

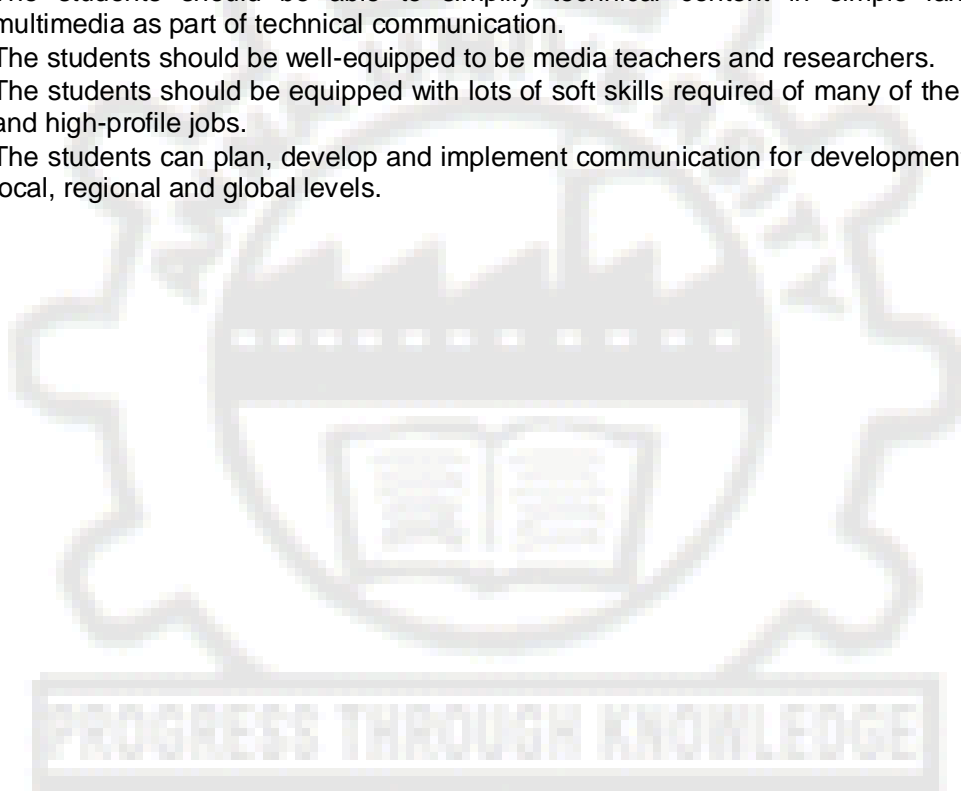
M.SC. ELECTRONIC MEDIA (2 YEARS)

PROGRAMME OBJECTIVES:

- To impart specialized skills in dissemination of messages through diverse media and to serve as agents of change.
- To inculcate scientific temper through communication for development.
- To develop critical thinking about the media and its processes.
- To learn and practice how to undertake media research.
- To accelerate social development effectively through communication methods.

PROGRAMME OUTCOMES:

- The student should be able to use the skills in the creative industry – be it television channels, information technology, public relations, or corporate communication.
- The students should be able to produce independently content for electronic media.
- The students should be able to simplify technical content in simple language and multimedia as part of technical communication.
- The students should be well-equipped to be media teachers and researchers.
- The students should be equipped with lots of soft skills required of many of the managerial and high-profile jobs.
- The students can plan, develop and implement communication for development projects at local, regional and global levels.



UNIVERSITY DEPARTMENTS
ANNA UNIVERSITY : : CHENNAI 600 025
REGULATIONS 2013
I TO IV SEMESTERS CURRICULUM AND SYLLABUS (FT)
M.SC. ELECTRONIC MEDIA (2 YEARS)

SEMESTER I

SI. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	EA8101	Electronic Media Management	3	0	0	3
2	EA8102	Media Technologies	3	0	0	3
3	EA8151	Communication Theories and Models	3	0	0	3
4	EA8152	Radio Production	3	0	0	3
5	EA8153	Reporting and Writing	3	0	0	3
PRACTICAL						
6	EA8111	Language Lab	0	0	4	2
7	EA8161	Radio Production Lab	0	0	4	2
8	EA8162	Reporting Skills Lab	0	0	4	2
TOTAL			15	0	12	21

SEMESTER II

SI. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	EA8201	Computer Graphics for Media	3	0	0	3
2	EA8202	Media and Human Rights	3	0	0	3
3	EA8203	Television Journalism	3	0	0	3
4	EA8251	Communication for Development	3	0	0	3
5	EA8252	Television Production	3	0	0	3
PRACTICAL						
6	EA8211	Graphics Lab	0	0	4	2
7	EA8261	Communication for Development Lab	0	0	4	2
8	EA8262	Television Production Lab	0	0	4	2
TOTAL			15	0	12	21

SEMESTER III

SI. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1	EA8301	Communication Campaigns	3	0	0	3
2	EA8302	Science Communication	3	0	0	3
3	EA8351	ICT for Development	3	0	0	3
4	EA8352	Media Research	3	0	0	3
5		Elective I	3	0	0	3
PRACTICAL						
6	EA8311	Communication Campaigns Lab	0	0	4	2
7	EA8312	ICT for Development Lab	0	0	4	2
8	EA8313	Summer Internship (Four weeks)	0	0	4	2
TOTAL			15	0	12	21

SEMESTER IV

SL. No.	COURSE CODE	COURSE TITLE	L	T	P	C
THEORY						
1		Elective II	3	0	0	3
2		Elective III	3	0	0	3
PRACTICAL						
3	EA8411	Project Work	0	0	20	10
TOTAL			6	0	20	16

TOTAL CREDITS: 79

SL. No.	COURSE CODE	ELECTIVES (THEORY)	L	T	P	C
1	EA8001	2D Graphics and Animation	3	0	0	3
2	EA8002	3D Graphics and Animation	3	0	0	3
3	EA8003	Digital Compositing	3	0	0	3
4	EA8004	Disaster and Climate Change Communication	3	0	0	3
5	EA8005	Documentary Production	3	0	0	3
6	EA8006	Environment and Media	3	0	0	3
7	EA8007	Film Studies	3	0	0	3
8	EA8008	Integrated Marketing Communication	3	0	0	3
9	EA8009	Media and Social Inclusion	3	0	0	3
10	EA8010	Media Relations and Event Management	3	0	0	3
11	EA8011	TV Commercials	3	0	0	3
12	EA8012	Web Designing and Development	3	0	0	3
13	EA8071	E-Content Creation	3	0	0	3
14	EA8072	Peace Journalism	3	0	0	3
15	EA8073	User Experience Design	3	0	0	3
16	SC8071	Social Purpose Advertising	3	0	0	3
17	SC8072	Themes and Methods for Message Design	3	0	0	3
18	SC8073	Water and Sanitation Awareness	3	0	0	3

PROGRESS THROUGH KNOWLEDGE

OBJECTIVES:

- To understand different media industries and their management challenges.
- To create awareness of the unique and pragmatic aspects of the media management process.
- To gain insight into ethical decision-making and into the human relations aspects of managing people.

OUTCOMES:

- To familiarize the students with the theories of management.
- To make students understand human resource management.
- To introduce students to broadcast promotion and marketing.

UNIT I MANAGEMENT IN MEDIA 9

An overview of electronic media, management – Skills, roles, and functions – Levels of management, strategic alliances and the electronic media industries – Mergers & acquisition.

UNIT II THEORIES OF MANAGEMENT 9

Management as process – Classical school of management – Administrative management – Bureaucratic management – Human relations school of management – Maslow's Hierarchy of Needs – Herzberg's hygiene and motivator factors' theory x & theory y, theory z – Modern approaches to management – System approaches to management – Total quality management.

UNIT III HUMAN RESOURCE MANAGEMENT 9

Personnel management – Hiring process – Interviewing orientation – Performance reviews – Legal issues in personnel management – Labour issues: Working with unions, other labour law, structure, communication and personnel.

UNIT IV BROADCAST PROMOTION AND MARKETING 9

Defining the market – Dual product market – Geographic market – Market structure – Concentration in the market – Product differentiation – Audience research and analysis – Demographic research data – Psychographic research data – Geo-demographic research – Sources of audience research data – Internal research departments.

