The students will understand the gender dimensions of social inclusion.
  • The students will gain knowledge on social affirmation.

REFERENCES
  1. Ben Whitney, Social Inclusion in Schools: Improving Outcomes, Raising Standards, Routledge, 2007.
  2. Gender Gaps and the Social Inclusion Movement in ICT edited by Williams, Idongesit, Millward, Olga, Layton, Roslyn, 2018
  3. Helen Colley,Mentoring for Social Inclusion, A Critical Approach to Nurturing Mentoring, Routledge, 2003.

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4. Kenneth A. Armstrong, Governing Social inclusion: The Law and Politics of EU Coordination, Oxford University Press, 2010.
5. Mobile Applications and Solutions for Social Inclusion edited by Paiva, Sara, 2018.
6. Sukhadev Thorat and Narendra Kumar (Eds.). B.R. Ambedkar: Perspectives on Social Inclusion and Inclusive Policies, Oxford University Press, New Delhi, 2008.

EA5024	STATISTICAL TECHNIQUES	L T P C
		3 0 0 3

OBJECTIVES
- To make the students acquire a sound knowledge in statistical techniques.
- The Students will have a fundamental knowledge of the concepts of probability.
- The students will get to know the types of variables

UNIT I INTRODUCTION TO STATISTICS 9
Introduction : Definition of statistics, Nature of Statistics, Uses of Statistics, Types of statistics- Descriptive and Inferential, Statistics in relation to social sciences, Fundamental of statistical method – Law of statistical regularity, Law of inertia and large numbers. Introduction to Sampling- Definition- Different methods of sampling- Different types of data collection methods- Collection, organization, classificatio and interpretation of data.

UNIT II PROBABILITY 9
Definition, Types. Types of variables – Organizing data - Descriptive Measures. Basic definitions and rules for probability, conditional probability independence of events, Baye's theorem, and random variables, Probability distributions: Binomial, Poisson, Uniform and Normal distributions.

UNIT III DESCRIPTIVE STATISTICS 9
Presentation of data – Editing, coding and tabulating data – Diagrammatic and Graphic representation of data. Mean, Median, Mode and Weighted average – Benefits and Usage- Dispersion : Range, Standard deviation, Co-efficient of variation and Gini Ratio – Skewness, Peason's and Bowley's coefficient of skewness. Correlation – Simple, Partial and Multiple – Pearson's co-efficient of correlation and Rank correlation- Regression : Simple, Linear and Non-linear regression – Multiple regression Time Series Analysis – Components and Uses – Methods of estimating trend and seasonal variations - Scaling techniques – Types – Reliability and validity

UNIT IV INFERENTIAL STATISTICS 9
Steps in testing of hypothesis – Z-Test – Uses and Simple problems- T-Test : Assumptions, Properties and Applications and Simple problems- F-Test: Assumptions, Properties and Applications Simple problems- Chi-square Test : Assumptions, Properties and Applications, ANOVA Test (one way and two way classification) and non-parametric tests – U test and H test.

UNIT V WORKING WITH DATA'S USING SOFTWARES 9
Applications of Statistics in social sciences research- Classification of different data- Data analysis- Introduction to software's for statistical analysis- Introduction to Excel- Data conversions, entering data into excel-conducting different tests in excel. Introduction to SPSS- Conducting statistical test for different research studies- Need of the statistical test, Results- Descriptive Analysis with data, Elementary statistical approaches-Mean, Median, Mode. Conducting Inferential Statistical Test using the software's- Representation and writing of the data's as Reports. Introduction to Structural Equation Modeling (SEM) - Drawing SEM Model- Interpreting SEM results.

TOTAL: 45 PERIODS

OUTCOMES
- Students will learn the basics of probability and statistical analysis
- Students can do small projects, data interpretation on their own
- Students are able to produce more in-depth data outputs
- Students will be able to understand the types of variables
- Students will explore the different ways of presenting data
- Students will get to know the softwares used for performing various statistical tests

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REFERENCES

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2. Joseph F. Hair Jr. William C. Black Barry J. Babin Rolph E. Anderson. Multivariate Data Analysis. Pearson New international edition. Pearson education limited. 2013.
3. Keith A. Carlson & Jennifer R Winquis. An introduction to statistics: An active learning approach, Sage Publications. 2014.
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   Problems of Probability and Statistics", Tata McGraw Hill, New Delhi, 2004.
5. Spiegel, M.R., Schiller, J. and Srinivasan, R.A., "Schaum's Outline of Theory and
6. Statistical Methods by S P Gupta, Sultan Chand & Sons, 2011.

EA5025	WOMEN AND MEDIA	L T P C
		3 0 0 3

OBJECTIVES

- To explain the role of women in the Indian society.
- To comprehend the status of women in the radio industry.
- To analyze the role of women in television industry.
- To understand the impact of new media on women.
- To analyze the legal safeguarding measures available for women in India.

UNIT I   WOMEN AND SOCIETY   9

Status of women in the Indian society , Stereotyped role of women, Commodification of women, Women's movements and feminist theories, Role of media in development of women, Portrayal of women in Indian media,

UNIT II   WOMEN AND RADIO   9

Women's participation in radio production, Status of women in radio stations, Role of radio in women's development, Community radio and women, Impact of radio on women.

UNIT III   WOMEN AND TELEVISION   9

Women's participation in Television program production, Status of women in public and private television organizations, coverage of women's issues in television, Impact of Television on women.

UNIT IV   WOMEN AND MEDIA LAW   9

Media Acts and regulations relevant to women in India, Policies and programs supporting women, Legal changes required to achieve real empowerment, Legal remedies for women.

UNIT V   WOMEN AND NEW MEDIA   9

Women and   New Media technologies, Role and participation of women in new media, Impact of new media on women, opportunities and challenges offered by new media for women

TOTAL: 45 PERIODS

OUTCOMES

- The students will be able to understand the role of women in the Indian society.
- The students will get to know the status of women in the radio industry.
- The students will understand the role of women in television industry.
- The students will come to know the portrayal of Women in Media
- The students will gain knowledge about the impact of new media on women.
- The students will get to know the legal safeguarding measures available for women in India.

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REFERENCES
1. Braden M. Women politicians and the media. University Press of Kentucky; 2015.
2. Carilli T, Campbell J, editors. Women and the media: Diverse perspectives. University Press of America; 2005.
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5. Raicheva-Stover M, Ibroscheva E, editors. Women in politics and media: Perspectives from nations in transition. Bloomsbury Publishing; 2014.
6. Ross K. Gendered media: Women, men, and identity politics. Rowman& Littlefield, 2010.

OPEN ELECTIVE COURSES (OEC)

MP5491   NUCLEAR ENERGY IN HEALTH CARE AND INDUSTRY   L T P C
3 0 0 3

OBJECTIVES
* To provide the student about the action of radiation on living cells and the response.
* To make the student to understand the basic nuclear medicine physics and newer technology systems.
* To enable the students to understand the diagnostic and therapeutic nuclear   medicine techniques.
* To provide a broad knowledge in radiation hazard evaluation and control

UNIT I   BASICS OF NUCLEAR SCIENCE AND RADIATION EFFECTS   9
Radioactivity, nuclear reactions and interaction of ionizing radiation with matter, with emphasis on radiation detection, radiation shielding - photoelectric - Compton effect and pair production - biological effects on human health - Action of radiation on living cells -direct and indirect physical damage- cell response to radiation - somatic and genetic radiation effects -Radiation side effects - Acute and chronic effects of low dose effects.

UNIT II   DIAGNOSTIC APPLICATIONS OF NUCLEAR ENERGY   9
Production of X rays and its applications X-ray radiography - CT scan -contrast studies in x ray imaging - fluoroscopic applications -Mammography - physics of nuclear medicine and nuclear imaging - radio isotopes in diagnosis of nuclear imaging - Tc-99m extraction   - radiopharmaceuticals - scanning instruments and techniques.

