DEPARTMENT OF MEDIA SCIENCES
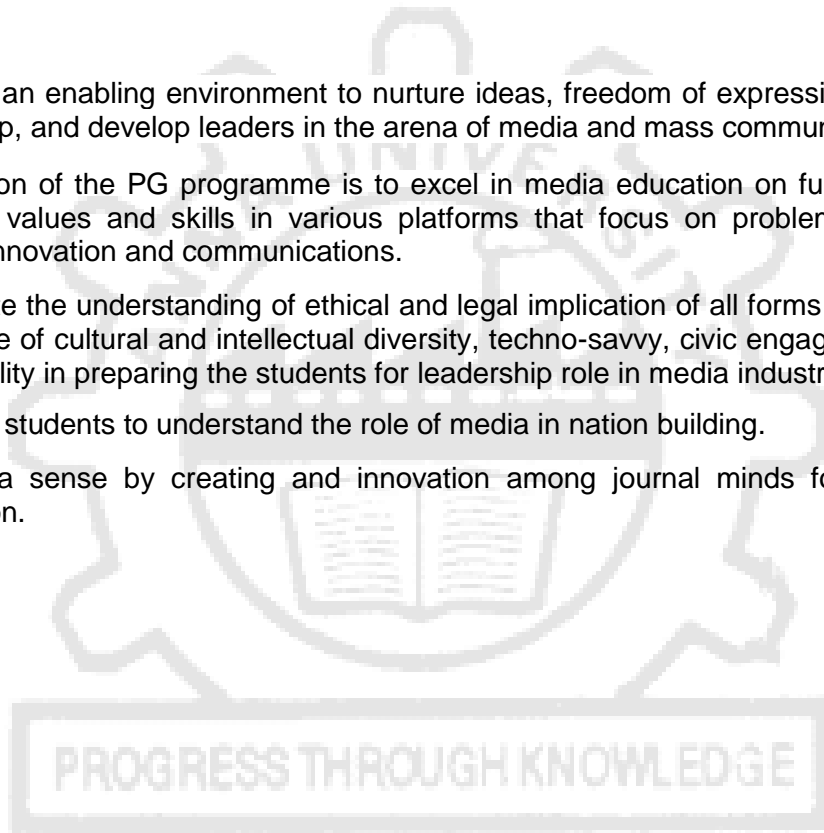
ANNA UNIVERSITY, CHENNAI

VISION

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

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

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

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

MISSION

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

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

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

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

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

ANNA UNIVERSITY, CHENNAI

UNIVERSITY DEPARTMENTS

M. Sc. ELECTRONIC MEDIA (5 YEARS INTEGRATED)

REGULATIONS – 2019

CHOICE BASED CREDIT SYSTEM

1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

1. Find gainful employment in media and entertainment industry.
2. To produce multi-skilled media content producers for ever changing media landscape.
3. To inculcate the various skill, knowledge and attitude for budding media professionals.
4. Enter into the higher studies leading to research degrees and advanced specialization
5. Get elevated to managerial position and lead the organization completely.
6. Test and practice various theories of communication and contemporary research methods.
7. Learn a broad range of digital media skills, concepts, terminologies, formats, trends, and infrastructure requirements.
8. Become a media entrepreneur and own media outlets.
9. Gain specialized skills in dissemination of messages through diverse media and to serve as agent of change.

2. PROGRAMME OUTCOMES (POs):

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

3. PROGRAMME SPECIFIC OUTCOMES (PSOs):

1. Students will understand the foundations of mass media from the historical, technological, political, social, economic, regulatory and ethical perspectives.
2. Students will be able to trace the history and development of freedom of speech and press and will demonstrate an understanding of the origins, functions, and evolution newspapers, TV and Radio in India.
3. Students will demonstrate the ability to think critically, creatively and independently. Also they will create and expose to video making skills for various media, photography, cinematography, film direction, editing, sound design, short film making and documentary film making.
4. Students will create communicative materials that incorporate communication theory, audience analysis, and rhetorical and persuasive strategies.
5. Students will be exposed to various fields such as graphics, animation, web designing, programme development, user experience design, game development and place it in all the levels in an organization.
6. Students will be exposed to write for and about the media, and demonstrate proficiency in writing in one or more professional media writing applications.
7. Students will recognize an ethical responsibility to other individuals, the community, the discipline, the profession, and society as a whole based on various perspectives and associated standards of ethical communication in face-to-face and mediated environments.
8. Students will learn and understand how human communication is impacted by various technologies and media.
9. Students will have a fundamental understanding of digital tools and creative applications.
10. Students will help to strike balance between traditional art and technology.
11. Students will build a strong foundation in all aspects of design and production for radio, television and digital media.
12. Students will develop a professional commitment to the media industry.
13. Students will help to identify and participate in the advertising and marketing and communication.

4. PEO/PO Mapping

Programme Educational Objectives	PO1	PO2	PO3	PO4	PO5	PO6
PEO 1	✓	✓	✓	✓	✓	✓
PEO 2	✓	✓	✓	✓	✓	✓
PEO 3	✓	✓	✓	✓	✓	✓
PEO 4	✓	✓	✓	✓	✓	✓
PEO 5	✓	✓	✓	✓	✓	✓
PEO 6	✓	✓	✓	✓	✓	✓
PEO 7	✓	✓	✓	✓	✓	✓
PEO 8	✓	✓	✓	✓	✓	✓
PEO 9	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE OUTCOMES AND PROGRAMME OUTCOMES

		Course Title	PO1	PO2	PO3	PO4	PO5	PO6
YEAR 1	**SEMESTER 1**	English for Media- I	✓	✓	✓	✓		✓
		Computer Graphics			✓	✓	✓	✓
		Development of Media		✓	✓		✓	✓
		Principles of Journalism	✓	✓	✓	✓		✓
		Sound and Acoustics	✓	✓	✓	✓	✓	✓
		English Lab I	✓	✓	✓	✓		✓
		Computer Graphics Lab			✓	✓	✓	✓
		Drawing Lab – I	✓			✓	✓	
	SEMESTER 2	English for Media - II		✓	✓	✓		
		Critical Thinking and Creativity	✓	✓	✓	✓	✓	✓
		Introduction to Communication			✓	✓		✓
		Radio Production	✓	✓	✓	✓	✓	✓
		Programming in C	✓	✓				✓
		English Lab II		✓	✓	✓		
		Radio Production Lab	✓	✓	✓	✓	✓	✓
		Programming in C Lab	✓	✓				✓
		Drawing Lab II	✓			✓	✓	
YEAR 2	**SEMESTER 3**	Principles of Advertising	✓		✓	✓	✓	✓
		News Reporting	✓	✓	✓	✓	✓	✓
		Photography			✓	✓	✓	✓
		2D Animation	✓	✓	✓	✓	✓	✓
		Scripting for Electronic Media		✓		✓	✓	✓
		2D Animation Lab	✓	✓	✓	✓	✓	✓
		News Writing Lab	✓	✓	✓	✓	✓	✓
		Photography Lab			✓	✓	✓	✓
	SEMESTER 4	Editing Techniques	✓	✓	✓	✓	✓	✓
		Environment and Media			✓	✓	✓	✓
		Game Design and Development		✓	✓	✓	✓	
		Media, Culture and Society	✓		✓	✓	✓	✓
		Public Relations and Event Management	✓	✓	✓	✓	✓	✓
		Video Production Techniques			✓	✓	✓	✓
		Game Design and Development Lab		✓	✓	✓	✓	
		Editing Lab	✓	✓	✓	✓	✓	✓
		Public Relations and Event Management Lab	✓	✓	✓	✓	✓	✓
YEAR 3	**SEMESTER 5**		✓	✓	✓	✓	✓	✓
		Electronic Journalism	✓	✓	✓	✓	✓	✓
		Television Programme Production			✓	✓	✓	✓
		Communication for Development	✓	✓	✓	✓	✓	✓
		3D Animation	✓		✓	✓	✓	
		User Interface and Experience Design	✓	✓	✓	✓		
		Television Programme Production Lab			✓	✓	✓	✓
		3D Animation Lab	✓	✓	✓	✓	✓	
		User Interface and Experience Design Lab	✓	✓	✓	✓		