UNIT V PROGRAMMING: STRATEGY AND MEDIA ECONOMICS 9

Radio programming – Television programming – Cable programming – Management issues in programming – Brand development and brand extension – Utilization of the internet – News as programming – Organization of news department – Staffing the news department – Budgeting and news department – Staffing the news department – Budgeting and news department issues in news management – Media economics – Significant issues in the management broadcast and web media: Profits and quality – Media convergence, diversity, economics and organizational behaviour and communication.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Alan B. Albarran, Sylvia, M. Chan-Olmsted, Michael O. Wirth (Eds.). Handbook of Media Management and Economics, Lawrence Erlbaum, Associates, London, 2006.
2. Peter K. Pringle and Michael F. Starr. Electronic Media Management, Elsevier, 2006.
3. Alan B. Albarran. Management of Electronic Media (4th Edition), Wadsworth Publishing, 2012.

REFERENCES

1. Rajan Sexena. Marketing Management, Tata McGraw-Hill, 2003.
2. David Aaker. Brand Equity, Tata McGraw-Hill, 2003.
3. Gillian Doyle. Understanding Media Economics, Sage, London, 2002.
4. Gillian Doyle. Media Ownership, Sage, London, 2002.
5. David Croteau and William Hoynes, The Business of Media: Corporate Media and the Public Interest, Pine Forge Press, London, 2006.

OBJECTIVES:

- To learn the evolution of technologies of electronic media.
- To understand the basics of broadcasting technologies.
- To know the radio and TV transmission standards and systems.
- To introduce students to the emergent technologies in electronic media.

OUTCOMES:

- The students will be able to appreciate the purpose of using applied electronics in media.
- The students will get introduced to the basics of broadcasting, transmission standards and transmitter systems.
- The students will be able to do develop an understanding the functionality of different electronic media technologies.

UNIT I EVOLUTION OF APPLIED ELECTRONICS IN MEDIA 9

Development of broadcasting and cable television – Rise of the internet and deployment of broadband services – Regulatory philosophy – Leading to dramatic changes in telecommunication industry – Developments and changes in new media – Telephony to radio Mobile radio to visual radio – Geo-stationary satellites – Direct broadcasting satellites, narrowcasting, cable television, DTH – Types of television sets.

UNIT II BROADCASTING BASICS 9

Analog radio, Digital radio, satellite radio, Audio blogging – RSS – Pod safe music – Analog television – Digital television – Cable television – Working principle of video camera – Consoles, Video hosting / Download services – Internet radio and television – Digital media production – Sound and vision – Image capture techniques – Web-based social interaction.

UNIT III TRANSMISSION STANDARDS AND SYSTEMS 9

NTSC, PAL, SECAM, IPTV, HDTV, ATSC Digital television – Transmission / Reception lines and other equipment – Various modes of receiving systems – FM and TV antenna towers – Translators and repeaters – Transmitter remote controls – Mobile phone media production: SMS, MMS, Mobile phone media delivery – Streaming and video on demand.

UNIT IV TRANSMITTER SYSTEMS 9

Satellite distribution – Uplink terminals – Transmitter power system equipment – Masts, towers and antennas – Earth station types: Uplink earth stations, Downlink earth stations – Outside broadcasting vehicles and mobile controlroom – Microwave links for OB and ENG – Power generators and electrical system for OB – Battery systems.

UNIT V MOBILE AND EMERGENT TECHNOLOGIES 9

Information technology: Computer storage, Computer networks, Internet streaming, Web Streaming, Audio and video streaming, Flash streaming, MP3 streaming (radio), Peer to Peer distribution – Digital video broadcasting via satellite services to handhelds (DVB-SH) Technology, Geo-spatial technology, Wi-fi and Wi-Max, podcasting, i-Pod, Information superhighways, Interactive portals.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Graham Jones. A Broadcast Engineering Tutorial for Non-Engineers, Focal Press, 2005.
2. Brian Winston. Media Technology and Society: A History from the Telegraph to the Internet, Rutledge, 2000.

REFERENCES

1. E.P.J. Tozer. Broadcasting Engineering Reference Book, Focal Press, 2004.
2. Borko Furht and Syed A. Ahson. Handbook of Mobile Broadcasting, Taylor & Francis, 2008.

OBJECTIVES:

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

OUTCOMES:

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

UNIT I COMMUNICATION**9**

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

UNIT II THEORIES AND MODELS OF DEVELOPMENT**9**

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

UNIT III THEORIES AND MODELS OF COMMUNICATION**9**

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

UNIT IV ROLE OF COMMUNICATION IN DEVELOPMENT**9**

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

UNIT V COMMUNITY AND FOLK MEDIA**9**

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

TOTAL: 45 PERIODS

TEXTBOOKS

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

REFERENCES

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

EA8152

RADIO PRODUCTION

L T P C
3 0 0 3

OBJECTIVES:

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

OUTCOMES:

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

UNIT I HISTORY OF RADIO

9

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

UNIT II RADIO FORMATS

9

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

UNIT III PROGRAMME ANALYSIS

9

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

UNIT IV PRODUCTION MANAGEMENT**9**

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

UNIT V INNOVATIONS IN RADIO COMMUNICATION**9**

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

TOTAL: 45 PERIODS**TEXTBOOKS**

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

REFERENCES

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

EA8153**REPORTING AND WRITING****L T P C
3 0 0 3****OBJECTIVES:**

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

OUTCOMES:

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

UNIT I PRINCIPLES AND CHARACTERISTICS JOURNALISM**9**

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

UNIT II REPORTING AND NEWS GATHERING 9

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

UNIT III WRITING AND EDITING 9

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

UNIT IV FEATURE WRITING 9

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

UNIT V NEWS ETHICS, LAW AND SOCIETY 9

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

TOTAL: 45 PERIODS

TEXTBOOKS

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

REFERENCES

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

EA8111

LANGUAGE LAB

L T P C
0 0 4 2

OBJECTIVES:

- To develop listening and speaking skills of students for a variety of purposes like making presentations, conducting interviews and participating in discussions.
- To enhance the non-verbal and social interaction skills of students for becoming effective oral communicators.
- To improve the analytical and problem solving skills of students through biographies of great personalities and real life social issues through projects.

OUTCOMES:

- To familiarize the students with soft skills particularly involving use of language.
- To make students understand the importance of group dynamics.

TOPICS:

- Sociability skills
- Listening skills
- Pronunciation skills
- Non-verbal communication skills
- Presentation skills
- Narrating skills
- Group dynamics
- Interview skills
- Biographies of great people (scientists, sports persons, leaders, etc.)
- Project work

TOTAL: 60 PERIODS

EA8161

RADIO PRODUCTION LAB

L T P C
0 0 4 2

OBJECTIVES:

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

OUTCOMES:

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

TOPICS:

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

TOTAL: 60 PERIODS

EA8162

REPORTING SKILLS LAB

L T P C
0 0 4 2

OBJECTIVES:

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

OUTCOMES:

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

TOPICS:

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

TOTAL: 60 PERIODS

EA8201

COMPUTER GRAPHICS FOR MEDIA

L T P C
3 0 0 3

OBJECTIVES:

- To train students with a sound understanding of multimedia.
- To create a basic web page.
- To train students with sound knowledge of multimedia.

OUTCOMES:

- The students will be able to understand the basics of graphics and design.
- The students get introduced to the web advertisements, photo editing and processing tool, page layout and design tool.
- The students can design, edit, colour correct the images along with designing a brochure, a newsletter and a web advertisement.

UNIT I BASICS OF GRAPHICS

9

Line drawing: Straight-line drawing, free-hand drawing – Vector graphics, raster graphics, and pixels – Typography: Fonts and Typefaces – Ink Jet printing using archival materials.

UNIT II PHOTO EDITING AND PROCESSING 9

Photoshop CS6 – Introduction – Concepts – Tools – Advantages – Designing – Editing photographs: Image Enhancement, Image Manipulation, Colour correction, Filter Effects – Projects – Brochure, cards creation – Developing backgrounds and different Layouts – ImageReady.

UNIT III PAGE LAYOUT AND DESIGN 9

InDesign CS6 – 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 IV INFOGRAPHICS 9

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 V WEB ADVERTISEMENTS 9

Finding image resources on the web – Web advertisements using graphics – Types of web advertisements.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Peter Shirley. Fundamentals of Computer Graphics, AK Peters, 2002.
2. Steven Heller and Karen Pomeroy. Design Literacy: Understanding Graphic Design, Allworth Press, New York, 1997.