UNIT III   THERAPEUTIC APPLICATION OF NUCLEAR ENERGY   9
Production of nuclear radiations- alpha, beta and gamma rays and X-rays - External radiation therapy -telecobalt unit and linear accelerators - and internal radiation therapy - Iridium -192 HDR brachtherapy unit- therapeutic nuclear medicine.

UNIT IV   INDUSTRIAL APPLICATIONS OF NUCLEAR ENERGY   9
Industrial applications — Non destructive testing - industrial radiography - tracing, gauging, Radiation sterilization of medical equipments - food preservation and other applications.

UNIT V   NUCLEAR RADIATION SAFETY MEASURES   9
Basic concepts of radiation protection standards - ICRP recommendations - systems of radiological protection - Optimization of protection and individual dos limits - Radiation dose to individuals from natural radioactivity in the environment and man- made sources - Evaluation of external and internal radiation hazards - effect of time, distance and shielding - radioactive waste disposal and transport of radioactive nuclides.

TOTAL: 45 PERIODS

OUTCOMES

After successful completion of the course

- students will be able to handle radioactive source carefully for treatment purpose.
- will develop competence in radioactive waste disposal management
- Will be develop competency to face radiation emergency
- students will develop critical thinking skills in radiation safety and protection.
- will be able to safe guard the radioactive sources used in hospitals.

REFERENCES

1. W. R. Handee, Medical Radiation Physics, Year Book Medical Publishers Inc., London, 2003.
2. E. J. Hall, Radiobiology for Radiologists, J. B. Lippincott Co., Philadelphia, 2000.
3. W. N. Wagner, Principles of Nuclear Medicine, W. B. Saunders Co., London, 1990.
4. R. F. Mold, Radiation Protection in Hospitals, Adam Hilger Ltd., Bristol, 1985.
5. Fred A Mettler and Milton J Guiberteau, The essentials of nuclear Medicine imaging, 2011.

MP5492	SMART MATERIALS FOR ENERGY AND ENVIRONMENT APPLICATIONS	L	T	P	C
		3	0	0	3

OBJECTIVES

- To provide fundamental understanding on smart and intelligent materials.
- To enhance students' understanding on the structure-property relationship.
- To enable students appreciate novel materials and their usage in current cutting edge technologies.

UNIT I   BASICS OF SMART MATERIALS AND STRUCTURES   9

Introduction - components and classification of smart structures, Requirements of Intelligent Materials – Functions: Sensor, Memory, Processor, Actuator - Common smart materials - Applications of smart systems – Energy Harvesting systems: Regenerative braking - Smart polymers: Applications in drug delivery, tissue engineering. Biomimetics and bio-inspiration.

UNIT II   INTELLIGENT MATERIALS FOR ENERGY GENERATION   9

Artificial Intelligence in Materials, Ferrolectricity: Introduction - Piezoelectric effect, Piezoelectric materials as sensors, Actuators and bimorphs - Transparent Conducting Materials – Band-gap and electrical conductivity, Conditions for transparency – role of defects on conductivity - Applications: Solar cells, Touch screen, etc.

UNIT III   SHAPE MEMORY MATERIALS FOR ENERGY STORAGE   9

Introduction to structure types, Structure-property relationships, Shape memory effect (SME), One way and two-way SME, Shape memory alloys (SMAs), Intelligence in the form of SMA, Functional properties of SMAs. Thermal-storage, and aerospace materials. Shape-memory polymers, and their applications.

UNIT IV   MULTIFERROIC MATERIALS FOR NOVEL REFRIGERATION   9

Ferromagnetism and ferroelasticity, Magneto-electric materials: Types of magnetic ordering phenomena, Conditions for multiferroicity– Applications of multiferroic materials. Magnetostrictive smart materials – Magneto-caloric materials for emission-less refrigeration - Magneto-Optic (MO) Materials: Examples (Heusler alloys, double perovskites) and Applications.

UNIT V   INTELLIGENT OPTICAL MATERIALS FOR ENVIRONMENT   9

Smart optical materials for modifying spectral shift and refractive index shift. Electro-optic and Acousto-optic materials: Definitions, examples and applications –Chromogenic Materials – Types: Photochromic, Thermochromic, Electrochromic - Devices and Applications:Radiation absorption.

TOTAL: 45 PERIODS

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OUTCOMES

- The student will understand the working principle of smart materials
- The student will get an overview on various types of smart materials and their application areas.
- The student will get ideas to use smart materials in green energy and environment applications
- The student will get motivated to find novel applications of these multifunctional materials in new technologies.
- The student will get an idea on different synthesis and characterization techniques

REFERENCES

1. D.J. Leo, Engineering Analysis of Smart Material Systems, Wiley 2007.
2. M. Addington, D.L. Schodek, Smart Materials and New Technologies, Elsevier 2005.
3. K. Otsuka, C.M. Wayman (Eds.), Shape Memory Materials, Cambridge University Press, 1998.
4. M.V. Gandhi, B. S. Thompson, Smart Materials and Structures, Springer, 1992.
5. P. Ball,Made to Measure: Materials for the 21stCentury, Princeton University Press, 1997.
6. Ed. M. R. Aguilar and J.S. Roman, Smart Polymers and their Applications, Elsevier 2014.
7. Ed.: Peter L. Reece, Smart Materials and Structures: New Research, Nova Science 2007.
8. Ian Baker, Fifty Materials that Make the World, Springer, 2018.
9. Ed.: Mel Schwartz, Smart Materials, CRC Press, 2008.

EA5491	CLIMATE JOURNALISM	L T P C
		3 0 0 3

OBJECTIVES

- To offer a comprehensive approach to reporting of climate change.
- To impart knowledge about political, economic, and ethical questions raised by the need for transformative change of societies in the wake of climate change.
- To reflect over the development of climate change as a nature and a society issue.
- To synthesize knowledge from different areas related to climate change.
- To reflect on the norms and values of journalism in the context of climate change.

UNIT I   HUMAN INFLUENCES   9

Anthropocene Era (anthropo: man, and cene: new) - Freshwater scarcity - The decline of our oceans, fish, and wildlife - Environmental health - Sustainable energy, agriculture, and food systems – Role and responsibility of journalists – Making climate change relevant as a society issue – Politics and economics of climate change – Environmental ethics – Human health – Species migration.

UNIT II   PUBLIC NARRATIVES   9

Complex science and uncertainty - Public apathy and politics - Well-funded counter-narratives - Zealous stakeholders - What can (incorrectly) appear due to a lack of news hook for stories - Two centuries of CO_2emissions.

UNIT III   JOURNALISTIC CHALLENGES   9

Environmental Journalism as a craft - Roles and differences between journalism and communications – Finding the most accurate, credible and timeliest information on science and issues – Essentials of environmental reporting – Discerning uncompromised expert sources – Using human narratives and descriptive storytelling to relate real-world impact – Tapping the databases, records and other tools commonly used by environmental reporters.

UNIT IV   CLIMATE ISSUES   9

The lack of diversity in environmental journalism – "Junk science" – Battling climate denial - Covering GMOs – The problem of doomsday climate reporting – Digital security for journalists and researchers etc.

UNIT V JOURNALISTIC SKILLS 9

Hands-on journalistic series – Reporting, developing, funding, crafting and publishing environmental stories – Writing diverse stories on environmental history, a wildlife or ocean story, a clam-aquaculture story, a work of nature writing, etc. – A polished, fact-checked, final story with questions answered and edits made from the first draft and at least two added elements such as photos, audio or video clips, graphics, timelines or others to draw people in.

TOTAL: 45 PERIODS

OUTCOMES

* Students will understand the importance of climate issues.
* Students will understand the various aspects of climate change and its effect in society.
* Students will learn to cover the climate change issues.
* Students will understand the need of journalistic skills for covering climate issues.
* Students will learn the various strategies, approaches on covering climate issues in various media.