4

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

Year	Semester	Course	1	2	3	4	5	6
	SEMESTER 6	Industrial Project	✓	✓	✓	✓	✓	✓
YEAR 4	SEMESTER 7	E-Learning			✓	✓	✓	
		Media Laws and Ethics	✓	✓	✓		✓	✓
		Digital Marketing		✓	✓	✓	✓	
		Web Development	✓	✓	✓		✓	✓
		Professional Elective I	✓	✓	✓	✓	✓	✓
		Audit Courses I	✓	✓	✓	✓	✓	✓
		E-Learning Lab			✓	✓	✓	
		Short film Production Lab			✓	✓	✓	✓
		Web Development Lab	✓	✓	✓		✓	✓
	SEMESTER 8	Science Communication	✓	✓	✓	✓	✓	✓
		Media Psychology		✓	✓	✓	✓	✓
		Media Management and Entrepreneurship	✓	✓	✓	✓	✓	✓
		Open Elective - I						
		Professional Elective - II						
		Audit Courses - II						
		Digital Film-making Lab			✓	✓	✓	✓
		Motion Graphics Lab			✓	✓	✓	
		Mini Project	✓	✓	✓	✓	✓	✓
		Professional Electives II Lab						
YEAR 5	SEMESTER 9	Data Analysis		✓	✓	✓	✓	
		Film Studies		✓	✓	✓	✓	✓
		Research Methodology	✓	✓	✓	✓	✓	✓
		Professional Elective – III						
		Professional Elective - IV						
		Mini Project	✓	✓	✓	✓	✓	✓
		Professional Elective – III Lab						
		Professional Elective – IV Lab						
	SEMESTER 10	Dissertation	✓	✓	✓	✓	✓	✓
PROFESSIONAL ELECTIVES		Art Direction and Production Design			✓	✓	✓	✓
		Big Data Analytics		✓	✓	✓	✓	✓
		Brand Management	✓	✓	✓	✓	✓	✓
		Business Communication			✓	✓	✓	✓
		Climate Journalism	✓	✓	✓	✓	✓	✓
		Community Media	✓	✓	✓	✓	✓	✓
		Compering Techniques			✓	✓	✓	
		Conflict and Peace Journalism	✓	✓	✓		✓	✓
		Corporate Social Responsibility	✓	✓	✓			
		Crisis Communication	✓			✓	✓	✓
		Critical Issues in Media	✓	✓	✓	✓	✓	✓

Course						
Cyber Laws	✓	✓	✓	✓	✓	
Digital Advertising	✓		✓	✓	✓	
Health Communication	✓	✓	✓	✓	✓	✓
ICT for Development		✓	✓	✓		✓
Media Activism and Advocacy	✓	✓	✓		✓	✓
Media and Disaster Management	✓	✓			✓	✓
Media and Sustainable development		✓	✓	✓	✓	✓
Media and women	✓	✓	✓		✓	✓
Media Practices in Resettlement	✓	✓	✓	✓	✓	✓
Operations Research for Media	✓	✓	✓	✓	✓	✓
Online Journalism	✓	✓	✓	✓	✓	✓
Political Communication	✓	✓	✓			
Social Media	✓	✓	✓	✓	✓	✓
Statistics for Media Research		✓	✓	✓	✓	
3D Game Development		✓	✓	✓	✓	
Advanced Web Technologies	✓	✓	✓	✓	✓	
Business Journalism		✓	✓	✓	✓	
Character Animation		✓	✓	✓		
Data Journalism	✓	✓	✓	✓		✓
Database Management System		✓	✓	✓		✓
Development Reporting	✓	✓	✓	✓	✓	✓
Digital Story Telling	✓	✓	✓	✓	✓	✓
Documentary Production	✓	✓	✓	✓	✓	✓
Educational Content Development	✓	✓	✓	✓	✓	✓
Electronics for Radio and Television		✓	✓	✓		
Integrated Marketing Communication	✓	✓	✓	✓	✓	✓
Investigative Reporting	✓	✓	✓	✓		
Media Commercials	✓		✓	✓	✓	✓
Media Soaps and Society		✓	✓	✓	✓	✓
Mobile Application Development	✓	✓	✓	✓	✓	✓
Presentation Techniques	✓	✓	✓	✓	✓	✓
Sports Journalism	✓	✓	✓	✓	✓	
Tamil Journalism		✓	✓	✓	✓	✓
Virtual & Augmented Reality		✓	✓	✓	✓	✓
Visual Effects		✓	✓	✓	✓	✓
3D Game Development Lab		✓	✓	✓	✓	
Advanced Web Technologies Lab	✓	✓	✓	✓	✓	
Business Journalism Lab		✓	✓	✓	✓	
Character Animation lab		✓	✓	✓		
Data Journalism Lab	✓	✓	✓	✓		✓
Database Management System Lab		✓	✓	✓		✓
Development Reporting Lab	✓	✓	✓	✓	✓	✓
Digital Story Telling lab	✓	✓	✓	✓	✓	✓
Documentary Production Lab	✓	✓	✓	✓	✓	✓
Educational Content Development Lab	✓	✓	✓	✓		✓
Electronics for Radio and		✓	✓	✓		

		Television Lab						
		Integrated Marketing Communication lab	✓	✓	✓		✓	✓
		Investigative Reporting Lab	✓	✓	✓		✓	
		Media Commercials lab			✓	✓	✓	
		Media Soaps and Society lab	✓		✓	✓	✓	
		Mobile Application Development Lab	✓	✓	✓	✓	✓	✓
		Presentation Techniques Lab	✓	✓	✓	✓	✓	✓
		Sports Journalism Lab	✓	✓	✓	✓	✓	
		Tamil Journalism Lab	✓	✓	✓	✓	✓	✓
		Virtual & Augmented Reality Lab			✓	✓	✓	✓
		Visual Effects Lab			✓	✓	✓	
OPEN ELECTIVES		Climate Change Communication	✓	✓	✓	✓	✓	✓
		Professional Photography			✓	✓	✓	
		Media and Information Literacy			✓	✓	✓	

7
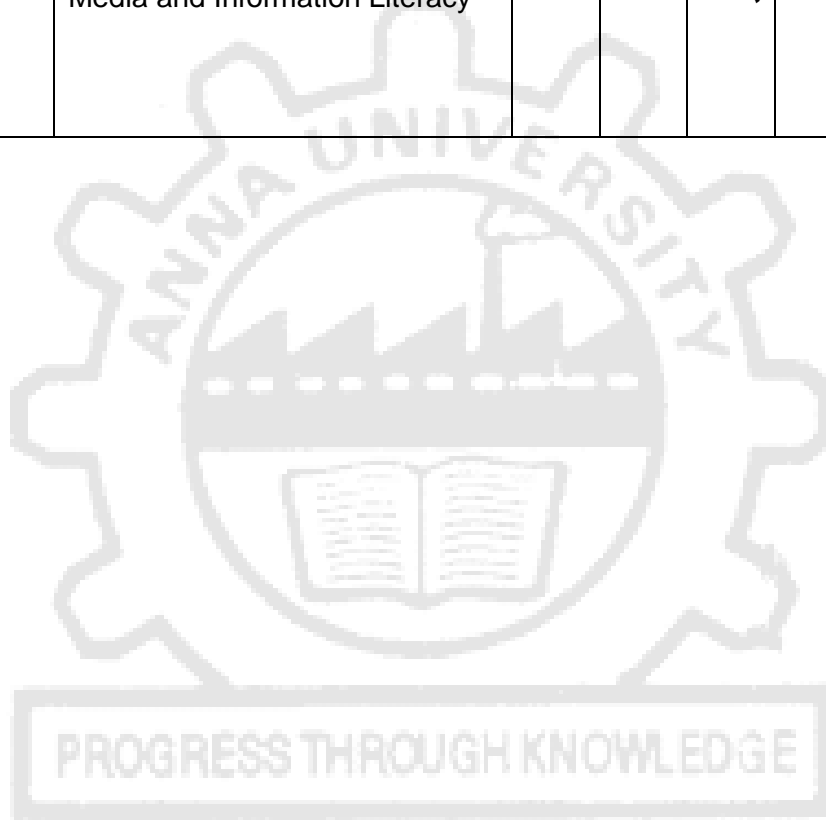
ANNA UNIVERSITY, CHENNAI

UNIVERSITY DEPARTMENTS
M.Sc. ELECTRONIC MEDIA (FIVE YEARS INTEGRATED)
REGULATIONS 2019
CHOICE-BASED CREDIT SYSTEM
CURRICULA AND SYLLABI

SEMESTER I

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	HS5101	English for Media - I	FC	3	0	0	3	3
2.	XM5101	Computer Graphics	PCC	3	0	0	3	3
3.	XM5102	Development of Media	PCC	3	0	0	3	3
4.	XM5103	Principles of Journalism	PCC	3	0	0	3	3
5.	XM5104	Sound and Acoustics	PCC	3	0	0	3	3
PRACTICAL								
6.	HS5111	English Lab I	FC	0	0	4	4	2
7.	XM5111	Computer Graphics Lab	PCC	0	0	4	4	2
8.	XM5112	Drawing Lab – I	PCC	0	0	4	4	2
			TOTAL	**15**	**0**	**12**	**27**	**21**

SEMESTER II

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	HS5201	English for Media - II	FC	3	0	0	3	3
2.	XM5201	Critical Thinking and Creativity	PCC	3	0	0	3	3
3.	XM5202	Introduction to Communication	PCC	3	0	0	3	3
4.	XM5203	Radio Production	PCC	3	0	0	3	3
5.	XM5204	Programming in C	PCC	3	0	0	3	3
PRACTICAL								
6.	HS5211	English Lab II	FC	0	0	4	4	2
7.	XM5211	Radio Production Lab	PCC	0	0	4	4	2
8.	XM5212	Programming in C Lab	PCC	0	0	4	4	2
9.	XM5213	Drawing Lab – II	PCC	0	0	4	4	2
			TOTAL	**15**	**0**	**16**	**31**	**23**