REFERENCES

1. Tay Vaughan. Multimedia: Making It Work, McGraw-Hill, Osborne, 2002.

EA8202

MEDIA AND HUMAN RIGHTS

**L T P C
3 0 0 3**

OBJECTIVES:

- To familiarize the social, philosophical, legal and cultural aspects of the debate over human rights and the media.
- To develop foundational knowledge in media and human rights theory, policy and practice.
- To understand and explore historical developments and contemporary issues in human rights.
- To understand the relationship between human rights and the media in a context of development and technological change.

OUTCOMES:

- At the end of the course, the students will familiarize themselves with social, philosophical, legal and cultural aspects of the debate over human rights and the media.
- To students will develop basic knowledge in media and human rights theory, policy and practice.
- To student will understand the relationship between human rights and the media in a context of development and technological change and also explore the contemporary issues.

UNIT I INTRODUCTION TO HUMAN RIGHTS 9

History of human rights – Definition – Meaning and concept of human rights – Scope of human rights – Kinds of human rights – Notion and classification of rights: Natural – Moral and legal rights – Nature of rights – Scope of rights with specific reference to types of entitlements – Identifying rights – Recognizing rights – Civil rights – Political rights – Economic, social and cultural rights – Theories of human rights – National Human Rights Commission.

UNIT II PERSPECTIVES AND FOUNDATION OF HUMAN RIGHTS 9

Journey from Magna Carta to the Universal Declaration of Human Rights – UN Charter of Human rights – UN Commission on Human Rights – International Covenant on Civil Political Rights – Economic, social and cultural rights – Universal Declaration of Human Rights, 1948 – Role of UN High Commissioner of Human Rights (OHCHR) – UNESCO, WHO, ILO – Role of NGOs such as Amnesty International, Human Rights Watch – Human rights and Helsinki process – European courts of Human rights – African court on Human and people rights. Mediation – Reconciliation – Multi-stakeholder dialogue.

UNIT III HUMAN RIGHTS LAWS IN INDIA 9

Evolution of human rights in India – Human rights and Indian Law – Universal Declaration of Human Rights in India – Fundamental rights – Duties of citizens – Various legislation to protect Child rights – Women rights and Criminal Procedure – IPC sections safe guarding Human rights – Labour laws – Minority laws – Dalit laws – Environmental laws – Right to privacy – Right to information, RTI Act – Biodiversity – Domestic Violence Act – Right to education – Role of NHRC, SHRC – NGOs' role in human rights – Public interest litigation (PIL) – Consumer rights – Refugee rights – Disability rights – Right to development – Directive Principles of State Policy.

UNIT IV HUMAN RIGHTS AND DEVELOPMENT ISSUES 9

Sedition – Casteism – Hate speech – Sexual harassment – Child sex abuse – Medical negligence – Corporal punishment – Dowry – Custodial death – Honour killings – Euthanasia – Illegal detention – Cyber crime – Molestation, Rape as gender neutral – Bonded labour – Migrant workers' issues – War crimes – Farmers' suicides – Child marriage – Poverty, illiteracy, food security and habitation, Internally displaced – Socially approved racial and communal discrimination – Stigma over HIV – Corruption – Genocide – Ethnic conflict – Human cloning – Foeticide – Surrogate parenthood – Child and women trafficking – Organ transplant and sale.

UNIT V HUMAN RIGHTS AND MEDIA 9

Freedom of Press and responsibilities – Declaration of rights and obligations of journalists – Duties of journalists – Professional rules and practices – Violation of privacy – Report of the Press Commissions I & II – Press Council Act – Self-regulation – Media bias – Broadcast Code of Conduct – Media ombudsman's role – Obscenity – Human rights-based approach in media coverage.

TOTAL: 45 PERIODS

TEXTBOOKS

1. UNESCO. Human Rights: Practical Guide for Journalists, 2002.
2. S.N. Chaudhary. Human Rights and Poverty in India, New Delhi, 2005.
3. Darren J. O'Bryne. Human Rights: An Introduction, Pearson, 2005.
4. M. Neelamalar. Media Law and Ethics (2nd Edition), Prentice Hall of India, New Delhi, 2012.

REFERENCES

1. S. Gurusamy. Human Rights and Gender Justice, APH, 2009.
2. D.V. Rao. Child Rights: A Perspective on International and National Law, Manak, 2004.
3. Henry Thiagaraj. Human Rights from the Dalit Perspective, Gyan Publishing, 2007.
4. Amartya Sen. Development as Freedom, Knopf, 1999.

EA8203

TELEVISION JOURNALISM

**L T P C
3 0 0 3**

OBJECTIVES:

- To develop writing skills for TV News.
- To learn the aptitude for TV reporting.
- To understand the structure of TV newsroom and it's functioning.
- To familiarize with OB live reporting.
- To understand the importance of technology aided news coverage

OUTCOMES:

- At the end of the semester, the students will be able to develop the skills for TV news writing.
- The students will learn the aptitude for TV reporting by understanding the importance of visual and sound.
- The students will also get familiarize with TV newsroom setup and its functioning.
- The students will be able to understand the importance of technology-aided reporting.

UNIT I BASICS OF TV JOURNALISM 9

Difference between Print and TV News: Deconstruction of News, Newsworthiness – TV News sources – Developing sources and contacts for TV news channels – Criteria for TV News selection and gatekeeping – Structure of TV Newsroom operation and workflow – Duties of TV reporter and sub-editor.

UNIT II TV NEWS REPORTING 9

Various types of Beat reporting: crime, sports, courts, politics, science & development – Covering press conference – Developing Story idea for TV, Research, Planning the TV story, Interviewing, Taking sound-bites, Operative portion of sound-bites, Integrating bites, Piece-to-camera – Scrum – Computer-assisted reporting.

UNIT III TV NEWS WRITING 9

Difference between Inverted pyramid and Hour-glass structure – Writing TV leads and types of leads, headlines – Writing Tickers, Preparing the run-order, TV news feature, Text for Graphics – Developing content for online poll – Anchor links, Scripting voiceovers – Research content for debates and talk shows – Writing for pictures techniques.

UNIT IV TV NEWS PACKAGING AND PRODUCTION 9

Shooting a story – Importance of establishing shot, Cut aways, recording on-field sound, injecting and managing rushes for TV story – News studio setup – On-air design of news channels – Production aspect of Debate shows, talk shows and current affairs programmes – PCR control during live bulletins – Final run-order packaging.

UNIT V TECHNOLOGY IN TV NEWS GATHERING 9

Sting operation techniques – Media activism - Multi-skilling – Using social media for news reporting – OB broadcast – Using OB for live reporting – Adlib – Using reconstruction techniques – Using archives – Convergence newsroom – International news agencies and feeds – Using satellite phones, mobile phones in news coverage.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Andrew Boyd. Broadcast Journalism, Focal Press, 2007.
2. Alfred Lawrence Lorenz and John Vivian. News Reporting and Writing, Pearson, 2006.
3. I. Arul Aram and Nirmaldasan. Understanding News Media, McGraw-Hill, Chennai, 2009.

REFERENCES

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

OBJECTIVES:

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

OUTCOMES:

- To familiarize the students with the communication approaches to development.
- To make students understand how to communicate science and development.
- To get students introduced to South Asian experiences and experiments on communication for development.

UNIT I INTRODUCTION TO DEVELOPMENT COMMUNICATION 9

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

UNIT II COMMUNICATION APPROACHES TO DEVELOPMENT 9

Historical analysis: Effects model – Diffusion of innovation – Critical analysis: International dimension of development communication – Dependency model – liberation theology and development – Indigenous knowledge system – Communication strategy for empowerment – Development reporting – Development newspapers (eg. *Grassroots*) and development communication projects – Community radio – Community TV – Narrowcasting – Cable Radio – Cable TV – Training for extension workers on media awareness.