REFERENCES

1. Lakoff, G., Why it matters how we frame the environment. In Environmental Communication, 2010.
2. Vetlesen, A. J., Nature, technology and environmental crisis. In Bhaskar, R., Næss, P., Høyer, K.G. (eds.), Eco philosophy in a World of Crisis. Critical Realism and the Nordic Contributions. London: Routledge, 2012.
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6. Stoknes, P.E., What We Think About When We Try Not to Think About Global Warming: Toward a New Psychology of Climate Action. Vermont: Chelsea Green, 2015.

EA5492	DIGITAL PHOTOGRAPHY	L T P C
		3 0 0 3

OBJECTIVES

* To create opportunities for professional and creative expression through the practice and art of photography.
* To inculcate aesthetic sense involved in creativity.
* To get to know the genres of photography

UNIT I CAMERA 9

Different camera formats, working of an SLR, DSLR and Mirrorless Cameras. Features and functions of SLR and DSLR Cameras. Various camera controls. Ansel Adams Zone system. Exposure. Image sensors. Different storage formats.

UNIT II LENS AND ELEMENTS OF PHOTOGRAPHY 9

Different type of Lenses - Basic Shots and Camera Angles, Photographic Composition - View point and Camera angle-Eye Level, Low and High, Balance- Aspects of Balancing, Shapes and Lines, Pattern, Volume, Lighting, Texture, Tone, Contrast- and Colour, Framing, various Perspectives.

UNIT III COLOUR AND LIGHTING 9

Colour Theory, Colour Temperature, Electromagnetic spectrum, Lighting Philosophies – Basic styles of Lighting – Properties of Light – Additive and Subtractive Light – Contrast and Lighting Ratios – Direct and Indirect Light – Three point and Five Point Lighting – Light Sources. Light meters and filters

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UNIT IV   PEOPLE AND PORTRAIT PHOTOGRAPHY   9

Indoor and outdoor lighting techniques for portraits, the Casual Portrait, Environmental Portraits, Group Portraits, Familiar Subjects, Hands and Other Details.

UNIT V   GENRES OF PHOTOGRAPHY   9

Basic shooting and Lighting Techniques and Equipments required for different genres of Photography like Black and White, Landscape, Cityscape, Architecture, Advertising, Table top photography Fashion, Food, Automobile, Sports, Travel, Children, Portrait, wild life, Still Life, Event, Silhouette, Festival and Themes.

TOTAL: 45 PERIODS

OUTCOMES

- Students will be able to utilize the principles of good composition in photography.
- Students will be able to develop an individual style in representing the society through photographs.
- Students will have a thorough understanding of how to create visual variety
- Students will understand the foundation principles of design
- Students will gain understanding in Depth of field
- Students will understand the different genres of photography.

REFERENCES

1. Ansel Adams, The Negative, Bulfinch press, Fourteenth Edition, 2008.
2. BalakrishnaAiyer, Digital Photojournalism, Authors press, 2005
3. Ben long, Complete Digital Photography, Charles River Media, Third Edition, 2005
4. Fil Hunter, Steven Biver, Paul Fuqua, Light - Science & Magic: an Introduction to Photographic Lighting, Focal Press,2007
5. Langford Bilissi,Langford's Advanced Photography, focal press, Seventh Edition, 2008.
6. Scott Kelby, The Digital Photography Book, Peachpit Press, 2009.

AC5491	GREEN CHEMISTRY	L T P C
		3 0 0 3

OBJECTIVES

- To introduce the basic concept and principles of green chemistry for environmental management.
- To make the students know about green reagents and its importance to the environment
- To acquaint the student with green solvents and its impacts in green chemistry
- To familiarize the synthesis of materials using green methods
- To impart the knowledge on applications of green synthesis technology

UNIT I   PRINCIPLES OF GREEN CHEMISTRY   9

History of green chemistry and sustainability- Prevention of waste/by-products – maximum incorporation of reactants in final product-Atom economy – Prevention/minimization of hazardous products – Designing safer chemicals – optimizing reaction conditions.

UNIT II   GREEN REAGENTS AND CATALYSTS   9

Choice of starting materials – reagents (Dimethyl carbonate, polymer supported reagents) – catalysts (microencapsulated Lewis acids, zeolites, basic catalysts polymer supported catalysts, introduction to biocatalysts).

UNIT III   GREEN SOLVENTS   9

Aqueous phase reactions (Claisen rearrangement, Aldol condensation, wurtz reaction, reduction of carbon carbon double bond, oxidation of amines into nitro compounds – Electrochemical synthesis (synthesis of adiponitrile) - Ionic liquids – reactions in acidic ionic liquids- reactions in neutral ionic liquids (hydrogenations, diels-Alder reactions, Heck reactions, O-alkylation and N-alkylation, methylene insertion reactions.

UNIT IV   GREEN SYNTHESES   9
Microwave induced green synthesis (Hoffmann Elimination and Oxidation of alcohols) – Ultra sound assisted green synthesis (Esterification, Saponification and Cannizaro reaction) – Solid state green synthesis (Dehydration of alcohols to alkenes, Grignard reaction)- Solid supported organic synthesis (Synthesis of furans and pyrrole)

UNIT V   APPLICATIONS OF GREEN SYNTHESIS   9
Introduction – synthesis of styrene, adipica acid, catechol, 3-Dehydroshikimic acid, methyl methacrylate, urethane. Environmentally benign synthesis of aromatic amines – free radical bromination – synthesis of ibuprofen and paracetamol.

TOTAL: 45 PERIODS

OUTCOMES
* To be familiar with basic concepts of green chemistry and apply to them in various field
* To recognize the catalytic reaction with green reagents and its importance. To identify available green solvents and apply them to various synthesis process
* To recognize the preparations of materials with green process and its application to the environment.
* To gain the knowledge of preparation of various drugs using green synthesis methods
* To be have the skills and technology towards green chemistry and apply in industry.

REFERENCES
1. V.K. Ahluwalia and M. Kidwai, New trends in Green Chemistry, Anamaya Publishers, 2004.
2. V. K. Ahluwalia, Green Chemistry, Narsoa publishers, 2012
3. Bela Torok and Timothy Dransfield ,Green Chemistry, An Inclusive Approach, 1st Edition, Elsevier, 2017.

AC5492	FOOD CHEMISTRY	L T P C
		3 0 0 3

OBJECTIVES
* To enable the students to acquire knowledge on the macro and micro constituents of the food
* To know the structure and chemical characteristics of constituents of food.
* To demonstrate the knowledge of food chemistry and applying, the principles and concepts of chemistry as they apply to food systems.
* To familiarize the student with the relationship between water and food.
* To explain the rationale for certain food processes and preservation

UNIT I   INTRODUCTION TO FOOD AND ITS PROPERTIES   12
Proteins-Enzymes- Chemistry and structure, kinetics, Maillard reaction. Food carbohydrates: Structural, nutritional and functional aspects. Emulsifiers-role of emulsifiers selection of emulsifier based on hydrophilic and Lipophilic balance (HLB) and its application. Thickeners-definition, chemical structure, gel formation, list of permitted thickeners and food application. Chemical and biochemical changes: changes occur in foods during different processing.

UNIT II   PROCESSING AND PRESERVATION   12
Scope and benefits of industrial food preservation. Preservation of foods by chemicals, antibodies, antioxidants, salt and sugar. Principles of food freezing: freezing point of foods Psychrometric chart, Freeze concentration, freeze drying, IQF. Nanotechnology: Principles and application in foods, Hurdle technology: Types of preservation techniques and their principles, concept of hurdle technology and its application.