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

SEMESTER III

S. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5301	Principles of Advertising	PCC	3	0	2	5	4
2.	XM5302	News Reporting	PCC	3	0	0	3	3
3.	XM5303	Photography	PCC	3	0	0	3	3
4.	XM5304	2D Animation	PCC	3	0	0	3	3
5.	XM5305	Scripting for Electronic Media	PCC	3	0	2	5	4
PRACTICAL								
6.	XM5311	2D Animation Lab	PCC	0	0	4	4	2
7.	XM5312	News Writing Lab	PCC	0	0	4	4	2
8.	XM5313	Photography Lab	PCC	0	0	4	4	2
			TOTAL	**15**	**0**	**16**	**31**	**23**

SEMESTER IV

S. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5401	Environment and Media	PCC	3	0	0	3	3
2.	XM5402	Game Design and Development	PCC	3	0	0	3	3
3.	XM5403	Editing Techniques	PCC	3	0	0	3	3
4.	XM5404	Media, Culture and Society	PCC	3	0	0	3	3
5.	XM5405	Public Relations and Event Management	PCC	3	0	0	3	3
6.	XM5406	Video Production Techniques	PCC	3	0	2	5	4
PRACTICAL								
7.	XM5411	Game Design and Development Lab	PCC	0	0	4	4	2
8.	XM5412	Editing Lab	PCC	0	0	4	4	2
9.	XM5413	Public Relations and Event Management Lab	PCC	0	0	4	4	2
			TOTAL	**18**	**0**	**14**	**32**	**25**

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

SEMESTER V

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5501	Electronic Journalism	PCC	3	0	2	5	4
2.	XM5502	Television Programme Production	PCC	3	0	0	3	3
3.	XM5503	Communication for Development	PCC	3	0	0	3	3
4.	XM5504	3D Animation	PCC	3	0	0	3	3
5.	XM5505	User Interface and Experience Design	PCC	4	0	0	4	4
PRACTICAL								
6.	XM5511	Television Programme Production Lab	PCC	0	0	4	4	2
7.	XM5512	3D Animation Lab	PCC	0	0	4	4	2
8.	XM5513	User Interface and Experience Design Lab	PCC	0	0	4	4	2
			TOTAL	**16**	**0**	**14**	**30**	**23**

SEMESTER VI

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
PRACTICAL								
1.	XM5601	Industrial Project	EEC	0	0	32	32	16
			TOTAL	**0**	**0**	**32**	**32**	**16**

SEMESTER VII

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5701	E-Learning	PCC	3	0	0	3	3
2.	XM5702	Media Laws and Ethics	PCC	3	0	0	3	3
3.	XM5703	Digital Marketing	PCC	3	0	2	5	4
4.	XM5704	Web Development	PCC	4	0	0	4	4
5.		Program Elective - I	PEC	3	0	0	3	3
6.		Audit Course –I*	AC	2	0	0	2	0
PRACTICAL								
7.	XM5711	E-Learning Lab	PCC	0	0	4	4	2
8.	XM5712	Short film Production Lab	PCC	0	0	4	4	2
9.	XM5713	Web Development Lab	PCC	0	0	4	4	2
			TOTAL	**18**	**0**	**14**	**32**	**23**

*Audit course is optional

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

SEMESTER VIII

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5801	Science Communication	PCC	3	0	0	3	3
2.	XM5802	Media Psychology	PCC	3	0	0	3	3
3.	XM5803	Media Management and Entrepreneurship	PCC	3	0	0	3	3
4.		Open Elective - I	OEC	3	0	0	3	3
5.		Program Elective - II	PEC	3	0	0	3	3
6.		Audit Course – II*	AC	2	0	0	2	0
PRACTICAL								
7.	XM5811	Digital Film-making Lab	PCC	0	0	4	4	2
8.	XM5812	Motion Graphics Lab	PCC	0	0	4	4	2
9.	XM5813	Mini Project	EEC	0	0	4	4	2
10.		Program Elective – II Lab	PEC	0	0	4	4	2
			TOTAL	**17**	**0**	**16**	**33**	**23**

*Audit course is optional

SEMESTER IX

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM5901	Data Analysis	PCC	3	0	0	3	3
2.	XM5902	Film Studies	PCC	4	0	0	4	4
3.	XM5903	Research Methodology	RMC	4	0	0	4	4
4.		Program Elective – III	PEC	3	0	0	3	3
5.		Program Elective - IV	PEC	3	0	0	3	3
PRACTICAL								
6.	XM5911	Mini Project	EEC	0	0	6	6	3
7.		Program Elective – III Lab	PEC	0	0	4	4	2
8.		Program Elective – IV Lab	PEC	0	0	4	4	2
			TOTAL	**17**	**0**	**14**	**31**	**24**

SEMESTER X

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
PRACTICAL								
1.	XM5091	Dissertation	EEC	0	0	36	36	18
			TOTAL	**0**	**0**	**36**	**36**	**18**

TOTAL CREDITS FOR THE PROGRAMME: 219

FOUNDATION COURSES (FC)

S.No.	COURSE CODE	COURSE TITLE	L	T	P	Credits	Semester
			Periods per week				
1.	HS5101	English for Media - I	3	0	0	3	1
2.	HS5111	English Lab I	0	0	4	2	1
3.	HS5201	English for Media - II	3	0	0	3	2
4.	HS5211	English Lab II	0	0	4	2	2
					TOTAL CREDITS	10	

PROGRAMME CORE COURSES (PCC)

S.No.	COURSE CODE	COURSE TITLE	L	T	P	Credits	Semester
			Periods per week				
1.	XM5101	Computer Graphics	3	0	0	3	1
2.	XM5102	Development of Media	3	0	0	3	1
3.	XM5103	Principles of Journalism	3	0	0	3	1
4.	XM5104	Sound and Acoustics	3	0	0	3	1
5.	XM5111	Computer Graphics Lab	0	0	4	2	1
6.	XM5112	Drawing Lab – I	0	0	4	2	1
7.	XM5201	Critical Thinking and Creativity	3	0	0	3	2
8.	XM5202	Introduction to Communication	3	0	0	3	2
9.	XM5203	Radio Production	3	0	0	3	2
10.	XM5204	Programming in C	3	0	0	3	2
11.	XM5211	Radio Production Lab	0	0	4	2	2
12.	XM5212	Programming in C Lab	0	0	4	2	2
13.	XM5213	Drawing Lab – II	0	0	4	2	2
14.	XM5301	Principles of Advertising	3	0	2	4	3
15.	XM5302	News Reporting	3	0	0	3	3
16.	XM5303	Photography	3	0	0	3	3
17.	XM5304	2D Animation	3	0	0	3	3
18.	XM5305	Scripting for Electronic Media	3	0	2	4	3
19.	XM5311	2D Animation Lab	0	0	4	2	3
20.	XM5312	News Writing Lab	0	0	4	2	3
21.	XM5313	Photography Lab	0	0	4	2	3
22.	XM5401	Environment and Media	3	0	0	3	4
23.	XM5402	Game Design and Development	3	0	0	3	4

Attested

12

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

No.	Code	Course					
24.	XM5403	Editing Techniques					
25.	XM5404	Media, Culture and Society	3	0	0	3	4
26.	XM5405	Public Relations and Event Management	3	0	0	3	4
27.	XM5406	Video Production Techniques	3	0	2	4	4
28.	XM5411	Game Design and Development Lab	0	0	4	2	4
29.	XM5412	Editing Lab	0	0	4	2	4
30.	XM5413	Public Relations and Event Management Lab	0	0	4	2	4
31.	XM5501	Electronic Journalism	3	0	2	4	5
32.	XM5502	Television Programme Production	3	0	0	3	5
33.	XM5503	Communication for Development	3	0	0	3	5
34.	XM5504	3D Animation	3	0	0	3	5
35.	XM5505	User Interface and Experience Design	4	0	0	4	5
36.	XM5511	Television Programme Production Lab	0	0	4	2	5
37.	XM5512	3D Animation Lab	0	0	4	2	5
38.	XM5513	User Interface and Experience Design Lab	0	0	4	2	5
39.	XM5701	E-Learning	3	0	0	3	6
40.	XM5702	Media Laws and Ethics	3	0	0	3	6
41.	XM5703	Digital Marketing	3	0	2	4	6
42.	XM5704	Web Development	4	0	0	4	6
43.	XM5711	E-Learning Lab	0	0	4	2	6
44.	XM5712	Short film Production Lab	0	0	4	2	6
45.	XM5713	Web Development Lab	0	0	4	2	6
46.	XM5801	Science Communication	3	0	0	3	8
47.	XM5802	Media Psychology	3	0	0	3	8
48.	XM5803	Media Management and Entrepreneurship	3	0	0	3	8
49.	XM5811	Digital Film-making Lab	0	0	4	2	8
50.	XM5812	Motion Graphics Lab	0	0	4	2	8
51.	XM5901	Data Analysis	3	0	0	3	9
52.	XM5902	Film Studies	4	0	0	4	9
		TOTAL CREDITS				**145**	

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PROGRAM ELECTIVE COURSE (PEC)