UNIT III SCIENCE AND DEVELOPMENT 9

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

UNIT IV SATELLITE-BASED INITIATIVES 9

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

UNIT V SOUTH ASIAN EXPERIENCES 9

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

TOTAL: 45 PERIODS**TEXTBOOKS**

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

REFERENCES

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

EA8252

TELEVISION PRODUCTION

L T P C
3 0 0 3

OBJECTIVES:

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

OUTCOMES:

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

UNIT I PRE-PRODUCTION STAGE 9

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

UNIT II SHOOTING STAGE 9

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

UNIT III POST-PRODUCTION STAGE 9

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

UNIT IV PRODUCTION MANAGEMENT**9**

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

UNIT V VIDEO GENRES**9**

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

TOTAL: 45 PERIODS**TEXTBOOKS**

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

REFERENCES

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

EA8211**GRAPHICS LAB****L T P C
0 0 4 2****OBJECTIVES:**

- To develop and demonstrate their understanding and skillful use of the elements and principles of visual design.
- To gain skill to use the digital tools as a powerful means of communication for creation, modification & presentation.
- To create a multiple graphics design.

OUTCOMES:

- To familiarize the students with the digital tools for creating a graphic design.
- To enable the students to design logo, brochure, poster and other graphic design.
- To make the students understand the principles of design and appreciate the difference between them.

TOPICS:

- Logo designing
- Brochure designing
- Poster designing

- Letter head design
- Visiting card design
- Book cover design
- Newsletter designing
- Creating a web banner
- Developing a web advertisement
- Infographics design

TOTAL: 60 PERIODS

EA8261

COMMUNICATION FOR DEVELOPMENT LAB

**L T P C
0 0 4 2**

OBJECTIVES:

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

OUTCOMES:

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

TOPICS:

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

TOTAL: 60 PERIODS

EA8262

TELEVISION PRODUCTION LAB

**L T P C
0 0 4 2**

OBJECTIVES:

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

OUTCOMES:

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

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

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

UNIT V EVALUATION OF CAMPAIGNS**9**

Planning and budgeting – Monitoring and evaluation at the start of programme – Methods for ongoing monitoring and evaluation – Measuring impacts and outcomes at the end of programme – Sources of further information.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. R.E. Rice and C.K. Atkin (Eds.). Public Communication Campaigns (4th Edition), Thousand Oaks, Sage, 2013.
2. Arvind Singhal, Hua Wang and Everett M. Rogers. The Rising Tide of Entertainment-Education in Communication Campaigns, Sage Publications.
3. Pradip Ninan Thomas. Digital India: Understanding Information, Communication and Social Change, Sage Publications, 2012.

REFERENCES

1. Michael Pfau and Roxanne Parrott. Persuasive Communication Campaigns, 1993.
2. Michael Siegel and Lynne Doner. Marketing Public Health: Strategies to Promote Social Change, 1998.
3. Charles K. Atkin and Vicki Freimuth. Guidelines for Formative Evaluation in Campaign Design,
4. Arvind Singhal, Michael Cody, Everett Rogers and Miguel Sabido (Eds.). Entertainment-Education and Social Change: History, Research, and Practice, LEA/Routledge, 2009.

EA8302**SCIENCE COMMUNICATION****L T P C
3 0 0 3****OBJECTIVES:**

- To understand the scientific developments in India and the media's role in disseminating them.
- To know different sources of scientific information.
- To know the employment opportunities in science communication.

OUTCOMES:

- The students will gain knowledge on different approaches to science communication.
- The students will develop practical knowledge on using ICT as a tool for science communication.

UNIT I SCIENCE AND COMMUNICATION**9**

Public spaces for science – Science experienced in the world outside – History of science – Major scientists and their inventions – Science, communication and culture – Contextualizing knowledge of science – Science and culture – Models of science communication – Public understanding of science (PUS) – Empowering individuals and groups within society through science – Issues in science communication.

UNIT II SCIENCE POLICY AND S&T INFRASTRUCTURE**9**

Approaches to science communication – Community approach – Governmental approach – Approach by government agencies – Policies of government on science and technology – Fund allocations – Technology infrastructure in India – Concentration on rural areas, women, tribals and Dalits – Various media that government use for science propagation – Media as a tool for science development – Government's media tools for science communication.

UNIT III POPULARIZATION OF SCIENCE**9**

Eradication of superstition – Role in improvement of quality of life of masses in rural and urban areas – Improving human development index – Science popularization among children, women, villagers – Role of traditional and modern media – Production of media content.

UNIT IV WEB SURFING AND INTERNET RESOURCES 9

Science in the mass media – Digital libraries - Virtual libraries – Networked libraries – Authenticated sources – Social media: Facebook, Twitter, e-groups, e-forums, listservs, bulletin boards – Podcasting – Technology simulation over the Internet – Content sharing over the Internet.

UNIT V SCIENCE AND CONVERGENCE 9

Science and convergent media – ICT as a tool for science communication: content sharing, training, etc – Reaching rural masses through ICT – Innovative approaches – Science through community radio – Science exhibitions and modelling – Infographics – Sciencetoons – Research and planning for popular science intervention.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Jane Gregory and Steve Miller. Science in Public: Communication, Culture, and Credibility, Plenum, New York, 1998.
2. Sharon Dunwoody. The Challenge for Scholars of Popularized Science Communication: Explaining Ourselves, Sage, 1992.

REFERENCES

1. Stuart Allan. Science Journalism: Media, Risk and Science. Open University Press, London, 2002.
2. M. Bucchi and B. Trench (Eds.). Handbook of Public Communication on Science and Technology, Routledge, London, 2008.
3. D. Cheng, M. Claessens, T. Gascoigne, J. Metcalfe, B. Schiele S. Shi (Eds.). Communicating Science in Social Contexts: New Models, New Practices, Springer, New York, 2008.

EA8351

ICT FOR DEVELOPMENT

**L T P C
3 0 0 3**

OBJECTIVES:

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

OUTCOMES:

- To familiarize the students with the adoption and implementation of ICT initiatives in different sectors such as Health and Agriculture.
- To make students to appreciate the importance of using ICT for development.
- To enable the students to use different ICT tools.

UNIT I INTRODUCTION 9

Information and Communication Technology: Principles – Limitations – Understanding the adoption and implementation of ICT interventions – Development in ICT – Digital Divide: Definition and Causes – Bridging Digital Divide through ICT – ICT Indicators – Mobile telephony.

UNIT II ICT IN HEALTH 9

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

UNIT III ICT IN AGRICULTURE**9**

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

UNIT IV ICT IN HOLISTIC DEVELOPMENT**9**

Knowledge sharing in Innovative Business Transformation – Creation of Internet Business Solutions – Strategies for emerging markets economic development – Analysis of sustainable community development – Planning non-profit organization – Non-Government Organization – Management and funding strategy – International Digital Community Network Development – Information & Communication Technology – Community-based Economy Social Network Tools – Internet Activism – Global Culture Convergence Facilitation.

UNIT V ICT IN SUSTAINABLE DEVELOPMENT**9**

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

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Rohan Samarajiva and Ayesha Zainudeen. ICT Infrastructure in Emerging Asia, Sage Publications, New Delhi, 2008.
2. Akhtar Badshah, Sarbuland Khan and Maria Garrido. Connected for Development, UN ICT Task Forces, United Nations, 2005.
3. Sharmila Majumdar and Asis Kumar Pain. ICT for Development: Prospects and Problems, ICFAI University Press, Delhi, 2009.

REFERENCES

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

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

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

OUTCOMES:

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

EA8311

COMMUNICATION CAMPAIGNS LAB

L T P C
0 0 4 2

OBJECTIVES:

- To give practical experience in creating public awareness on any 6 topics from the following issues.
- To have a thematic approach in campaign practice.

OUTCOMES:

- The students will get familiarized with the different thematic approaches in campaign practice.
- The students will gain practical knowledge by conducting campaigns on various developmental issues.

TOPICS:

- Issues related to agriculture
- Issues related to health
- Problems concerned with natural disaster
- Problems concerned with environment.
- To identify the social issues.
- To do awareness campaign inside their college premises.
- To submit a case study on public awareness campaign done by a corporate.
- To submit a case study on the role of media in creating public awareness with respect to solidwaste management.
- To conduct an awareness campaign on violence against women.
- To conduct an awareness campaign on child labour.
- To conduct an awareness campaign on energy conservation.
- To conduct an awareness campaign on water conservation.
- Any other development topic of the day.

TOTAL: 60 PERIODS

EA8312

ICT FOR DEVELOPMENT LAB

L T P C
0 0 4 2

OBJECTIVES:

- To create awareness on different thematic areas of development through ICT.
- To attain new media skills related to ICT for development.
- To practically deploy an ICT initiative in Education.