UNIT III   FLAVOURS AND COLOURING AGENTS   9
Chemistry of food flavor, definitions, Flavourmatics /flavouring compounds, flavor retention-off flavours and food taints. Colour -Natural and synthetic food colours, their chemical structure, stability, permitted list of colours, usage levels and food application.

UNIT IV WATER RELATIONS IN FOOD 6
Moisture in food: Structure, properties, Types of water in food and their specific function water activity and stability.

UNIT V FOOD ADDITIVES 6
Definitions, uses and functions of: Acids, Bases, Buffer system, chelating/sequestering agents, Antioxidants, Anti-caking agents, Firming agents. Flour bleating agents and Bread improvers. Anti-microbial agents/ class I & II.

TOTAL: 45 PERIODS

OUTCOMES
- Will know about the factors governing the food quality and chemical constituents.
- Will be able to name and describe the general chemical structures of the major components of foods and selected minor components
- Will come to know about the techniques involved in food processing and preservation
- Will be acquitted with food additives and their function in preservation
- Will be familiarize with the nature of packed food from industrial processes

REFERENCES
1. Damodaran, S., Parkin, K. L., and Fennema, O.R. (2008) Fennema's Food Chemistry 4th Edition, CRC Press
2. Belitz, H-D., Grosch, W. & Schieberle, P. (2004) Food Chemistry 3rd Ed. (translation of fifth German edition), Springer
3. DeMan, J.M. Principles of Food Chemistry 4rd Ed. Aspen Publishers (2018)
4. Peter C. K. Cheng, Handbook of Food Chemistry, Vol 1, Springer Reference, 2015
5. Jaswinder Kaur and Barry H. Grump Fundamentals of Food Chemistry, Abhizeet Publications, 2010.
6. Harish Kumar Chopra and Parmjit Singh Panesar, Food Chemistry, Narosa Publication, 2010.

AG5491   **NATURAL HAZARDS AND MANAGEMENT**   **L T P C**
                                                     3 0 0 3

OBJECTIVES
- To teach characteristics of natural hazards.
- To teach mitigation methods for natural hazards.
- To provide knowledge on assessment and management of natural hazards.

UNIT I DISASTER PHENOMENON 9
Disaster threat - characteristics-parameters – mapping aspects for earthquake, landslides, tsunami, cyclones, flood, drought and epidemics.

UNIT II MITIGATION 9
Geological and hydrological hazards - Reduction of hazard proneness – reducing structural vulnerability – changing the functional characteristics of settlement – building code provisions.

UNIT III ASSESSMENT 9
Elements of risk – vulnerability analysis on dam and other infrastructures – risk assessment – plan area – organizational aspects, planning and mapping levels – socio-economic aspects – cost of risk reducing measures.

UNIT IV MANAGEMENT 9
Prevention – preparedness – response – recovery – resource utilization – international assistance – policy and legislation – training – public awareness.

UNIT V CASE STUDIES AND ADVANCED TOOLS 9
Post disaster review – role of remote sensing and GIS –National and state level case studies on various disasters.

TOTAL: 45 PERIODS

Attested

OUTCOMES

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

* Gain knowledge on natural hazards and their characteristics
* Have better understanding on geological and hydrological hazards
* Appreciate various mitigation techniques.
* Carryout risk assessment and vulnerability mapping
* Understand the role of remote sensing and GIS in natural hazard risk reduction.

REFERENCES

1. Nick Carter, W. Disaster management, A Disaster manager's Handbook, Publisher: Asian development bank, Manila, 1992.
2. Mitigating natural disasters: Phenomena, effects and options, a Manual for policy makers and planners. Publisher: United Nations, Hew York, 1991.
3. Edward A. Keller, DeVecchio. Natural Disasters: Earth's Processes as Hazards, Disasters and Catastophes, Routledge, 3rd Edition, 2011.
4. Harsh K. Gupta, Disaster Management, Indian National Science Academy, ISBN 8173714568,788173714566, 2006 second Edition, 152 Pages.
5. Ghanshyam Singh and Sandip Bhandari, Disaster Management, Gullybaba Publishing House (P) Ltd; 1st edition (2012), ISBN-13: 978-9381066492.

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	√	√	√	√	√	√	√	√	√	√	√	√
CO2	√		√	√	√	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	√	√	√	√	√	√
CO4	√	√	√	√		√	√	√		√	√	√
CO5	√			√	√	√	√	√			√		√

AG5492   OCEAN RESOURCES AND EXPLORATION TECHNIQUES   L T P C
3 0 0 3

OBJECTIVES

* To understand the Sources of Marine Minerals.
* To understand the various energy resources pertain to marine system
* To understand the importance and economic aspects of marine minerals

UNIT I   INTRODUCTION   9

Marine Mineral Resources - sources of Marine Minerals -sources in ocean basins. Formation Processes of Polymetallic Sulfides (PMS) on the Ocean Floor- Plate boundaries and associated mineral and energy occurrences.

UNIT II   OCEAN RESOURCES   9

Mineral deposits derived from land sources - Placer Deposits - Lime, Phosphorite and Salt Deposits - Beach Deposits of Continental Margins - rock salt (sodium chloride) - magnesium metal - magnesium compounds and bromine. metalliferous sediments-Seafloor Polymetallic Massive Sulphides - polymetallic manganese nodules. Methane hydrate.

UNIT III   ENERGY RESOURCES   9

Wind Energy - Wave Energy - Tidal Energy - Ocean Current Energy - Ocean thermal energy conversion (OTEC) - osmotic power plant-Petroleum resources and radioactive nuclear mineral deposits

UNIT IV   OCEAN RESOUCE EXPLORATION AND EXPLOITATION   9

Marine sampling - Water Samplers - Bottom Samplers - Instrumentation

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UNIT V   OCEAN MINERAL MINING   9
Mining aspects of deep-sea polymetallic sulphides - Manganese Nodules - Methane Hydrates. Sand, Sand Mining & Beach replenishment-Marine maps of Exclusive Economic Zone (EEZ)

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the various sources of marine minerals.
- Students will able to understand the Mineral deposits derived from land sources.
- Students will learn about the energy resources of marine system.
- Students will learn about various sampling methods and instrumentation.
- Students will able to understand the economic aspects of marine minerals.

REFERENCES
1. H. Kunzendorf, Marine Mineral Exploration, Volume 41, 1st Edition, Elsevier Science, 1986
2. David Spencer Cronan, Handbook of Marine Mineral Deposits, CRC Press, 24-Nov-1999
3. Yves Fouquet , Denis Lacroix , Deep Marine Mineral Resources, 2014th Edition, Springer Dordrecht Heidelberg London New York
4. H. Kunzendorf , Marine Mineral Exploration, ISBN-10: 0444426272, Elsevier Oceanography Series

CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												
CO2												
CO3												
CO4												
CO5												

MC5491   BASIC CRYSTALLOGRAPHY AND CRYSTAL GROWTH   L T P C
                                                               3 0 0 3

OBJECTIVES
- To introduce the basics of crystal symmetry and crystal structures.
- To provide students with a background to X-ray generation and detection
- To provide instruction on the steps involved in single crystal structure determination
- To teach the concept of powder X-ray diffraction and its applications
- To teach various crystal growth techniques

UNIT I   CRYSTAL SYMMETRY AND STRUCTURES   9
Crystalline and non-crystalline materials — symmetry: symmetry operations, symmetry elements - translational symmetries - point groups - space groups – equivalent positions - space lattice - crystal systems – Bravais lattices – crystal directions - crystal planes – Miller indices- interplanar spacing – coordination number– atomic radius – atomic packing factor of SC, BCC, FCC and HCP structures – linear density – planar density – close packed structures.