S.No.	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
		THEORY						
1.	XM5001	Climate Journalism	PEC	3	3	0	0	3
2.	XM5002	Conflict and Peace Journalism	PEC	3	3	0	0	3
3.	XM5003	Critical Issues in Media	PEC	3	3	0	0	3
4.	XM5004	Online Journalism	PEC	3	3	0	0	3
5.	XM5005	Business Journalism	PEC	3	3	0	0	3
6.	XM5008	Data Journalism	PEC	3	3	0	0	3
7.	XM5010	Development Reporting	PEC	3	3	0	0	3
8.	XM5012	Investigative Reporting	PEC	3	3	0	0	3
9.	XM5014	Sports Journalism	PEC	3	3	0	0	3
10.	XM5016	Tamil Journalism	PEC	3	3	0	0	3
11.	XM5007	Art direction and production design	PEC	3	3	0	0	3
12.	XM5018	Community Media	PEC	3	3	0	0	3
13.	XM5019	Compering Techniques	PEC	3	3	0	0	3
14.	XM5020	Digital Story Telling	PEC	3	3	0	0	3
15.	XM5022	Documentary Production	PEC	3	3	0	0	3
16.	XM5024	Electronics for Radio and Television	PEC	3	3	0	0	3
17.	XM5026	Educational Content Development	PEC	3	3	0	0	3
18.	XM5028	Presentation Techniques	PEC	3	3	0	0	3
19.	XM5030	Media Commercials	PEC	3	3	0	0	3
20.	XM5032	Media Soaps and Society	PEC	3	3	0	0	3
21.	XM5034	Brand Management	PEC	3	3	0	0	3
22.	XM5035	Business Communication	PEC	3	3	0	0	3
23.	XM5036	Corporate Social Responsibility	PEC	3	3	0	0	3
24.	XM5037	Crisis Communication	PEC	3	3	0	0	3
25.	XM5038	Digital Advertising	PEC	3	3	0	0	3
26.	XM5039	Integrated Marketing Communication	PEC	3	3	0	0	3
27.	XM5041	Advanced Web Technologies	PEC	3	3	0	0	3
28.	XM5043	Database Management Systems	PEC	3	3	0	0	3
29.	XM5045	Mobile Application Development	PEC	3	3	0	0	3
30.	XM5047	Character Animation	PEC	3	3	0	0	3
31.	XM5049	Virtual and Augmented Reality	PEC	3	3	0	0	3
32.	XM5051	Visual Effects	PEC	3	3	0	0	3
33.	XM5053	3D Game Development	PEC	3	3	0	0	3
34.	XM5055	Big Data Analytics	PEC	3	3	0	0	3
35.	XM5056	Cyber Laws	PEC	3	3	0	0	3
36.	XM5057	Health Communication	PEC	3	3	0	0	3
37.	XM5058	ICT for Development	PEC	3	3	0	0	3
38.	XM5059	Media Activism and Advocacy	PEC	3	3	0	0	3

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

39.	XM5060	Media and Disaster Management	PEC	3	3	0	0	3
40.	XM5061	Media and Sustainable Development	PEC	3	3	0	0	3
41.	XM5062	Media and Women	PEC	3	3	0	0	3
42.	XM5063	Media Practices in Resettlement	PEC	3	3	0	0	3
43.	XM5064	Operations Research for Media	PEC	3	3	0	0	3
44.	XM5065	Political Communication	PEC	3	3	0	0	3
45.	XM5066	Social Media	PEC	3	3	0	0	3
46.	XM5067	Statistics for Media Research	PEC	3	3	0	0	3
LAB								
47.	XM5006	Business Journalism Lab	PEC	2	0	0	4	2
48.	XM5009	Data Journalism Lab	PEC	2	0	0	4	2
49.	XM5011	Development Reporting Lab	PEC	2	0	0	4	2
50.	XM5013	Investigative Reporting Lab	PEC	2	0	0	4	2
51.	XM5015	Sports Journalism Lab	PEC	2	0	0	4	2
52.	XM5017	Tamil Journalism Lab	PEC	2	0	0	4	2
53.	XM5021	Digital Story Telling Lab	PEC	2	0	0	4	2
54.	XM5023	Documentary Production Lab	PEC	2	0	0	4	2
55.	XM5025	Electronics for Radio and Television Lab	PEC	2	0	0	4	2
56.	XM5027	Educational Content Development Lab	PEC	2	0	0	4	2
57.	XM5029	Presentation Techniques Lab	PEC	2	0	0	4	2
58.	XM5031	Media Commercials Lab	PEC	2	0	0	4	2
59.	XM5033	Media Soaps and Society Lab	PEC	2	0	0	4	2
60.	XM5040	Integrated Marketing Communication Lab	PEC	2	0	0	4	2
61.	XM5042	Advanced Web Technologies Lab	PEC	2	0	0	4	2
62.	XM5044	Database Management Systems Lab	PEC	2	0	0	4	2
63.	XM5046	Mobile Application Development Lab	PEC	2	0	0	4	2
64.	XM5048	Character Animation Lab	PEC	2	0	0	4	2
65.	XM5050	Virtual and Augmented Reality Lab	PEC	2	0	0	4	2
66.	XM5052	Visual Effects Lab	PEC	2	0	0	4	2
67.	XM5054	3D Game Development Lab	PEC	2	0	0	4	2

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

RESEARCH METHODOLOGY AND IPR COURSES (RMC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM5903	Research Methodology	4	0	0	4	9
					TOTAL CREDITS	4	

EMPLOYABILITY ENHANCEMENT COURSES (EEC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM5601	Industrial Project	0	0	32	16	7
2.	XM5813	Mini Project	0	0	4	2	8
3.	XM5911	Mini Project	0	0	6	3	9
4.	XM5091	Dissertation	0	0	36	18	10
					TOTAL CREDITS	39	

OPEN ELECTIVE COURSES (OEC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM5891	Climate Change Communication	3	0	0	3	
2.	XM5892	Professional Photography	3	0	0	3	8
3.	XM5893	Media and Information Literacy	3	0	0	3	
		*(One Course must be selected from the list) TOTAL CREDITS				3	

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

AUDIT COURSES (AC)

Registration for any of these courses is optional to students

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

SUMMARY

S.No.	M.Sc. Electronic Media (5 Years)											
	Subject Area	Credits Per Semester										Credits Total
		I	II	III	IV	V	VI	VII	VIII	IX	X	
1.	FC	05	05	00	00	00	00	00	00	00	00	10
2.	PCC	16	18	23	25	23	00	20	13	07	00	145
3.	PEC	00	00	00	00	00	00	03	05	10	00	18
4.	RMC	00	00	00	00	00	00	00	00	04	00	04
5.	OEC	00	00	00	00	00	00	00	03	00	00	03
6.	EEC	00	00	00	00	00	16	00	02	03	18	39
7.	AC	00	00	00	00	00	00	✓	✓	00	00	00
TOTAL CREDIT		**21**	**23**	**23**	**25**	**23**	**16**	**23**	**23**	**24**	**18**	**219**

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

HS5101	ENGLISH FOR MEDIA I	L T P C
		3 0 0 3

Course Description

English for Media I course is designed for learners who have grown up in a rapidly changing global multimedia environment and want to become more articulate and literate in media industry. This course enables learners to analyse and evaluate the language of the media in its many guises. It examines a range of discourse types in order to understand the power of language used in different media. The course explores how artworks challenge and cross cultural, political and aesthetic boundaries and the role of language in them. Every unit of the syllabus encompasses four language skills with corresponding grammar and vocabulary components.

OBJECTIVES

- To develop the language skills like listening, speaking, reading and writing for journalism.
- To interpret various types of texts with attention to ambiguity, complexity and aesthetic value
- To develop writing with emphasis on inquiry, audience, research and revision
- To inculcate creative and critical thinking skills

UNIT I   EXPLORING MEDIA   9

Reading - Travellogues - Travel blogs - News report on places- skimming - scanning for information –Picture comprehension - Writing - Paragraph writing - Descriptive writing - Place description - Travel itinerary –Caption writing for pictures - Grammar - Adjectives - Degrees of comparison–Vocabulary - Synonyms – Suffixes - Listening – Place description – Viewing a documentary on interesting places to visit - Speaking - Introducing oneself - Talking about their hometowns / favourite places

Suggested Readings:

1. Excerpts from Bill Bryson 'Notes from a Small Island'
   or any other travel books;
2. Articles from www.thetravelmagazine.net
   (http://www.thetravelmagazine.net/italy-matera-basilicata.html)
3. Any interesting travel blogs

UNIT II   ENTERTAINMENT MEDIA   9

Reading – columns - short stories - Writing – Creative writing – Developing hints –Social media communication - Writing reviews - Grammar – Tenses – Past /Present / Progressive – Pronouns – Vocabulary – One word substitution – Compound words – Listening – Audio clippings from TV series /Movies –Watching short films / Movies – Speaking – Analysis of plot & characters of book / movies / TV series

Suggested Readings / Movies

1. Newspaper column (Humourous / Politcal / Social)& Reviews
2. Any short story / novella to read
   Example: Lamb to the Slaughter by Roald Dahl (https://lewebpedagogique.com/anglais/wp-content/blogs.dir/16/files/lamb-to-the-slaughter.pdf)
3. Any award winning short film can be shown. Even animated ones can be included.