OUTCOMES:

- To enable the students to analyze and evaluate critically an ICT initiative.
- To make the students brainstorm and deploy a new ICT initiative with regard to education.
- To acquaint the students with different tools for Information and Communication Technology for Development.

TOPICS:

- Analyzing on any four ICT thematic areas
 - Smart spaces
 - Smart energy systems
 - Health
 - Intelligent transportation systems
 - Future media
 - Content delivery
 - Digital cities
 - Mobile audio and voice messages

Attested

Sobhan
DIRECTOR

- Preparing IEC materials on development.
- Observing / Evaluating the already existing ICT Projects.
- Brainstorming on identifying any new ICT thematic areas.
- Learning the different tools for Information and Communication Technologies for Development.
- Deploying ICT in Education - using Infrastructure and functioning of Smart Class Room.

TOTAL: 60 PERIODS

EA8313

SUMMER INTERNSHIP

L T P C
0 0 4 2

OBJECTIVES:

- To impart practical media skills.
- To have a real world knowledge of the media.

OUTCOMES:

- The students will get familiarized with the structure and organization of various media industries.
- The students will gain practical knowledge on any one of the media skills.

The students shall undertake an internship for a minimum of four weeks in any media organization during the summer vacation (after the end semester examination of second semester) and submit a consolidated report of the work done within a fortnight after the beginning of the third semester. The students will be evaluated through presentation and oral examination.

TOTAL: 60 PERIODS

EA8411

PROJECT WORK

L T P C
0 0 20 10

OBJECTIVES:

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

OUTCOMES:

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

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

OBJECTIVES:

- To learn the basic concepts of animation as an art.
- To produce exercises as well as a final project in animation using Flash.
- To understand the basic animation techniques and concepts covered in the films and projects viewed in class.

OUTCOMES:

- To develop an understanding of the tools used for creating two dimensional (2D) Graphics and Animation.
- To facilitate the students to design 2D Graphics, 2D character modelling and Animation.
- To make the students create a CBT presentation.

UNIT I INTRODUCTION TO 2D GRAPHICS 9

Multimedia and information – Basics of 2D graphics: Tools, Designing of graphic products – Application of multimedia.

UNIT II ANIMATION & CONCEPTS 9

Different types of animation: Animation principles, designing elements, styles and formats, properties of multimedia systems.

UNIT III FLASH – 2D ANIMATION 9

Introduction & image creation, Intro to the Flash interface: Working with stage, timeline, and layers – Drawing tools, object and merge drawing – Working with the colour panels – Graphics, movie clips, symbols and buttons – Flash – Concepts – Tools – Advantages – Story Board – Detailed story Board with Dialogues and Effects – Different types of Tweening – Adding Sound with controls – 2D Character modelling and Animating – Importing Video clips – Dynamic Web Page Creation – Web advertisements – Web animations.

UNIT IV FLASH – ACTION SCRIPT 9

Flash: Introduction, script for interaction, actions to control timeline – Creating animated buttons using movie clips and components – Action Scripting – Dynamic Buttons.

UNIT V ADVANCED TECHNIQUES 9

CBT presentation – Dynamic web pages – Publishing in Internet – User interactions using multimedia systems – Advanced animations tools and applications.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Mark Schaeffer. Adobe Flash How-Tos, Pearson Education India, 2009.
2. Peter Shirley. Fundamentals of Computer Graphics, AK Peters, 2002.
3. Donald Hearn and M. Paulline Baker. Computer Graphics, Prentice-Hall, New Jersey, 2001.

REFERENCES

1. Russell Chun. Flash CS4 Professional Advanced: For Windows and Macintosh Visual QuickPro Guides. Peachpit Press 2008.
2. Kogent Learning Solutions Inc. Flash CS5 in Simple Steps. Wiley India Pvt. Ltd., 2011.

OBJECTIVES:

- To enable students understand 3D Graphics and its use in the media industry.
- Emphasis is on creative content, experimentation and critical thinking.
- Students to work with 3D animation tools to create a significant animation project using one or more techniques.

OUTCOMES:

- To make the students appreciate the purpose of modelling, texturing, lights and cameras in 3D Graphics and Animation.
- To develop an understanding of the standard techniques in 3D Graphics and Animation.
- To enable the students to use 3D Animation tools in creating different 3D Animation.

UNIT I INTRODUCTION TO 3D GRAPHICS 9

History of 3D Animation – Scope of 3D Graphics and Animation in India – Essentials of 3D Animation – Graphical User Interface – Introduction to 3D Concepts, Creating and modifying Objects, 2D Splines and Shapes, Modifiers.

UNIT II MODELING AND TEXTURING 9

Object Modelling – Character Design and Setup – Backgrounds – Materials and Texturing – Applying material on surfaces – Texture Mapping – Bitmap material creating mirror & Glossiness – Colour concepts texturing with bitmap files – Motion Capture Technology – Graph Editor.

UNIT III LIGHTS AND CAMERAS 9

Basics – Types of cameras – Working with cameras – Types of Lights – Placing & setting of Light – Cameras and Lighting Techniques in 3D graphics – Track animation using cameras – Working with Function Curves in the Track View.

UNIT IV ANIMATION 9

Dynamics – Kinematics – Rigging – Bones – Adding Speech Movement to characters Particle Effects – Gravity – Fluids – Fields – Animating 3D Models – Inverted Kinematics – Advanced Modelling Tools & Techniques – Paint Effects – NURBS Modelling – Creating Particles and Particle Flow – Using Space Warps – Creating character: Skeleton, skinning the skeleton.

UNIT V RENDERING AND SPECIAL EFFECTS 9

Using Atmospheric and Render Effects – Raytracing and mental ray – Advanced tools in Rendering – Global Illumination – Video Post Interface – Atmospheric effects: Fire, water, fog etc., – Impact of Graphics and Animation on Film and Gaming Industry.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Ellery Connell. 3D for Graphics Designers Serious Skills, John Wiley & Sons, 2011.
2. Mark Giamb Bruno. 3D Graphics & Animation (2nd Edition), New Riders Press, 2002.

REFERENCES

1. Rogers David. Animation: Master A Complete Guide (Graphics Series), Charles River Media, Rockland, USA, 2006.
2. Dariush Derakhshani. Introducing Autodesk Maya 2013, John Wiley & Sons, 2013.
3. Bill Fleming. 3D Modelling and Surfacing, Academic Press, 1999.
4. Michael O'Rourke. Principles of Three-dimensional Computer Animation: Modeling, Rendering, and Animating with 3D Computer Graphics, Norton, 2003.

EA8003

DIGITAL COMPOSITING

L T P C

3 0 0 3

OBJECTIVES:

- To learn the basics of good image-making through the study of frame composition, timing, colour theory and editorial techniques.
- To attain mastery of compositing tools and techniques found in Adobe After Effects, AVID and a variety of post-production software tools.
- To gather elements for compositing film, video, and still pictures and the variety of techniques used to manipulate and combine them.

OUTCOMES:

- To familiarize the students with the concepts of image making using frame composition, timing, colour theory and editorial techniques.
- To make the students understand the basics of colours, formats and transitions.
- To enable the students to carry out screen correction, Rotoscoping and stabilize the footage.

UNIT I BASICS OF COLOURS, FORMATS, TRANSITIONS 9

Resolution – Colour separation – Packing it – File formats – Video and film – Image quality – Component separation – Sampling, compression, film scanners, channels, mattes, filters, geometric transformations or transforms – Digital fusion interface – Compositing with alpha channel – Lumakeying – Chromakeying – Experimenting with filters – Animating a setting – Animating and masking a dissolve – Flip transform – Pan transform and credit scroll and main titles.

UNIT II SCREEN CORRECTION AND ROTOSCOPE 9

4:2:2 YUV sampling correction – Screen correction, aura and screen correction – Effect and screen correction – Shake and screen correction – Cleaning up film – Digital compositing plug-ins, zbig, rig removal with an effect mask – Rotoscoping and time shifting a clean plate.

UNIT III STABILIZATION AND DESTABILIZATION 9

Tracking – Track moving object – Single point stabilization – Stabilize the box footage – Two point stabilization – Stabilized footage – Removal of stabilized footage – Destabilizing – Motion destabilize – Match move – Tracking for animation – Track motion path for porch model – Shake and tracking – Motion destabilize and four point destabilizing.