UNIT II   X-RAYS   9
X-rays - generation of X-rays - sealed tube and rotating anode generators – synchrotron radiation – continuous and characteristic X-rays - X-ray absorption – X-ray monochromators – collimation – Soller slits - X-ray detectors (principles only)

UNIT III   SINGLE CRYSTAL STRUCTURE DETERMINATION   9
Diffraction by X-rays - Bragg's law – reciprocal lattice and Ewald sphere – atomic scattering factor - intensities of diffracted X-rays -– Single crystal X-ray diffractometers – measurement of intensities – systematic absences – space group determination - factors affecting X-ray intensities – data reduction – solving the structure - phase problem in crystallography – direct methods – refining the structure – results - geometrical parameters.

UNIT IV   POWDER X-RAY DIFFRACTION   9

X-ray diffraction by polycrystalline materials - formation of powder diffraction patterns - Debye-Scherrer camera – powder X-ray diffractometer – diffractograms – sample holders – sample preparation – orientation of crystallites – sample rotation – diffraction geometries – indexing of powder pattern – applications of powder diffraction.

UNIT V   CRYSTAL GROWTH TECHNIQUES   9

Bridgman technique - Czochralski method - Verneuil technique - zone melting – gel growth – solution growth methods – low and high temperature solution growth methods – vapour growth - epitaxial growth techniques- LPE – MOCVD – MPE.

TOTAL: 45 PERIODS

OUTCOMES

Upon completion of the course the students will
- understand crystal symmetry, crystal planes and simple crystal structures
- gain a knowledge of X-ray generation, absorption, monochromatization and detection
- get a working knowledge of single crystal structure determination
- get some insight into the powder diffraction and its applications
- be able to understand the basics of various crystal growth techniques

REFERENCES

1. Tareen, J.A.K. and Kutty, T.R.N. A Basic course in Crystallography. University Press, 2001.
2. Cullity, B.D. and Stock,S.R. Elements of X-ray Diffraction. Pearson, 2014
3. Stout, G.H. and Jensen, L. X-ray Structure Determination, A Practical Guide. Macmillan : New York, 1989.
4. Woolfson, M.M. An Introduction to X-ray Crystallography. Cambridge University Press, New York, 1997.
5. Bhat, H.L Introduction to Crystal Growth: Principles and Practice. CRC Press, 2014.

MC5492	NONLINEAR SCIENCE	L T P C
		3 0 0 3

OBJECTIVES

- The students will be introduced to the basics of nonlinear dynamics and its applications.
- The students will learn about the mathematical models needed to study the concepts of fixed points, oscillations, bifurcations and integrability.
- The students will know about the nonlinear dynamical phenomena in chemical systems.
- The students will understand the importance of nonlinear dynamics in biological systems.
- The students will be introduced to the concepts of nonlinear dynamical analysis in geological systems.

UNIT I   NONLINEAR DYNAMICS   9

Dynamical systems - linear systems - importance of nonlinearity - nonlinear dynamical systems - Autonomous and non-autonomous systems - phase-space, flows and limit sets . Classification of equilibrium points in planar systems – periodic and chaotic motions - fractals - pattern formation - cellular automata - self-self-organised criticality - networks - stochastic resonance.

UNIT II   MATHEMATICAL MODELS   9

First-order differential equations - separation of variables - slope fields - Euler's method - equilibria and phase plane - bifurcations - higher-order equations - trace-determinant plane - harmonic oscillators - equilibrium point analysis - non-autonomous systems and chaos - finite dimensional integrable systems - dispersive systems - solitary waves - solitons - analysis of soliton solutions.

UNIT III   CHEMICAL SYSTEMS   9

Chemical oscillations - waves and patterns - transport and external field effects - polymer systems - coupled oscillators - Turing patterns - stirring and mixing effects - Briggs-Rauscher reaction - Belousov-Zhabotinsky reaction - BZ waves - propagating pH front - chemical clocks.

UNIT IV   BIOLOGICAL SYSTEMS   9
Biological oscillators - excitable systems - neuronal systems: HH equations - FN equations - physiological control systems - dynamics of bone remodelling - dynamics of nucleic acids:Protein complexes - patterns in biological membranes - cell replication and control - pupil light reflex - dynamical analysis of human tremor - fractals in living organisms.

UNIT V   GEOLOGICAL SYSTEMS   9
Computational models of earthquakes - earthquake processes - multi fractals in geosciences - entropy analysis of seismicity - tectonics - spatial distribution of earthquakes - volcanic eruptions - short and long range interactions - RJB model - precursory dynamics - landscape dynamics - dynamics of earth's magnetosphere. Snow avalanches and system model - geomorphology: drainage networks, fractal trees, growth models, diffusion-limited aggregation.

TOTAL: 45 PERIODS

OUTCOMES
After completing this course, the students should able to
* Understand the basics of nonlinear dynamics and its applications.
* Gain knowledge on the concepts of fixed points, oscillations, bifurcations and integrability.
* Appreciate the importance of nonlinear dynamical phenomena in chemical systems.
* Understand the role of nonlinear dynamics in biological systems.
* Apply nonlinear dynamical analysis for geological systems.

REFERENCES
1. M. Lakshmanan and S. Rajasekar. Nonlinear Dynamics: Integrability Chaos and Patterns. Springer-Verlag, 2003
2. M. Lakshmanan and K. Murali. Chaos in Nonlinear Oscillators. World Scientific,Singapore, 1996.
3. S.H.Strogatz. Nonlinear Dynamics and Chaos. CRC Press, 2014.
4. Paul Blanchard, R.L.Devaney and G.R.Hall. Differential Equations. Brooks/Cole, 2012.
5. Irving R.Epstein and J.A. Pojman. An Introduction to Nonlinear Chemical Dynamics. Oxford University Press, 1998.
6. Anne Beuter, Leon Glass, M.C.Mackey and M.S.Titcombe. Nonlinear Dynamics in Physiology and Medicine. Springer, 2003.
7. Donald L. Turcotte. Fractals and Chaos in Geology and Geophysics. Cambridge University Press, 1997.

MT5491	STATISTICAL METHODS	L T P C
		3 0 0 3

OBJECTIVES
* To organize and describe the data and hence compute the various descriptive measures
* To give an idea of testing the statistical hypothesis claimed based on a set of data points using standard sampling distributions
* To expose to the basic principles of experimental design and hence carry out the analysis of variance
* To use non parametric methods on data sets which are not from normally distributed population
* To prepare the students to implement the various concepts in statistics using R statistical tool

UNIT I   DESCRIPTIVE STATISTICS   9
Frequency distribution - Graphs of frequency distribution - Descriptive Measures - Quartiles and Percentiles - Calculation of sample mean and population mean

UNIT II   HYPOTHESIS TESTING   9
Sampling Distributions- Central Limit Theorem - Testing a Statistical Hypothesis - Tests Concerning Means and variances - Independence of Attributes - Goodness of Fit

UNIT IV   ANALYSIS OF VARIANCES   9

One way and two way classification - Completely Randomized Design - Randomized Block Design - Latin Square Design

UNIT V   NONPARAMETRIC METHODS   9

Sign Test - Wilcoxon's Signed Rank Test - Rank Sum Tests - Tests of Randomness - Kolmogrov Smirnov and Anderson Darling Tests

UNIT V   CALCULATIONS USING R   9

Classification and tabulation of data - Graphical representation - Calculation of central tendency and dispersion of data - Implementation of skewness, moments and kurtosis - Hypothesis Testing - Implementation of ANOVA, sign test and rank sum test.