UNIT III   CONNECTING PEOPLE   9

Reading – Biographies & Interviews of Achievers – Writing – Dialogue writing – Summarising – Grammar – Wh questions – Indirect questions – Question tags – Vocabulary – British / American Vocabulary – Listening & Watching radio / TV / online interviews – Listening for specific information – Watching talk shows - Speaking - Pronunciation - Stress & Intonation –Roleplay– Interview with people of interest

Suggested Readings:

1. Interviews from Print Media
   Example: Interview with Christopher Nolan in Time Magazine
   http://time.com/4864049/dunkirk-christopher-nolan-interview/

2. IamMalala: The Girl Who Stood Up for Education and was Shot by Taliban
   By MalalaYousafzai& Christina Lamb, Weidenfeld& Nicolson: 2016, Great Britain.
   Abrided Edition
3. Watching any talk show to get a different kind of interview

UNIT IV   READING BETWEEN LINES   9

Reading - Interpreting Graphs, Tables & Charts –Inferring messages from print & electronic advertisements– Writing - Channel conversion - interpreting data from tables, charts to verbal form– Analytical writing about advertisements –Grammar - Subject-verb agreement - Cohesive devices - Sequence words – Vocabulary - Collocations – Listening – Listening to Radio advertisements – Watching TV Advertisements– Listening for details – Speaking– Persuasive speech - Advertising a product

Suggested Readings / viewings:
1. Print Advertisements taken from newspapers & magazines
2. Advertisements from Electronic Media for analysis & discussion
3. Tables & Charts from Newspaper reports for interpretation & inference

UNIT V   REPORTING IN MEDIA   9

Reading - News report on social issues - Notices - Social media posts on issues –Writing - Letter to Editor - Complaint letter – Writing news reports –Grammar - Tenses –Future &Perfect tenses - Reported speech - Cause & effect –Vocabulary – Media related Acronyms & Abbreviations- Listening –Radio reports - Telephone conversation - Watching documentaries on social issues – Speaking – Conversation - Telephone Conversation –Formal conversation - Making an enquiry or complaint.

Suggested Readings / viewings:
1. Any news articles on topical social issues
   Example:
   https://www.sciencedaily.com/news/science_society/social_issues/
2. Notices / Handouts taken from authentic contexts

                                                                TOTAL: 45 PERIODS

Teaching Methods

Lectures, Assignments, Discussions, Use of audio visual materials, Group activities, role play

Evaluation Internal and External
- **Internal (50% weightage)**
  - 2 Written Tests with Assignment component in each (40 + 10)
- **External: A 3 hour written exam (50% weightage)**

OUTCOMES

On completion of this course, learners would have developed:
- The ability to use oral and written communication effectively in media industry
- The capacity to interpret and analyse different forms of authentic media texts
- The ability to write based on audience, research and revision
- Creative and Critical thinking skills with a capacity for independent thought and judgement
- Student can critically analyse the Advertisements from Electronic Media
- Students can effectively communicate the complex issues to society.

REFERENCES

1. Chauhan, Gajendra Singh. *Language, Media and Society*. India: Rawat, 2009
2. Jhally, Sut. "Image-Based Culture: Advertising and Popular Culture." In *The World and I.* Washington, D.C.: Washington Times Corp., 1990.
3. Marries, Paul and Sue Thornham (ed.) *Media studies: A Reader.* London: Edinburg University, 2005
4. Redish, Janice (Ginny). *Letting Go of the Words: Writing Web Content that Works.*London: Morgan Kaufmann / Elsevier, 2007.
5. Veszelszki, Agnes. *Digilect: The Impact of Infocommunication Technology on Language.* Hungary: De Gruyter Saur, 2017

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5101   **COMPUTER GRAPHICS**   **L T P C**
                                                                          3 0 0 3

OBJECTIVES
- To learn the basics of graphics using basic design principles
- To learn the theories of design and to enable the students to critique and give valuable inputs to design collaborations.
- To understand the typography and colour
- Enable to students to practically implement the theories of design via digital design tools.
- To understand the basic of the computer design.

UNIT I   CORE PRINCINPLES OF GRAPHIC DESIGN   9
Learning the five core principles of design, understanding visual style, contemporary aesthetic, Grid and design philosophy, design and reflexivity, design anarchy, dematerialization of screen space, symmetry and asymmetry, applying the graphic design principles in real-world projects like creating logos, marketing materials, and other design projects.

UNIT II   THE CREATIVE PROCESS   9
Mapping, understanding the brief, Principles of design – Unity, Space, Hierarchy, Balance, Contrast, Scale, Dominance and similarity. Gestalt theory – Similarity, Continuation, Closure, Proximity, Figure/Ground, Symmetry and Order. Element of design - Line, Shape, Negative/white space, Volume, Value, Colour, Texture. Doing research, ideation and conceptualization.

UNIT III   LAYOUT AND COMPOSITION   9
Margins, Focus point, Leading lines, Scale and hierarchy, Balancing out elements, Complement elements, Contrast, Repetition, Rule of thirds, Rule of odd, The golden ratio, using grids while designing, designing to scale, rulers, visual hierarchy and placing of elements according to the brief.

UNIT IV   TYPOGRAPHY AND COLOUR   9
Colour Choices, Applied colour, colour and the emotions, colour theory, Newton's theory of colour, colour perception, colour harmonies, Colour function and cognition, RGB and CMYK, printing and digital colours, colour association Type terminology, type anatomy, the categories of type, the history of type, prominent typographic projects, Type measurement. Colour components, monochrome and temperature, Font size, Kerning, Serif and san serif uses,

UNIT V   UNDERSTANDING IMAGE   9
Image correction – Monochromatic, Complementary, Analogues, Triadic, Neutralizing and matching, exposure fixes, Colour fixes, look and mood, using LUTs. Tools overview, basic retouching of images, colour correcting images, Patching, perspectives, ratio and proportion
                                                                          TOTAL: 45 PERIODS

OUTCOMES
- Enable students to practically implement the theories of design via digital design tools like Photoshop, Illustrator and InDesign
- Students will understand the basic difference for the layout of print and the web.
- Students will understand the visual importance of the design
- Students able to understand the colour composition of the design
- Students will practically apply the design principles and design language to a layout
- Students will apply the basic LUT to the image.

REFERENCES
1. Norman Don, The Design of Everyday Things, Basic books, New York, 2017.
2. Josef Mülller- Brockmann, Grid Systems in Graphic Design, Antique Collectors Club, 2018.
3. Albers Josef, Interaction of Color, Yale University Press, 2013.
4. Samara Timothy , Making and breaking the grid: A layout design workshop, Rockport Publishers, 2018.
5. The elements of graphic design, Alex W. White, 2018.
6. Styles Cees W. de Jong ,Type: A Visual History of Typefaces and Graphic, 2017.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

DEVELOPMENT OF MEDIA L T P C
3 0 0 3

OBJECTIVES
- To know how different types of media evolved from the ancient period.
- To know the history and development of traditional media such as print, radio and TV.
- To understand the importance of the mass media.
- To understand the nature of New Media.
- To know the latest trends and developments in Mass Media.

UNIT I   TRADITIONAL MEDIA   9
Difference between Media and Mass Media; Conventional Forms of Media – signs, wood carving, Sound, drawings, sculptures; Folk Media – Songs, Street Drama, Puppet Shows etc.

UNIT II   PRINT MEDIA   9
History of print media; various types of print media, history of newspapers in India, reach, advantages and importance of print media. Newspapers and Magazins in the Digital age.

UNIT III   RADIO   9
Invention and Development of Radio medium, History of Radio Broadcasting inIndia, Radio Technology, AM and FM transmission, audience and reach, Formats of radio programmes.

UNIT IV   TELEVISION AND MOTION PICTURES   9
Television – origin and development in India, nature, scope, audience and functions of television; commercial and public service broadcasting; potential for future development, PrasarBharati Broadcasting Corporation, Formats of television programmes- Growth and development of Motion pictures.

UNIT V   NEW MEDIA   9
New Media – origin and development of Internet and mobile media, Growth and development of Internet communication in India , Nature and Scope of the new media, reach of online journalism, web TV, Podcasting, e - Publishing.

TOTAL: 45 PERIODS

OUTCOMES
- The students will acquire a thorough understanding of the history of mass media around the world.
- An in-depth knowledge of the development of mass media in India will be obtained.
- The students will understand the importance of the mass media.
- The students will understand the nature of New Media.
- The students will get to know the latest trends and developments in Mass Media.
- The students will get to know the recent developments in New Media.