UNIT IV COLOUR SAMPLING AND FOOTAGE CREATION 9

Missing in action – Replacing Missing or Damaged frames – Tweaking Colours – Eyeballing, Gamma, CGI Elements, Sampling Colours, Colour Space conversion, Colour Gain – Making a simple Matte painting – Compositing a multiple Pan – Reversing Footage – Creating fast motion footage – Creating slow Motion footage – Slow motion with interpolation – Fast motion with interpolation – Faking Motion Blur – Strobe lights – Stretching Time and animating a Speed change.

UNIT V MEMORY MANAGEMENT AND OUTPUT ISSUES 9

Slow motion with interpolation – Fast motion with interpolation – Faking motion blur – Strobe lights – Stretching time – Animating a speed change – Precompositions – Uncompressed image sequence – Noise and gain removal, mattes, stabilization, network etiquette, memory management, output issues and RTV output.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Doug Kelly. Digital Compositing in Depth, Coriolis Publication, 2003.
2. Steve Wright. Digital Compositing for Film and Video, Focal Press, 2001.
3. Angie Taylor. Creative After Effects 5.0, Focal Press, 2002.

REFERENCES

1. Ron Brinkmann. The Art and Science of Digital Compositing: Techniques for Visual Effects, Animation and Motion Graphics (2nd Edition), Morgan Kaufmann Publishers, 2008.
2. Steve Wright. Digital Compositing for Film and Video, Focal Press, 2010.
3. Lee Lanier. Professional Digital Compositing: Essential Tools and Techniques, Wiley Publishing Inc., 2010.

OBJECTIVES:

- To know about various disasters, climate change & risk assessment.
- To know about environmental impacts of disasters and climate change.
- To use the media for adaptation and mitigation of climate change.
- To know the means to sensitize journalists on disaster management and climate change.

OUTCOME:

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

UNIT I INTRODUCTION TO DISASTER AND CLIMATE CHANGE 9

Components of earth system – Natural forces of life – Atmospheric temperature and heat – Fundamentals of disasters – Greenhouse effect – Disaster and development – Climate change and development.

UNIT II APPROACHES TO RISK MANAGEMENT 9

Vulnerability analysis – Community based risk assessment – Glaciers and their deposits – Ocean sediments – Sea level rise – Climate change and human health – Environmental health risks – Disaster preparedness.

UNIT III POLICY INITIATIVES 9

Greenhouse gases – Global warming – IPCC activity – Carbon dioxide emission – International Decade for Natural Disaster Risk Reduction – Disaster Management Act, 2005 – Emergency management and preparedness – Role of defence.

UNIT IV ROLE OF MEDIA 9

Societal issues and Global warming – Indigenous knowledge – Scientific knowledge – Disaster and Climate Change warning mechanism – Mitigation and Adaptation – Media coverage of disaster and climate change – Sensitizing journalists on disaster management and climate change.

UNIT V CASE STUDIES 9

Community participation – PRA techniques – Role of Central, State and Local Government in Disaster Management and Climate Change Adaptation – Case studies – Field oriented studies.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Damon Coppola. Introduction to International Disaster Management, Elsevier, 2011.
2. Yamin Farhana. The International Climate Change Regime, Cambridge University Press, 2004.
3. Epstein Paul. Changing Planet, Changing Health: How the Climate Crisis Threatens Our Health and What We Can Do about It, University of California Press, 2011.
4. Hadow George. Introduction to Emergency Management, Elsevier, 2008.

REFERENCES

1. Rajib Shaw and R.R. Krishnamurthy. Disaster Global Challenges and Local Solutions, Universities Press, Hyderabad, 2009.
2. TERI. Environmental threats, Vulnerability, and Adaptation: Case Studies from India, TERI Press, New Delhi, 2003.
3. David Shearman and Joseph Wayne Smith. The Climate Change Challenge and the Failure of Democracy, Pentagon Press, London, 2008.
4. John Houghton. Global Warming, Cambridge University Press, 2009.
5. Anu Kapur. Vulnerable India: A Geographical Study of Disasters, Sage Publications, New Delhi, 2010.

OBJECTIVES:

- Students will be guided by the faculty, in a step by step procedure in making a documentary of their topic.
- At the end of the course, students will produce a documentary as part of their assessment.

OUTCOMES:

- At the end of the course, students will be able to gain adequate skills to produce a documentary for broadcast.
- Students will be able to understand and apply principles of factual program production in their future productions

UNIT I GRAMMAR OF DOCUMENTARIES 9

Origins and History of Documentary Films – Introduction to Narrative and Non-narrative Filmmaking – Elements of documentaries – Aesthetics & Authorship – Documentary theory & Issue of representation, types of documentaries – Approaches in Science – Nature filmmaking – Ethnographic Documentary filmmaking – Creative approaches – Case Studies.

UNIT II DEVELOPING THE STORY – PREPRODUCTION 9

Understanding story, story basics, finding the story – Developing story ideas, story structure, time on screen, researching for documentaries, kinds of information, finding people as sources, information management, choosing a subject – Visual scope and visual evidence, permissions, funding, pitching your ideas – Proposals, elements of proposals, resources for writing proposals, attracting funding – Ethics in documentary filmmaking.

UNIT III SHOOTING THE STORY – PRODUCTION 9

Treatment, unscripted and scripted documentaries, planning, and collecting the material – adapting the script, ways to tell a story – Interviews, recce, use of talents, re-enactments, reconstruction & docudrama. Choosing the team, bringing together right people, working together, getting the right camera & equipments, camerawork, producing, directing, directing the crew. Shooting, lighting, location sound, problems & issues.

UNIT IV BUILDING THE STORY – POST PRODUCTION 9

Building the story in the editing table, working with an editor – Crafting the story, Finding your style – The paper edit, reviewing the footage, assembling of rushes, editing the footages, applying effects, transition – Adding sound effects and music, special effects dubbing, re-recording – Narration – Voiceover, using Music, titles and graphics – Colour exposure and colour correction – Credits & acknowledgements.

UNIT V PROJECT – PRACTICE & SCREENING 9

Project involving the production and direction of an individually or group authored documentary film, accompanied by a research dossier, a proposal and a treatment. The students will also ensure the exhibition of their films for reviews

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group, New York, 2006.
2. Louise Spence and Vinicius Navarro. Crafting Truth: Documentary Form and Meaning, Rutgers University Press, New Brunswick, N.J., 2011.
3. Andy Glynne. Documentaries and How to Make Them, Kamera Books, Harpenden, Herts, 2012.

REFERENCES

1. Barry Hampe. Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries, Henry Holt and Company, 2007.
2. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007.
3. Clifford Thurlow. Making Short Films: The Complete Guide from Script to Screen (2nd Edition), Oxford International Publishers, 2008.
4. Michael Rabiger. Directing the Documentary, Focal Press, 2004.
5. James R. Martin. Create Documentary Films, Videos, and Multimedia: A Comprehensive Guide to Using Documentary Storytelling Techniques for Film, Video, the Internet and Digital Media Nonfiction Projects (Films Cinema), Real Deal Press, 2010.

EA8006

ENVIRONMENT AND MEDIA

L T P C
3 0 0 3

OBJECTIVES:

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

OUTCOMES:

- The students will get familiarized with the interdisciplinary nature of environmental studies.
- The students will gain knowledge on various social issues and environment.
- To make students understand the role of media in communicating environmental messages.

UNIT I NATURE OF ENVIRONMENTAL STUDIES 9

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

UNIT II NATURAL RESOURCES AND ASSOCIATED PROBLEMS 9

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

UNIT III ENVIRONMENTAL POLLUTION 9

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

UNIT IV SOCIAL ISSUES AND ENVIRONMENT 9

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

UNIT V ROLE OF MEDIA**9**

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

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Jay Withgott and Scott Brennan. Environment: The Science Behind the Stories, Prentice-Hall, Upper Saddle River, 2003.
2. Chris Park. The Environment: Principles and Applications, Routledge, U.K. 2001.

REFERENCES

1. Norman Lee (Ed.). Environmental Assessment in Developing and Transitional Countries: Principles, Methods and Practice. John Wiley and Sons, U.K., 2000.
2. N. Luhmann. Ecological Communication. Chicago University Press, Chicago, 1989.
3. F.I. Woodward (Ed.). Ecological Consequences of Global Climate Change, Vol.22, Academic Press, London, 1992.

EA8007**FILM STUDIES****L T P C
3 0 0 3****OBJECTIVES:**

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

OUTCOMES:

- At the end of the course, 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 be able to identify various genres in films.