TOTAL: 45 PERIODS

OUTCOMES

- It equips the student to compute mean, variances, quartiles and percentiles for a large set of data points obtained from a series of measurements
- It imparts the knowledge of various test statistics used in hypothesis testing for mean and variances of large and small samples
- It enables the students to compare several means
- It makes the students use sign test and rank test which can be applied to any raw data without the underlying assumptions that the observations are from normal population.
- It equips the students to implement the various concepts learnt using R tool for statistics

REFERENCES

1. Gupta S. C. and Kapoor V. K, "Fundamentals of Mathematical Statistics", Sultan Chand and Sons, 11th Edition, New Delhi, 2002.
2. John E. Freund ," Mathematical Statistics with Applications", 8th Edition, Pearson Education, New Delhi, 2017.
3. Richard A. Johnson, Irwin Miller and John Freund, "Miller and Freund's Probability and Statistics for Engineers", 8th edition, Pearson Education, New Delhi, 2015.

HS5491	PROFESSIONAL EMAIL COMMUNICATION	L T P C
		3 0 0 3

UNIT I   Email as a medium of professional communication (1 hour)
   a. Clear, grammatically correct sentences
   b. Clear and coherent paragraphs
   c. Polite and professional expression
   d. Accurate punctuation

   The nature of the e-mail in its present technological state
   a. The pros and cons of using email for professional communication

UNIT II   Standard email conventions and etiquette
   a. Conventions for effective emailing intra and inter workplaces(inclusive of formatting)
   b. Interpersonal etiquette to be used in professional emailing
   c. Cross- cultural dos and don'ts when using email across borders

UNIT III   Understanding email messages accurately (2 hours)
   a. Understanding the core message
   b. Understanding the writer's intention and expectation accurately
   c. Interpreting the style ad tone of the message
   d. Reading and understanding messages quickly

UNIT IV   Writing clear and contextually appropriate responses (12 hours)
   a. Writing appropriate opening and closing sentences

Attested

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b. Structuring the email logically and coherently
c. Positioning the core message for reader attention and action
d. Writing messages for a range of professional functions such as giving an update, reporting, requesting , clarifying and confirming, giving instructions etc.

UNIT V   Using a range of professional styles (10 hours)
a. Maintaining courtesy and professional poise in all messages
b. Being direct or indirect as necessary
c. Being elaborate or brief as necessary
d. Being assertive and decisive when needed

TOTAL: 45 PERIODS

Learning outcome: At the end of the course, the students should
- Understand email as a professional communication medium and as it is used in workplaces today.
- Use standard e-mailing conventions and etiquette used in workplaces internationally.
- Use appropriate style and tone for communicating a variety of professional messages that are generally communicated via e-mail in work and business communication.
- Read and interpret e-mail messages accurately and write contextually appropriate responses.
- Use English accurately while writing emails in generic professional contexts.
- Use punctuation accurately while writing e-mail messages.

Assessment (with individualised feedback for mid-course tests) :

Mid-course Assessment - 1 hour + 1 hour for feedback after evaluation)
Mid-course Assessment - 2 (1 hour + 1 hour for feedback after evaluation)
Final Assessment – 2 hours (inclusive of Email English test)

Classroom teaching methodology: Concept familiarisation will be accompanied with practice in generic professional emailing contexts. Practice tests and individualised feedback will be used feedback.

Material for the course will be teacher generated

HS5492	**PROJECT REPORT WRITING**	L T P C
		3 0 0 3

OBJECTIVES

The Course aims to,
- Develop the project writing skills of engineering graduates
- Give engineering and technology students practice in writing a project report
- Enhance their awareness on the importance of report writing in the professional context

UNIT I
Writing Skills – Essential Grammar and Vocabulary – Passive Voice, Reported Speech, Concord, Signpost words, Cohesive Devices – Paragraph writing - Technical Writing vs. General Writing

UNIT II
Project Report – Definition, Structure, Types of Reports, Purpose – Intended Audience – Plagiarism – Report Writing in STEM fields – Experiment – Statistical Analysis

UNIT III
Structure of the Project Report: (Part 1)Framing a Title – Content – Acknowledgement – Funding Details -Abstract – Introduction – Aim of the Study – Background - Writing the research question - Need of the Study/Project Significance, Relevance – Determining the feasibility – Theoretical Framework

UNIT IV

Structure of the Project Report: (Part 2) – Literature Review, Research Design, Methods of Data Collection - Tools and Procedures - Data Analysis - Interpretation - Findings –Limitations - Recommendations – Conclusion – Bibliography

UNIT V

Proof reading a report – Avoiding Typographical Errors – Bibliography in required Format – Font – Spacing – Checking Tables and Illustrations – Presenting a Report orally – Techniques

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course students will be able to,
- Write reports successfully
- Analyze issues threadbare and arrive at findings based on the analysis
- Write reports for different purposes

REFERENCE BOOKS:

1. Gerson and Gerson - Technical Communication: Process and Product, 7th Edition, Prentice Hall(2012)
2. Virendra K. Pamecha - Guide to Project Reports, Project Appraisals and Project Finance (2012)
3. Daniel Riordan - Technical Report Writing Today (1998)
4. Darla-Jean Weatherford - Technical Writing for Engineering Professionals (2016) Penwell Publishers.

HS5493	BASIC PRESENTATION SKILLS	L T P C
		3 0 0 3

OBJECTIVES

The course aims to,
- Develop public speaking skills among students of engineering and technology
- Enhance the presentation skills of students
- Heighten the awareness related to the fundamentals of presentations

UNIT I

Presentation skills – Characteristics of an effective Oral Presentation – Audience - Context, Content, Speaker Status - Purpose – Modus Operandi – Extempore

UNIT II

Emphasis on syllable stress, pronunciation, intonation, pauses, pace - Preparation for a presentation – Avoiding plagiarism –Ample use of Referencing skills – Efficient ways of Collecting and Collating data (due emphasis on important information)

UNIT III

Impressive introduction – Body language – Use of icebreakers – "Start Proper" for the presentation – Relevant Anecdotes & Jokes - Responding constructively to questions – Time Management – Information sharing

UNIT IV

Impressive introduction – Body language – Use of icebreakers – "Start Proper" for the presentation – Relevant Anecdotes & Jokes - Responding constructively to questions – Time Management – Information sharing

UNIT V

Presentation skills – Guidelines – Group Presentation - Creative approaches to presenting – Technical presentation - Speaking under time constraint – variations in pitch, tone & intonation - Credibility in presentation (Use of authentic data/information) Podium panache – Effective Delivery

Attested

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

TOTAL: 45 PERIODS

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REFERENCE BOOKS:
1. Michael Osborn, Susan Osborn, Randall Osborn & Kathleen J Turner, "Public Speaking: Finding Your Voice", 10th Edition, Pearson, 2012.
2. John Hughes & Andrew Mallett, "Successful Presentations DVD & Student's Pack", OUP, Oxford, 2012.
3. Nancy Duarte, "Resonate: Present Visual Stories That Transform Audiences", John Wiley & Sons, New Jersey, 2010.
4. Scott Berkun, "Confessions of a Public Speaker", O'Reilly Media, Inc, Canada, 2010.
5. Barbara Pease & Allan Pease, "The Definitive Book of Body Language", Bantum Books, New York, 2006.
6. Naomi Karten, "Presentation Skills for Technical Professionals: Achieving Excellence (Soft Skills for IT Professionals), IT Governance Publishing, UK, 2010.

AUDIT COURSES (AC)

AX5091   **ENGLISH FOR RESEARCH PAPER WRITING**   **L T P C**
                                                                               2 0 0 0

OBJECTIVES
- Teach how to improve writing skills and level of readability
- Tell about what to write in each section
- Summarize the skills needed when writing a Title
- Infer the skills needed when writing the Conclusion
- Ensure the quality of paper at very first-time submission

UNIT I   INTRODUCTION TO RESEARCH PAPER WRITING   6
Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness

UNIT II   PRESENTATION SKILLS   6
Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts, Introduction

UNIT III   TITLE WRITING SKILLS   6
Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check

UNIT IV   RESULT WRITING SKILLS   6
Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions

UNIT V   VERIFICATION SKILLS   6
Useful phrases, checking Plagiarism, how to ensure paper is as good as it could possibly be the first- time submission

TOTAL: 30 PERIODS

OUTCOMES
CO1 –Understand that how to improve your writing skills and level of readability
CO2 – Learn about what to write in each section
CO3 – Understand the skills needed when writing a Title
CO4 – Understand the skills needed when writing the Conclusion
CO5 – Ensure the good quality of paper at very first-time submission

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1										✓		✓
CO2										✓		✓
CO3										✓		✓
CO4										✓		✓
CO5										✓		✓

REFERENCES

1. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011
2. Day R How to Write and Publish a Scientific Paper, Cambridge University Press 2006
3. Goldbort R Writing for Science, Yale University Press (available on Google Books) 2006
4. Highman N, Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book 1998.