REFERENCES
1. Kumar, Keval J, "Mass Communication in India", Jaico Publishing Co., 4th edition, 2014.
2. Poe MT. A History of Communications: Media and Society from the Evolution of Speech to the Internet. Cambridge University Press; 2010 .Napoli PM. Audience evolution: New technologies and the transformation of media audiences. Columbia University Press; 2011.
3. Sharma, J.K, „Media and Electronic Media – Implications for the future", Authors Press,New Delhi, 2003
4. Slater D. New media, development and globalization: making connections in the global South. John Wiley & Sons; 2014.
5. Sterin JC, Winston T. Mass media revolution. Routledge; 2017 .
6. Straubhar, Larose, "Media Now", Thomson Wordsworth, 4th Edition, 2004

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PRINCIPLES OF JOURNALISM   L T P C
                                                                      3 0 0 3

OBJECTIVES
- To be familiar with the various principles of journalism
- To make the students understand the different issues in journalism field
- To understand the journalism and its practices in India and International context
- To educate the different forms and genres of journalism
- To familiarize the trends in the journalism

UNIT I   HISTORY OF JOURNALISM   9
Definition of Journalism; Origin of Journalism and its earlier history – International, National and Regional level; Chronological developments in the journalism; Famous quotations; Leaders and Philosophers opinions; Earlier days news media- posters, newspapers.

UNIT II   PRINCIPLES AND FUNCTIONS OF JOURNALISM   9
Principles of journalism – Truth, Loyalty to citizens, Verifications, Independence, Monitoring power, Forum for public criticism and compromise, To make the significant interesting and relevant, Comprehensive and proportional, Exercise their personal conscience; accuracy and fairness; Functions – Inform, Educate, Interpret, Mold opinion, Enable decision making, Agent of change, Entertain; Purposes - Informed Citizenary, Informed Media, Focus on writing/reading on people's issues, Promotion of multi-perspective approach, Sociological context.

UNIT III   DIFFERENT FORMS & GENRES   9
Forms of Journalism – News, Reviews, Columns, Features, Editorial, Readertorial, Profile, Trend, Live-in, Analyses; Genres of Journalism - Advocacy journalism, Developmental Journalism, Community Journalism, Data Journalism, Citizen Journalism, Broadcast journalism Parachute journalism, Tabloid journalism, Yellow Journalism, Investigative Journalism, Fashion Journalism, Celebrity Journalism, Sports Journalism, Environmental Journalism.

UNIT IV   THEORETICAL APPROACHES & ETHICS   9
Duties and responsibilities of journalists; objectivity and subjectivity; Code of Ethics in Journalism; Ethical philosophies; Freedom of speech and expression with reasonable restrictions; press council guidelines; Social responsibility of the journalists; News for development; Defamation, Hate speech, Libel, Slander; Standards; Social responsibility theory, Agenda setting theory.

UNIT V   CONTEMPORARY TRENDS IN JOURNALISM   9
New trends – hybridized genres; Convergence – content & technology; Pluralism; Media ownership, Cross-Media ownership, Journalism as a business, Corporatization of journalism; Internal and external forces; Political influence; impact of WTO; Changes in Journalism Audiences; New technologies for journalism; Business Values, Journalism Apps.

                                                              TOTAL: 45 PERIODS
OUTCOMES
After this course the students will be able
- Understand the principles involved in journalism
- Students can write and make news articles for different media
- Students can understand the trends in journalism
- They can practice the journalism with ethical and legal binding
- Students can understand the ethics in the journalism
- Students can critically analyses the news

REFERENCES
1. B.N.Ahuja – S.S.Chhabra, 'Reporting ' , Surjeet Publication, 1995
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. D'Souza, "Hand book of Journalism", Anmol Publications, 2000.
4. H.M.Aggarwal, "Journalism in Practice", Reference press, 2005
5. N.C.Pant, "Modern Journalism" Kanishka Publishers, 2002
6. Paul Manning, News and News Sources , Sage Publications , 2004

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5104	SOUND AND ACOUSTICS	L T P C
		3 0 0 3

OBJECTIVES

- To make students aware of the basic principles of sound.
- To learn about sound designing.
- To impart knowledge on acoustics and psycho-acoustics.
- To get to know various functions of sound
- To understand the basics of studio management

UNIT I   PRINCIPLES OF SOUND   9

The Human Ear; Characteristics of Sound: Compression & Rarefaction -Velocity, Amplitude and Acoustical Phase - Loudness, Frequency and Human Hearing - Timbre and Sound Envelope – Physical types of microphones – microphone selection and use.

UNIT II   LISTENING SOUND   9

Educated Ear: Cognitive & Affective Information - Analytical & Critical Listening; Sound's Dynamic Range; Acoustics & Psycho Acoustics of Sound: Binaural Hearing - Mono & Stereo effects - Direct & Reflected Sound - Reverberation & Echo.

UNIT III   DESIGNING SOUND   9

The roles & responsibilities of a sound designer - Elements of Sound - Perception of various sounds. The steps involved in designing sound - Functions of Sound with respect to Dialogue – Sound aesthetics.

UNIT IV   FUNCTIONS OF SOUND   9

Function of Sound with respect to Picture - Functions of Sound with respect to Special Effects - Functions of Sound with respect to Music – Special effects and its functions; dubbing; creative usage of sound.

UNIT V   STUDIO MANAGEMENT   9

Studio and live mixing speech - Studio Management: Equipment Management - Transmission & Reception - Studio Operations - Studio Layout & Design - The Sound Control Room - The Sound Recording Room; Station Management

TOTAL: 45 PERIODS

OUTCOMES

- The students will be able to make use of sound in different dimensions.
- The students will be designing innovative special effects and music.
- The students will be able to have control over the sound recorded inside the studio.
- The students will get introduced to various functions of sound
- The students will understand the basics of studio management
- The students will be able to understand the creative usage of sound.

REFERENCES

1. Carl Hausmanm and Philip Benoit "Announcing, Broadcasting, Communicating Today, Thomson, 2004.
2. Carole Fleming "The Radio Handbook" 2nd Edition Routledge,2002
3. David Miles Huber "Modern Recording Techniques" 5th Edition Focal Press,2001
4. Francis Rumsey and Tim Mc Cormick "Sound and Recording: Applications and theory" 7th edition. Routlege, 2014.
5. Jan Maes and March Vereammen "Digital Audio Technology", 4th Edition Focal   Press,2001
6. Tomlinson Holman "Sound for film and television" 3rd edition Routledge, 2010.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

ENGLISH LAB I **L T P C**
0 0 4 2

COURSE DESCRIPTION
This course complements the theory course English for Media. Learners get to practice the skills they learn in their theory class. The focus is given more to the listening and speaking component. The reading and writing skills used in this course is to assist in the productive skills.
Each unit has designed for task based activities. The assessment is also more practical than theoretical.

OBJECTIVES
- To teach students basics of spoken discourse
- To enable learners to converse confidently, fluently and effectively in English
- To teach students to use literary and rhetoric devices while designing advertisements
- To learn to report objectively of events and incidents

UNIT I   FEATURES OF SPEECH   12
Difference between spoken & written discourse – Features of speech – fragmentation – non-fluency features like pause, repetition, hesitation etc. – Ellipsis – Deixis – Fronting/ Tails – Prosody – Intonation, Rhythm, Pitch, Pace – Stress

UNIT II   NARRATIVES   12
Listening to talks, Narratives from Radio / TV / Online media –Narrating skills – Exposition and explanation narration – Descriptive language – Simplicity in language – Clarity – Purpose – Retelling – Order of events - Narrating personal experience – anecdotes – jokes.

UNIT III   CONVERSATION SKILLS   12
Listening to different types of conversation – formal – informal – Media interviews – Watch conversing scenes from TV / Movie –Transaction & Interaction in speaking – Small talk – Role play – Face-to-face – Telephone conversation – Turn taking – Turn giving

UNIT IV   ADVERTISING   12
Interpreting visual content – Connotation – Use of Alliteration – Rhetorical devices in advertisements – Literary devices in Ads –Creating a poster for social issue – Radio / TV advertisement for a product

UNIT V   REPORTING   12
Watching News reports – Documentaries – Subjective v Objective reporting – Empathetic reporting – Visual tools for reporting - Reporting an event / accident for Radio / TV – Organizing an event

TOTAL: 60 PERIODS

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

Assessment: Internals	100 marks
Listening Test (Individual Activity)	20 marks
Speaking Test	
Conversation (Pair Activity)	20 marks
Newspaper (Group Activity)	30 marks
Portfolio (Individual Activity)	30 marks

Assessment Details:
Group Newspaper – Digital / Hard copy
Conversation – Formal or informal conversation for a given situation
Portfolio – Each portfolio should contain minimum of five items. The marks are evenly distributed for these five items (6 marks each)
Each student should make a portfolio consisting of:
(1) A Poster on social awareness
(2) A Letter to Editor on topical issues
(3) A News report on interesting issue
(4) Creative writing – poem / story / article / advt / etc.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

(5) A short print / radio interview conducted with a person of interest. A transcript should be provided for radio interview.

LEARNING OUTCOMES

By the end of the course, students would have learnt
- To use language effectively to communicate and converse with others
- To employ appropriate language in advertisements and reports
- To narrate their experiences fluently in English

REFERENCES

1. Goddard, Angela. The Language of Advertising (Intertext).London: Routledge, 2002
2. Turkle, Sherry. Reclaiming Conversation: The Power of Talk in a Digital Age. London: Penguin Press, 2015.