UNIT I INTRODUCTION TO FILMS**9**

Origins and evolution of films – Films as an institution – Nature of films – Critical and technical terms used in film production and practice – Industrial and economic basis of commercial cinema – Production, distribution and exhibition of films – Censorship and regulation of films – Understanding audiences – Trends in the film industry.

UNIT II FILM NARRATIVES**9**

Film genres – Story archetypes – Structure of a narrative – Story, plot and screen duration, beginnings, middles and end, open and closed narratives, single and multistrand narratives, characters, narrative forms – Mise-en-scene – Film techniques – Film form and conventions – Mainstream and alternative narratives and film forms.

UNIT III FILM THEORIES**9**

Ideology in films – Authorship in films – Auteurs film theory – Director as “Author” – structuralist film theory – Marxist film theories – Feminist film theories – Genre theory – Psychoanalytical film theory – Formalist film theory and other theories.

*Attested**Sobhan*
DIRECTOR

UNIT IV 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, avant-garde, 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 V INDIAN CINEMA**9**

Introduction to Indian films – Films as a source material for history, nationalism and Indian films – Rise of the Indian film industry – Structure of Indian films – Popular and award winning Directors and their works – National award winning films – Influence of films on social, cultural economic, political milieu in India.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Bruce Mamer. Film Production Techniques: Creating Accomplished Images, Wadsworth Cengage Learning, Belmont, USA, 2009.
2. Gaston Roberge. Film Appreciation, Chitrabani, Calcutta, 1974.

REFERENCES

1. Hertbert Zettle. Sight, Sound and Motion, Wadsworth Cengage Learning, Belmont, USA, 2011.
2. Margaret Mehring. The Screen Play: A Blend of Film Form and Content. Focal Press, Boston, 1990.
3. David Bordwell and Kristin Thompson. Film Art: An Introduction, McGraw-Hill, New York, 2010.
4. William. H. Philips. Film: An Introduction, Bedford/St.Martin's, Boston, 2009.

EA8008**INTEGRATED MARKETING COMMUNICATION****LT P C
3 0 0 3****OBJECTIVES:**

- To introduce the concept and process of advertising and its role in marketing.
- To understand the individual elements of the marketing communications mix and how they are combined into an integrated promotional campaign.
- To prepare professionals interested in careers in advertising, marketing, promotions, public relations or sales managerial jobs, or for individuals in the field.

OUTCOMES:

- The students will gain knowledge on the role of integrated marketing communication in marketing process.
- The students will develop practical knowledge on campaigning and IMC evaluation.

UNIT I ADVERTISING**9**

Advertising: purpose, role, functions, types – Advertising vs marketing mix – Advertising appeal in various stages of PLC – Advertising Agency: type of agencies – Services offered by various agencies – Criteria for selecting the agencies and evaluation – Advertising objectives and budgeting – Goal setting – DAGMAR approach – Various budgeting methods used.

UNIT II IMC OVERVIEW**9**

Integrated Marketing Communication: Introduction – Role of IMC in marketing process – IMC planning model – Marketing and promotion process model – Communication process – Steps involved in developing IMC programme – Effectiveness of marketing communications.

UNIT III ADVERTISING CREATIVITY**9**

Types of print media: electronic, films, outdoor, transit, internal, traditional – Determining the message – Copy writing – Script writing for radio commercials – Audio and television – Spot or film for cinema – Creating the advertisement for print media – Advertising agency system – Types of agencies – Structure of advertising agency – Account executive – Creative copy and studio – Media production and servicing administration – Billing and Accounts Department – Media relationship – Advertising agencies in India.

UNIT IV MEDIA PLANNING**9**

Media planning: developing media plan, problems encountered – Media evaluation: print, broadcast media, support media in advertising – Media strategy: creativity, elements of creative strategies and its implementation – Importance of headline and body copy.

UNIT V INTEGRATION AND EVALUATION**9**

Direct marketing – Tools of direct marketing – Integrated direct marketing, sales promotion – Events and sponsorship – Public relations – Retail advertising – Business to business advertising – Social marketing – International marketing and marketing communication – Media evaluation – Campaign and IMC evaluation.

TOTAL: 45 PERIODS**TEXTBOOKS**

1. George E. Belch and Michael A. Belch. Advertising and Promotion: An Integrated Marketing Communications Perspective (6th Edition), Tata McGraw-Hill, New Delhi, 2003.
2. S.N. Murthy and U. Bhojanna. Advertising: An IMC Perspective, Excel Books, New Delhi, 2007.
3. Thomas C. O'Guinn, Chris T. Allen, Richard J. Semenik. Advertising and Integrated Brand Promotion (4th Edition), Thomson, Ohio, 2007.
4. Baack Clow, Integrated Advertising. Promotion, and Marketing Communications (3rd Edition), Pearson Education, New Jersey, 2007.

REFERENCES

1. William D. Wells. Sandra Moriarty and John Burnett, Advertising Principles and Practice (7th Edition), Pearson Prentice Hall, Upper Saddle River, NJ, 2006.
2. Philip Ward Burton. Advertising Copywriting (7th Edition), NTC Business Books, Lincolnwood, 1999.
3. W.F. Arens. Contemporary Advertising (International Edition), McGraw-Hill, U.S., 1999.
4. David Ogilvy. Ogilvy on Advertising, Random House Inc, New York, 1985.
5. David A. Aaker, Rajeev Batra and John G. Myers. Advertising Management (4th Edition), Prentice Hall, Englewood Cliffs, New Jersey, 1992.

EA8009**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.

OUTCOMES:

- The students will be able to understand the concept and derivatives of social inclusion.
- The students will gain knowledge on the media's role and responsibility in bringing back socially excluded groups into the mainstream.

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.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Sukhadev Thorat and Narendra Kumar (Eds.). B.R. Ambedkar: Perspectives on Social Inclusion and Inclusive Policies, Oxford University Press, New Delhi, 2008.
2. Ben Whitney. Social Inclusion in Schools: Improving Outcomes, Raising Standards, Routledge, 2007.

REFERENCES

1. Kenneth A. Armstrong. Governing Social inclusion: The Law and Politics of EU Coordination, Oxford University Press, 2010.
2. Helen Colley. Mentoring for Social Inclusion, A Critical Approach to Nurturing Mentoring, Routledge, 2003.
3. Subhas Chandra Parida and Sasmita Nayak. Women's Empowerment in India, Pointer Publications, 2005.

**EA8010 MEDIA RELATIONS AND EVENT MANAGEMENT LT P C
3 0 0 3**

OBJECTIVES:

- To learn various strategies of media relations.
- To understand the importance of various media forums and events through case study.
- To write reports, captions, statements, speech notes and brochures, and demonstrate an ability to critically evaluate media coverage.

OUTCOMES:

- The students will gain knowledge on public relations and event management.
- The students will develop practical knowledge on managing crisis both internally and externally.
- Skills learnt will enable students to find careers in media relations and event management.

UNIT I PUBLIC RELATIONS (PR) 9

Public Relations: evolution & growth, definitions, models and theories of PR – Internal and External Communication – PR in Government departments: Corporates, Public Sector Undertakings, Specialized PR – Health, Crisis, Financial and Celebrity – Role of PR in designing corporate strategy – Mission and vision statement.

UNIT II MEDIA RELATIONS 9

Media relations – Preparing media lists and establishing contacts – Writing media release and captions – Photographs release – Sample and giveaways – Techniques for print, radio and television release – Handling receptions – Press conference – Seminars – Workshops – Special events.

UNIT III PR FUNCTIONS 9

PR Functions: Image Building, Image Auditing, Corporate Social Responsibility / Accountability activity – Bringing out newsletter – Organizing stakeholders’ meet – Vendors’ meet – Grievances cell – Managing crisis both internally and externally – Official spokesperson – Corporate identity – Handling legal issues.

UNIT IV EVENT MANAGEMENT 9

Event management: New trends, organizing national and international events – Coordination with VIPs, celebrity, hotels and restaurants – Logistic support – Budget – Creativity – Props, sets, themes.