AX5092   **DISASTER MANAGEMENT**   **L T P C**
                                                                         2 0 0 0

OBJECTIVES

- Summarize basics of disaster
- Explain a critical understanding of key concepts in disaster risk reduction and humanitarian response.
- Illustrate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
- Describe an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
- Develop the strengths and weaknesses of disaster management approaches

UNIT I   INTRODUCTION   6

Disaster: Definition, Factors and Significance; Difference between Hazard And Disaster; Natural and Manmade Disasters: Difference, Nature, Types and Magnitude.

UNIT II   REPERCUSSIONS OF DISASTERS AND HAZARDS   6

Economic Damage, Loss of Human and Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

UNIT III   DISASTER PRONE AREAS IN INDIA   6

Study of Seismic Zones; Areas Prone To Floods and Droughts, Landslides And Avalanches; Areas Prone To Cyclonic and Coastal Hazards with Special Reference To Tsunami; Post-Disaster Diseases and Epidemics

UNIT IV   DISASTER PREPAREDNESS AND MANAGEMENT   6

Preparedness: Monitoring Of Phenomena Triggering a Disaster or Hazard; Evaluation of Risk: Application of Remote Sensing, Data from Meteorological And Other Agencies, Media Reports: Governmental and Community Preparedness.

UNIT V   RISK ASSESSMENT   6

Disaster Risk: Concept and Elements, Disaster Risk Reduction, Global and National Disaster Risk Situation. Techniques of Risk Assessment, Global Co-Operation in Risk Assessment and Warning, People's Participation in Risk Assessment. Strategies for Survival

Attested

TOTAL : 30 PERIODS

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OUTCOMES

CO1: Ability to summarize basics of disaster

CO2: Ability to explaina critical understanding of key concepts in disaster riskreduction and humanitarian response.

CO3: Ability to illustratedisaster risk reduction and humanitarian response policy and practice from multiple perspectives.

CO4: Ability to describean understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.

CO5: Ability to develop the strengths and weaknesses of disaster management approaches

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓											
CO2	✓											
CO3	✓	✓	✓									
CO4	✓	✓	✓									
CO5	✓	✓	✓									

REFERENCES

1. Goel S. L., Disaster Administration And Management Text And Case Studies",Deep & Deep Publication Pvt. Ltd., New Delhi,2009.

2. NishithaRai, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "'NewRoyal book Company,2007.

3. Sahni, PardeepEt.Al. ," Disaster Mitigation Experiences And Reflections", Prentice Hall OfIndia, New Delhi,2001.

AX5093   SANSKRIT FOR TECHNICAL KNOWLEDGE   L T P C
2 0 0 0

OBJECTIVES

- Illustrate the basic sanskrit language.
- Recognize sanskrit, the scientific language in the world.
- Appraise learning of sanskrit to improve brain functioning.
- Relate sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power.
- Extract huge knowledge from ancient literature.

UNIT I   ALPHABETS   6

Alphabets in Sanskrit

UNIT II   TENSES AND SENTENCES   6

Past/Present/Future Tense - Simple Sentences

UNIT III   ORDER AND ROOTS   6

Order - Introduction of roots

UNIT IV   SANSKRIT LITERATURE   6

Technical information about Sanskrit Literature

UNIT V   TECHNICAL CONCEPTS OF ENGINEERING   6

Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics   Attested

TOTAL: 30 PERIODS

OUTCOMES
- CO1 - Understanding basic Sanskrit language.
- CO2 - Write sentences.
- CO3 - Know the order and roots of Sanskrit.
- CO4 - Know about technical information about Sanskrit literature.
- CO5 - Understand the technical concepts of Engineering.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1										✓		✓
CO2										✓		✓
CO3												✓
CO4												✓
CO5												✓

REFERENCES
1. "Abhyaspustakam" – Dr. Vishwas, Samskrita-Bharti Publication, New Delhi
2. "Teach Yourself Sanskrit" Prathama Deeksha-Vempati Kutumbshastri, Rashtriya Sanskrit Sansthanam, New Delhi Publication
3. "India's Glorious Scientific Tradition" Suresh Soni, Ocean books (P) Ltd., New Delhi, 2017.

AX5094   **VALUE EDUCATION**   **L T P C**
                                                                    2 0 0 0

OBJECTIVES
Students will be able to
- Understand value of education and self-development
- Imbibe good values in students
- Let the should know about the importance of character

UNIT I
Values and self-development–Social values and individual attitudes. Work ethics, Indian vision of humanism. Moral and non-moral valuation. Standards and principles. Value judgements

UNIT II
Importance of cultivation of values. Sense of duty. Devotion, Self-reliance. Confidence, Concentration. Truthfulness, Cleanliness. Honesty, Humanity. Power of faith, National Unity. Patriotism. Love for nature, Discipline

UNIT III
Personality and Behavior Development-Soul and Scientific attitude. Positive Thinking. Integrity and discipline. Punctuality, Love and Kindness. Avoid fault Thinking. Free from anger, Dignity of labour.
Universal brother hood and religious tolerance. True friendship. Happiness Vs suffering, love for truth. Aware of self-destructive habits. Association and Cooperation. Doing best for saving nature

UNIT IV
Character and Competence–Holy books vs Blind faith. Self-management and Good health. Science of reincarnation. Equality, Nonviolence, Humility, Role of Women. All religions and same message. Mind your Mind, Self-control. Honesty, Studying effectively.

                                                          TOTAL: 30 PERIODS

OUTCOMES
Students will be able to
- Knowledge of self-development.
- Learn the importance of Human values.
- Developing the overall personality.

Attested

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SUGGESTED READING
1. Chakroborty, S.K."Values and Ethics for organizations Theory and practice", Oxford University   Press, New Delhi

AX5095	CONSTITUTION OF INDIA	L T P C
		2 0 0 0

OBJECTIVES
Students will be able to:
- Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
- To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional
- Role and entitlement to civil and economic rights as well as the emergence nation hood in the early years of Indian nationalism.
- To address the role of socialism in India after the commencement of the Bolshevik Revolutionin1917and its impact on the initial drafting of the Indian Constitution.

UNIT I   HISTORY OF MAKING OF THE INDIAN CONSTITUTION:
History, Drafting Committee, (Composition & Working)

UNIT II   PHILOSOPHY OF THE INDIAN CONSTITUTION:
Preamble, Salient Features

UNIT III   CONTOURS OF CONSTITUTIONAL RIGHTS AND DUTIES:
Fundamental Rights, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies, Directive Principles of State Policy, Fundamental Duties.

UNIT IV   ORGANS OF GOVERNANCE:
Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions.

UNIT V   LOCAL ADMINISTRATION:
District's Administration head: Role and Importance, • Municipalities: Introduction, Mayor and role of Elected Representative, CEO, Municipal Corporation. Pachayati raj: Introduction, PRI: Zila Pachayat. Elected officials and their roles, CEO Zila Pachayat: Position and role. Block level: Organizational Hierarchy(Different departments), Village level:Role of Elected and Appointed officials, Importance of grass root democracy.

UNIT VI   ELECTION COMMISSION:
Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners - Institute and Bodies for the welfare of SC/ST/OBC and women.