XM5111	COMPUTER GRAPHICS LAB	L T P C
		0 0 4 2

OBJECTIVES
- To introduce the basic concepts of working with the software
- To learn about image manipulation, web graphics and basic 2D animation.
- To understand concept of logo design
- To design the report for newspaper
- To understand the info graphics

UNIT I   BASICS OF GRAPHICS   12

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

UNIT II   IMAGE EDITING   12

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

UNIT III   LAYOUT AND COMPOSITION   12

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

UNIT IV   INFOGRAPHICS   12

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

UNIT V   PRACTICALS   12

Training in the computer lab on Photoshop, Indesign and Illustrator to

1. Create Logos with shapes and effects
2. Createdifferent Print collaterals using computer graphics tools
    (Visiting card, Letter Head, Brochure, Pamphlets, Danglers, Leaflets, Posters, Book Cover, CD cover, greeting card and other printing materials etc.)
3. Product cover design
4. Package cover Designing
5. Designing an Invitation
6. Editing Photographs with effects and color correction
7. Collage works with photographs
8. Developing graphic Backgrounds and Layouts
9. Designing 3D buttons, Menus
10. Designing a Web Page

25

11. Creating and designing Newsletter
12. Designing a Calendar
Designing a Print Advertisement for Newspapers and Magazine

TOTAL: 60 PERIODS

OUTCOMES
- Students will be trained in order to work with multimedia software
- Students will create the layout of logos, webpages on their own in different software
- Students will work with multiple platforms to create design
- Students will understand the importance of color through color correcting multiple number of images
- Students will understand the importance of structural creation of logo
- Student will create infographics, newsletter design

REFERENCES
1. Bailey E. Photoshop: Photoshop for Photographers The Ultimate Guide for beginners to learn Adobe Photoshop the easy way!. Create Space Independent Publishing Platform; 2016.
2. Chelius C, Schwartz R. Learn Adobe Illustrator CC for Graphic Design and Illustration: Adobe Certified Associate Exam Preparation. Peachpit Press; 2018.
3. Evening M. Adobe Photoshop CC for Photographers 2018: a Professional Image Editors Guide to the Creative Use of Photoshop for the Macintosh and PC. Taylor & Francis; 2018.
4. Geisen N. Photoshop for beginners: learn the basics of Photoshop in under 10 hours! United States: Create Space Independent Publishing Platform; 2016.
5. Obermeier B, Padova T. Photoshop Elements 2019 for Dummies. For Dummies; 2018.
6. Schwartz R. Learn Adobe Photoshop CC for Visual Communication: Adobe Certified Associate Exam Preparation. Peachpit Press; 2018.

XM5112	DRAWING LAB – I	L T P C
		0 0 4 2

OBJECTIVES
- To engage in the creative process or interpretive performance required for the visual artist.
- Understanding of how line can be used to describe, model, or translate all of visual reality.
- To make them understand the principles of art
- To introduce them the basics of logo designing
- To make them aware of different styles of painting

UNIT I   INTRODUCTION   12
The elements of art **-** Line – Horizontal, Vertical, Diagonal/Slanting, Zigzag, and curve Shape & Form – Geometric (Square, Circle, Triangle, Rectangle, and oval); and Organic (Free form), Space – Distance between, around, above, below and within things.

UNIT II   THE PRINCIPLES OF ART   12
Balance – Formal, Informal and Radial, Variety – Combining one or more elements to create interest by adding slight changes, Harmony – Blending elements, Emphasis – Stand out, Contrast, Proportion - Relationship between two or more objects, Movement – Viewer's eye throughout the work, Rhythm – Repeating an element to suggest vibration, pattern, Unity – Completeness

UNIT III   COLOUR LETTERING AND LOGO DESIGNING   12
Definition, Hue, Saturation and Brightness, Historical background, Additive and Subtractive colours, Theory of Colours, Colour wheel, Warm and Cool colours, Primary, Secondary and Tertiary Colours and the right combination of these colours for various purpose. Colour Symbolism and Psychology. Use of Colours in Painting, Printing, Creative Production - Practice in different colour mediums and air brush. Lettering and Logo styles, Communication symbols - Story Boarding and Public service communication through art work and paintings.

UNIT IV   COMPOSITION, PERSPECTIVE AND STRUCTURAL LINES   12

Composition, Light and shade drawing, Introduction to Chairoscuro. Principle of perspectives- Linear Perspective, Vanishing Point Perspective, One, two and three point perspective, Lines and different strokes using different pencils and brushes, Cartoons, Caricature, Scale drawing. Practice of Birds, Animals and Human forms, Portraits and Self-portrait.

UNIT V   PAINTING   12

Pencil- Water proof Ink & Transparent photo colour – Rendering, Water Colour – Still life, Leaves, Flower and Landscape painting, Outdoor painting, Basics of acrylic and pastels

LIST OF EXERCISES
1. Lines to express emotions
2. Forms and structure of basic geometrical shapes.
3. Patterns and Structures in day to day life.
4. Principles of perspectives/composition/light shade.
5. Birds/Animals /Human forms.
6. Pencil sketching.
7. Illustrations.
8. Lettering.
9. Logo design.
10. Symbols.
11. Scale Drawing.
12. Cartoons.
13. Poster/Water colour.
14. Pastel/Charcoal/Acrylic/Oil Painting.
15. Colour wheel.

TOTAL: 60 PERIODS

OUTCOMES
- Students will complete drawings that work the basic principles of one and 2-point perspective or linear perspective.
- Students will understand the vocabulary which relates to each of the major Elements of Art, line, shape, value, color, and texture.
- The students will understand the principles of art
- The students will get to know the basics of logo designing
- The students will be aware of different styles of painting
- Students can visualize and try landscape drawing and painting

REFERENCES
1. Claire Watson Garcia, Drawing for the Absolute and Utter Beginner, Watson-Guptill, 2018.
2. Luca Botturi, Todd Stubbs,Hand book of Visual Languages for Instructional Design: Theories and Practices , Idea Group,2008
3. Mark Crilley, The Drawing lesson, Random House, 2016.
4. MilindMulick–Jyotsna Prakashan,WaterColour, Pune,2001
5. Raviraj, A Grammar Book of ART & DESIGN , NewCentury Book House Pvt Ltd, Chennai,2008
6. Wilbert Verhest, Sculpture Tool Materials and Techniques, Prentice Hall,2006

HS5201   **ENGLISH FOR MEDIA II**   **L T P C**
                                                                          3 0 0 3

Course Description

English for Media II course is designed for learners who make a career in media. This explores the way language is manipulated in different media. Rhetoric functions across media are discussed in detail in the course. In this course, the focus is more on higher order skills in journalism and media. Analytical and Evaluative skills are given importance in this course. This course explores the properties of non-sequential, multi-linear, and interactive forms of narratives as they have evolved from print to digital media. Each unit is built around four language skills and grammar & vocabulary.

OBJECTIVES
- To develop narrating skills across media
- To analyse authentic texts of media and infer their meanings
- To analyse various stereotypes in media
- To develop language skills that can be applied in real life situations

UNIT I   ANIMATION MEDIA   9
Reading – News articles on Animation stories / Movies / fairy tales / Super heroes – Reading Comics – Graphic novels – Inferring underlying message - Writing – Writing speech bubbles - Descriptive writing – Plot & Character – Grammar – Cohesive devices – Conjunctions - Vocabulary – Synonyms – Listening – Listening to fairy tale stories – Viewing – Animation movies – Cartoons – Speaking – Group discussion on linguistic stereotypes in fairy tales & animation movies

Suggested Reading / Viewing
1. News articles on animation / comics / super heroes etc.
   Example:
   https://www.nyfa.edu/student-resources/quick-history-animation/
2. One episode from any cartoon / manga series to watch
   Example: Death Note – Japanese manga series

UNIT II   TRANS MEDIA STORY TELLING   9
Reading – Novella – Viewing – Adaptations from Print to Electronic medium – Analysing the story telling style – Writing – Summarising - Comparing & Contrasting essay – Scripting from a short story for radio / TV – Grammar - Comparative adjectives – Editing – Vocabulary - Idioms – Listening – Listening to Story podcasts – radio play – Watching – TV play - Speaking - Narrating a story to different media – Stress & Intonation.

Suggested Reading
1. Reading any suitable short story and watching its adaptation in movie version.
   Example:
   Ryunosuke Akutagawa's "In a Grove" (short story)
   https://mrdylitcirclestories.files.wordpress.com/2010/09/in-a-grove.pdf
   Adapted as a Japanese movie - Rashomon
2. Listening to a play / story podcasts
   Example:
   https://www.bbc.co.uk/programmes/b04xxp0g/episodes/player

UNIT III   DIGITAL MEDIA   9
Reading – Blogs – Social media posts - Memes – Website – Writing – Content writing - Politically correct social media posts – Applying critical thinking & Analysing a website / memes – Netiquette – Dos & Donts in social media – Digilect – Grammar – Imperatives – Conditionals – Vocabulary – Phrasal verbs – Listening – Listening to gadget / App reviews – TED talks – Speaking – Conversation – Making an enquiry / complaint – Face to face / Telephone

Suggested Reading
1. Website for Evaluative Reading
2. Sample Memes / Blog or SM posts for Analysis

UNIT IV   REPRESENTATION IN MEDIA   9
Reading – Films as authentic texts – Inference from visual narratives - Race, Gender stereotype and cultural representation in media – Writing – Subtitling – Discursive essays – Grammar – coherence and cohesion – Active and passive voice – Vocabulary – Affixes – Sentence completion – Listening / Viewing – Foreign films – Speaking - Analysing the cultural representation in movies / TV series – Presentation on culture and gender in media.