UNIT V CASE STUDIES 9

Case Studies – Ethical Issues – PR forums – PR and event management courses – Professional bodies – New PR tools blogs – Podcasting - e-Groups.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Judith Ridgway. Handling Media and Public Relations, Infinity Books, New Delhi, 2005.
2. Allen H. Center and Patrick Jackson. Public Relations Practices, Prentice Hall of India Pvt. Limited, New Delhi, 1995.
3. Danny Moss. Public Relations in Practice: A Casebook, Routledge, Chapman and Hall Inc., New York, 2000.

REFERENCES

1. Philip Lesly. The Handbook of Public Relations and Communications, McGraw-Hill Book Company (3 volumes), 1999.
2. D.S. Mehta. Handbook of Public Relations in India, Allied Publishers Limited, 2001.
3. Sailesh Sengupta. Management of Public Relations and Communication, Vikas Publishing House Pvt. Ltd., 2000.

EA8011

TV COMMERCIALS

**L T P C
3 0 0 3**

OBJECTIVES:

- To familiarize the students to different formats of TV commercials.
- To develop writing and creative skills for television and web commercials.
- To produce commercials by learning various techniques.

OUTCOMES:

- The students will be able to produce different types of commercials.
- The students will gain knowledge on copywriting and production techniques for radio, television, web and films.

UNIT I TYPES OF COMMERCIALS 9

Commercials: Meaning and definition, historical development, social and economic benefits – Elements of a good advertisement – Types and importance of commercials in electronic media – Surrogate – Comparative – Ambient – Commercials and their functions.

UNIT II TARGET GROUPS 9

Commercials for consumer, corporate, Industrial, retail, national, trade, professional and social – Target audience: Brand image, brand positioning and brand equity – Media selection – Radio, television, web and films – Strategy, media budget, campaign planning – Sports commercials and positioning of sports materials Brand Endorsements and Brand Ambassadors – Commercials for children products, youngsters, women.

UNIT III COPYWRITING 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.

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.

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.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Namita Unnikrishnan and Shailaja Bajpai. The Impact of Television Advertising on Children, Sage Publications, New Delhi, 2007.
2. Tom Duncan. Principles of Advertising & IMC (International Edition), McGraw-Hill, New Delhi, 2002.
3. John Philip Jones. International Advertisings, Sage, New Delhi, 2009.

REFERENCES

1. Hooper White. How to produce effective TV commercials, McGraw-Hill, 2009.
2. Ivan Cury. TV Commercials – How to Make Them, Focal Press, 2009.
3. Lary Elin and Alan Lapides. Designing and Producing the Television Commercial, Pearson, 2008.

**EA8012 WEB DESIGNING AND DEVELOPMENT L T P C
3 0 0 3**

OBJECTIVES:

- Students will gain solid knowledge base to design, build, manage and deploy dynamic content for the web.
- This course focuses on the overall production process with particular emphasis on design elements involving layout, navigation and interactivity.
- The students will create effective web pages combining text, images and animation.

OUTCOMES:

- To make the students appreciate the importance of knowing web designing and development.
- To acquaint the students with the basics of designing and developing a dynamic website.
- To enable the students to create a website and use different interactive internet tools.

UNIT I INTERNET TECHNOLOGY 9

Introduction – Concepts – Architecture – Tools – Server Technology – Formats – Understanding the aspects of website designing – Mark-up Languages – HTML: Introduction, Structure of an HTML Document, HTML elements, Types of Attributes – Element Specific attributes, Global attributes, Event Handler Content Attributes, Custom data attributes – DHTML: Dynamic text, images, filters, animation.

UNIT II STYLE AND FORMAT 9

Web designing principles and concepts – Guidelines for good website designing – Usability Guidelines and standards – World Wide Web standards – Cascading Style Sheet (CSS) – Text formatting, styles, images, background, division, layers – Creating CSS templates.

UNIT III WYSIWYG WEB DESIGN 9

Web Designing using Dreamweaver CS6 – Tools – Concepts – Designing, templates – Activating your Webspace – Site Creation for Local and Remote Servers – Writing HTML and JavaScript in Dreamweaver to create forms – Tables – Graphics and animation in web design – Importing Flash and other multimedia Files – Previewing in browser – Uploading your site.

UNIT IV DATABASE CONCEPTS 9

Introduction to database: Database management, Database Systems concept and history, Logical and physical organization of data, database models, and data independence – Relational databases concepts – Embedding database languages in general programming languages – Introduction to Structured Query Language and its elements.

UNIT V INTERACTIVE INTERNET TOOLS 9

Introduction to Interactive internet tools – New media technology – Blogs – Podcasts – Photo and video networks – Social media – Video sharing sites – Video Streaming – Webinar – Webcast – RSS Feeds – Wikis – Mashups – QR Codes – Widgets – Online applications.

TOTAL: 45 PERIODS

TEXTBOOKS

1. Jeffrey Zeldman and Ethan Marcotte. Designing with Web Standards (3rd Edition), New Riders Publications, 2011.
2. R. Lavanya. HTML 5, Ane Books Publisher, New Delhi, 2011.
3. David Sawyer McFarland. Dreamweaver CS6: The Missing Manual, O'Reilly Media Inc, 2012.
4. Ramez Elmasri and Shamkant Navathe. Fundamentals of Database Systems (6th Edition), Pearson Publishers, 2011.

REFERENCES

1. Jon Duckett. HTML and CSS: Design and Build Websites, John Wiley and Sons Publisher, 2011.
2. Nigel Chapman and Jenny Chapman. Digital Media Tools, Nigel John Wiley and Sons Publisher, 2011.

EA8071

E-CONTENT CREATION

**L T P C
3 0 0 3**

OBJECTIVES:

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

OUTCOMES:

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

UNIT I NATURE AND SCOPE 9

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

UNIT II E-CONTENT PRODUCTION 9

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

UNIT III E-LEARNING 9

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

UNIT IV TECHNOLOGY LEARNING SYSTEMS 9

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

UNIT V E-CONTENT BUSINESS 9

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

TOTAL: 45 PERIODS

TEXTBOOKS

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

REFERENCES

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

OBJECTIVES:

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

OUTCOMES:

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

UNIT I INTRODUCTION**9**

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

UNIT II CONFLICT ANALYSIS**9**

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

UNIT III PROPAGANDA**9**

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

UNIT IV APPLICATION OF PEACE JOURNALISM**9**

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

UNIT V THEORIES AND MODELS OF NEWS**9**

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

TOTAL: 45 PERIODS**TEXTBOOKS**

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

REFERENCES

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

OBJECTIVES:

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

OBJECTIVES:

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

OUTCOME:

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

UNIT I ORGANIZATIONAL STRUCTURE 9

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

UNIT II ROLE OF CSR 9

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

UNIT III CONTENT CREATION 9

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

UNIT IV CAMPAIGN DEVELOPMENT 9

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

UNIT V CURRENT TRENDS 9

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

TOTAL: 45 PERIODS**TEXTBOOKS**

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

REFERENCES

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

OBJECTIVES:

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

OUTCOME:

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

UNIT I MESSAGE DESIGN 9

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

UNIT II MESSAGE DESIGN LOGICS 9

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

UNIT III MESSAGE DESIGN APPEALS, FORMATS 9

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

UNIT IV MESSAGE TESTING AND PRODUCTION 9

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

UNIT V INTERPERSONAL COMMUNICATION 9

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

TOTAL: 45 PERIODS**TEXTBOOKS**

1. Bella Mody. Designing Messages for Development Communication: An Audience Participation-Based Approach, Sage, 1992.
2. United Nations Inter-Agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development. 2011. http://www.unicef.org/cbsc/files/RME-RP-Evaluating_C4D_Trends_Challenges_Approaches_Final-2011.pdf

REFERENCES

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

OBJECTIVES:

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

OUTCOME:

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

UNIT I WATER AND SANITATION ISSUES 9

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

UNIT II WASH INITIATIVES IN INDIA 9

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

UNIT III SOCIAL & BEHAVIOURAL CHANGE COMMUNICATION 9

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

UNIT IV INFORMATION, EDUCATION AND COMMUNICATION 9

Promoting the water and sanitation issues – Importance of promotion methods, techniques and tools – Information Education and Communication (IEC) – Message and Content – Mass media –

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DIRECTOR

Target groups – IEC production – Formats – Integration of various media platforms – Implementation – Communication strategy for sanitation.

UNIT V INNOVATIONS IN WATER AND SANITATION

9

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

TOTAL: 45 PERIODS

TEXTBOOKS

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

REFERENCES

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

PROGRESS THROUGH KNOWLEDGE