TOTAL: 30 PERIODS

OUTCOMES
Students will be able to:
- Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
- Discuss the intellectual origins of the framework of argument that informed the conceptualization
- of social reforms leading to revolution in India.
- Discuss the circumstances surrounding the foundation of the Congress Socialist Party[CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution.
- Discuss the passage of the Hindu Code Bill of 1956.

Attested

Khh

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SUGGESTED READING

1. The Constitution of India,1950(Bare Act),Government Publication.
2. Dr.S.N.Busi, Dr.B. R.Ambedkar framing of Indian Constitution,1st Edition, 2015.
3. M.P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis,2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015.

AX5096	PEDAGOGY STUDIES	L T P C
		2 0 0 0

OBJECTIVES

Students will be able to:

- Review existing evidence on there view topic to inform programme design and policy
- Making under taken by the DfID, other agencies and researchers.
- Identify critical evidence gaps to guide the development.

UNIT I   INTRODUCTION AND METHODOLOGY:

Aims and rationale, Policy background, Conceptual framework and terminology - Theories of learning, Curriculum, Teacher education - Conceptual framework, Research questions - Overview of methodology and Searching.

UNIT II   THEMATIC OVERVIEW

Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries - Curriculum, Teacher education.

**UNIT III   EVIDENCE ON THE EFFECTIVENESS OF
                 PEDAGOGICAL PRACTICES**

Methodology for the in depth stage: quality assessment of included studies - How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? - Theory of change - Strength and nature of the body of evidence for effective pedagogical practices - Pedagogic theory and pedagogical approaches - Teachers' attitudes and beliefs and Pedagogic strategies.

UNIT IV   PROFESSIONAL DEVELOPMENT

Professional development: alignment with classroom practices and follow up support - Peer support - Support from the head teacher and the community - Curriculum and assessment - Barriers to learning: limited resources and large class sizes

UNIT V   RESEARCH GAPS AND FUTURE DIRECTIONS

Research design – Contexts – Pedagogy - Teacher education - Curriculum and assessment - Dissemination and research impact.

TOTAL: 30 PERIODS

OUTCOMES

Students will be able to understand:

- What pedagogical practices are being used by teachers informal and informal classrooms in developing countries?
- What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
- How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

Attested

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SUGGESTED READING

1. Ackers J, HardmanF (2001) Classroom interaction in Kenyan primary schools, Compare, 31(2): 245-261.
2. Agrawal M (2004)Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36(3):361-379.
3. Akyeampong K (2003) Teacher training in Ghana-does it count? Multi-site teacher education research project (MUSTER) country report 1.London:DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33(3): 272–282.
5. Alexander RJ(2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. Chavan M(2003) Read India: Amass scale, rapid, 'learning to read' campaign.
7. www.pratham.org/images/resource%20working%20paper%202.pdf.

AX5097	STRESS MANAGEMENT BY YOGA	L T P C
		2 0 0 0

OBJECTIVES
- To achieve overall health of body and mind
- To overcome stress

UNIT I
Definitions of Eight parts of yoga.(Ashtanga)

UNIT II
Yam and Niyam - Do's and Don't's in life - i) Ahinsa, satya, astheya, bramhacharya and aparigraha, ii) Ahinsa, satya, astheya, bramhacharya and aparigraha.

UNIT III
Asan and Pranayam - Various yog poses and their benefits for mind & body - Regularization of breathing techniques and its effects-Types of pranayam

TOTAL: 30 PERIODS

OUTCOMES
Students will be able to:
- Develop healthy mind in a healthy body thus improving social health also
- Improve efficiency

SUGGESTED READING
1. 'Yogic Asanas for Group Tarining-Part-I":Janardan Swami Yoga bhyasi Mandal, Nagpur
2. "Rajayoga or conquering the Internal Nature" by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata

AX5098	PERSONALITY DEVELOPMENT THROUGH	L T P C
	LIFE ENLIGHTENMENT SKILLS	2 0 0 0

OBJECTIVES
- To learn to achieve the highest goal happily
- To become a person with stable mind, pleasing personality and determination
- To awaken wisdom in students

Attested

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UNIT I

Neetisatakam-holistic development of personality - Verses- 19,20,21,22 (wisdom) - Verses- 29,31,32 (pride & heroism) – Verses- 26,28,63,65 (virtue) - Verses- 52,53,59 (dont's) - Verses- 71,73,75,78 (do's)

UNIT II

Approach to day to day work and duties - Shrimad Bhagwad Geeta: Chapter 2-Verses 41, 47,48 - Chapter 3-Verses 13, 21, 27, 35 Chapter 6-Verses 5,13,17,23, 35 - Chapter 18-Verses 45, 46, 48.

UNIT III

Statements of basic knowledge - Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68 Chapter 12 -Verses 13, 14, 15, 16,17, 18 - Personality of role model - shrimad bhagwad geeta - Chapter2-Verses 17, Chapter 3-Verses 36,37,42 - Chapter 4-Verses 18, 38,39 Chapter18 – Verses 37,38,63
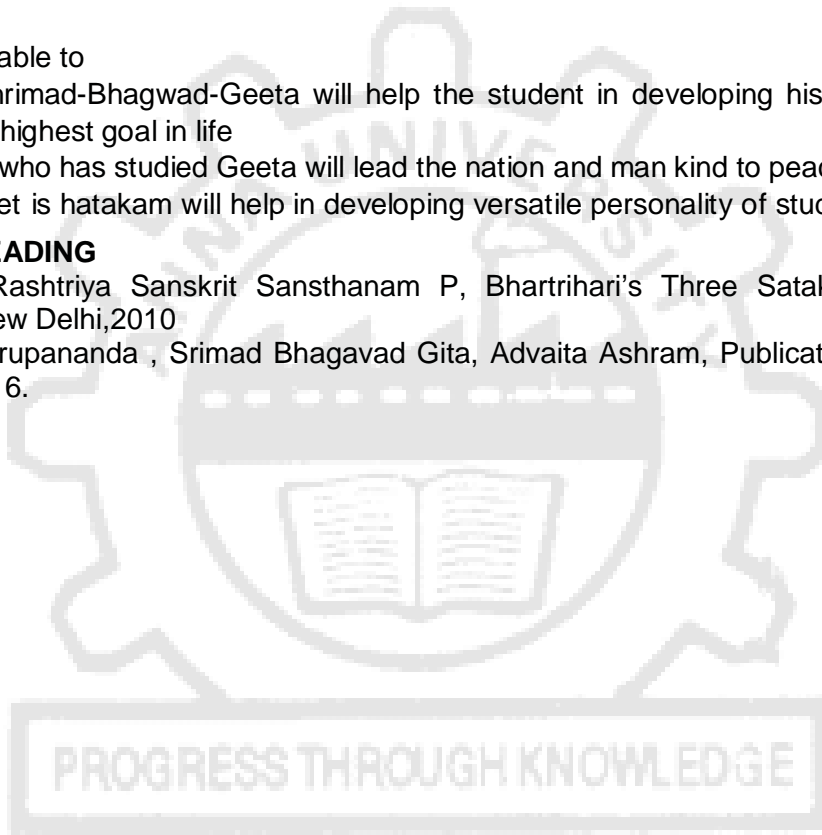
TOTAL: 30 PERIODS

OUTCOMES

Students will be able to
- Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life
- The person who has studied Geeta will lead the nation and man kind to peace and prosperity
- Study of Neet is hatakam will help in developing versatile personality of students.

SUGGESTED READING

1. Gopinath, Rashtriya Sanskrit Sansthanam P, Bhartrihari's Three Satakam, Niti-sringar-vairagya, New Delhi,2010
2. Swami Swarupananda , Srimad Bhagavad Gita, Advaita Ashram, Publication Department, Kolkata, 2016.