Suggested Reading / Viewing:
1. Selections, *Unspeakable Images: Ethnicity and the American Cinema.* Edited by Lester Friedman. Chicago: University of Illinois Press, 1991.

2. Any translated short story to understand the original culture
   Example: Leo Tolstoy's Short stories or Indian regional short stories translated in English

UNIT V   PROFESSIONAL MEDIA   9

Reading – Reading about varied media careers - Company profiles – Job advertisements in print & online media - Writing – Job application with CV – Digital CV – Video CV – Portfolio – Grammar – Error correction – Vocabulary – One word substitution - Listening – Job interviews – Telephonic interviews – Watching mock interviews & digital CVs – Speaking – Role play – Job interview – Creating digital CV

Suggested Reading / Viewing
> Interview Scenes from movies / TV series / samples
> News articles on Employability skills

TOTAL: 45 PERIODS

Teaching Methods
Lectures, Seminars, Discussions, Use of audio visual materials

Evaluation Internal and External
- **Internal (50% weightage)**
  - 2 Written Tests with Assignment component in each (40 + 10)
- **External: A 3 hour written exam (50% weightage)**

LEARNING OUTCOMES
On completion of this course, learners would have developed:
- Narrative skills across various media
- An awareness about different stereotypes in media
- Analytical skills that can be applied in picture / book / movie interpretation
- Language skills that will help them utilise in real world situations.

REFERENCES
1. Andrew, Dudley. "Adaptation." In Concepts in Film Theory. New York: Oxford, Pp.96-106. 1984.
2. Chauhan, Gajendra Singh. *Language, Media and Society*. India: Rawat, 2009.
3. Durant, Alan and Marina Lambrou. Language and Media: a resource book for students. London: Routledge, 2013.
4. Redish, Janice (Ginny). *Letting Go of the Words: Writing Web Content that Works.*London: Morgan Kaufmann / Elsevier, 2007.
5. Veszelszki, Agnes. *Digilect: The Impact of Infocommunication Technology on Language.* Hungary: De Gruyter Saur, 2017.

XM5201   CRITICALTHINKING AND CREATIVITY   L T P C
                                                                        3 0 0 3
OBJECTIVES
- To help students understand key concepts in critical thinking and creativity.
- To improve students' metacognitive understanding of creativity.
- To enhance the creative skills & abilities of students by introducing various creativity techniques.
- To develop an ability to look at a problem critically and use creative thinking to determine the methods for solving the problem.
- To learn the application of various thinking techniques for developing media strategy.

UNIT I FUNDAMENTALS OF CRITICAL THINKING   9
Critical Thinking Definition - The value of paying attention – Perception & the brain – Building strong arguments- Constructing Knowledge – Deciphering Truth- Issues & Evidence – Media & its Influence.

UNIT II CRITICAL THINKING APPROACHES   9
The Six Types of Socratic Questions - Phases of Critical Thinking - Critical Thinking Skills- Six hats - critical thinking and cognitive development, logic, and emotionality, role of cognitive dissonance in fostering critical thought – Solving problems with applied critical thought processes - Critical Thinking in Globalized World

UNIT III INTRODUCTION TO CREATIVITY   9
Creativity Definition –The concept of creativity – Historical Background –An introduction to the psychological study of creativity - theories of creativity - the processes of creativity - characteristics of creative people - blocks to creativity - the motivation to create - Promoting and inhibiting creativity – socio-cultural influences on creativity - Creativity & Innovation – disruptive innovations-open innovations

UNIT IV LEARNING AND ENHANCING CREATIVITY SKILLS   9
Different Approaches, their strengths and weaknesses –– Thinking styles and strategies –The creative Process – creative thinking tools for solving problems - Brainstorming - Lateral Thinking - Random Input - Analogy Techniques - Mind Mapping – scamper- Storyboarding - Lotus Blossom Technique - Assumption Smashing - Escapism Technique - Idea Checklist

UNIT V CRITICAL THINKING & CREATIVITY IN PRACTICE   9
Creativity in media organizational settings - Cross Cultural Issues in Creativity and Critical Thinking - Applying critical and creative principles in effective communication design for various media - Case studies of effective media campaigns-best practices.

TOTAL: 45 PERIODS

OUTCOMES
- Students will gain knowledge on the usage of creative thinking methods, tools and techniques to generate ideas and solve problems.
- Students will be able to design multiple divergent solutions to a problem, develop and explore risky or controversial ideas
- Students will understand the roles of skills, experience, motivation and culture in a creative effort.
- Students will be exposed to barriers to creativity and various approaches for overcoming these.
- Students will be able to understand the importance of creativity and innovations at work.
- Students will gain knowledge on the theories of creativity.
- The students will be able to develop an effective media message strategy for solving problems and issues in society.

REFERENCES
1. De Bono Edward -How to Have Creative Ideas: 62 exercises to develop the mind, Penguin India, 2007
2. Hughes W, Lavery J. - Critical Thinking: An Introduction to the Basic Skills-Broadview Press; Canada 2015
3. Kaufman C. James - The Cambridge Handbook of Creativity (Cambridge Handbooks in Psychology), University of Cambridge, U.K , 2016
4. Lau J. Y. F. - An Introduction to Critical Thinking and Creativity: Think More, Think Better, Wiley London, 2011.
5. Morrow R David, Weston Anthony - A Workbook for Arguments: A Complete course on Critical thinking, Hackett Publishing , 2011
6. Ruggiero Vincent R, - The Art of Thinking: A Guide to Critical and Creative Thinking, Longman Publishing Group, London, 2011.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OBJECTIVES
- To throw light on the theories of communication
- To deal in depth the models of communication
- To provide an account of the theories of the press
- To ascertain the functions and state of media in India
- To understand the western and eastern perspectives of the communication theories
- To learn the evaluation of communication theories

UNIT I   COMMUNICATION   9
Nature and process of communication, functions of communication, kinds of mass communication;
Brief History of Theories and Models.

UNIT II   MODELS OF COMMUNICATION   9
Models of communication; SMCR, Shannon and Weaver, Lasswell, Osgood, Dance, Schramm,
Gerbener and Newcomb; Need of communication models and their importance.

UNIT III   THEORIES OF COMMUNICATION   9
Theories of communication: Magic bullet theory, Spiral of silence theory, Cultivation theory, Uses
and gratifications theory, Agenda setting theory, Information, Communication and
Entertainment/Education (ICE) and the resultant implications, gate keepers. Social learning theory-
Uncertainty reduction theory-Social cognitive theory- Protection motivation theory-Health belief
model.

UNIT IV   THEORIES AND RESPONSIBILITY OF MEDIA   9
Theories of press: Authoritarian, Libertarian, Social responsibility and Soviet Communist theories,
Social systems and media responsibility, Issues of monopoly and ownership patterns of mass
media in India. Media dependency Theory - Stephenson's Play Theory - Modeling Behaviour
Theory - Stalagmite Theories - Cognitive Dissonance Theory, Media & Violence.

UNIT V   COMPARATIVE THEORIES   9
Indian communication theories; Western and Eastern Perspectives – Differences – Western
Theories in the Indian Context – Asian and Indian Models – Concept of Sadaranikaran –
Sahridayas. Evolution of Communication Theories in developing countries – Alternative
Communications – A Comparison of Latin American and Indian Experiences – Participatory.

TOTAL: 45 PERIODS

OUTCOMES
- Students would be provided a sound knowledge in theories of media and theories of press.
- An in-depth understanding of the models of communication would be acquired.
- Students will understand the responsibility of media
- This course enriches them to nature and process of communication
- Students will learn the responsibility of media theories in the society.
- Students will learn and compare the communication theories and its implications across the world in different perspectives.

REFERENCES
1. Berger, Arthur Asa, "Essentials of Mass Communication" Sage Publication, 2000
2. Mattelart A, Mattelart M. Theories of communication: A short introduction. Sage; 1998.
3. McGraw-Hill. Boston, MA:Mcquail, Dennis, "Mass Communication Theories" 4th edition. Sage Publication, 2000
4. Mortsen, David C, 'Communication Theory', Transaction Publishers, 2008
5. Watson, James, 'Media Communication-An Introduction to theory and process, Palgrave, 2006
6. West, R., & Turner, L. H. Introducing communication theory: Analysis and application.(2nd ed.), 2004.
7. Keval J. Kumar, Mass Communication in India, Jaico publishing, 57th edition, 2018.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

　　　　　　　　　　　RADIO PRODUCTION　　　　　　　　　　**L T P C**
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　3 0 0 3

OBJECTIVES

- To make students aware of the characteristics of radio medium.
- To learn about radio programming formats and its production.
- To impart knowledge on radio production management.
- To provide a clear understanding of radio studio set-up.
- To make the students aware of the innovative developments in radio communication.

UNIT I　　　INTRODUCTION TO RADIO MEDIUM　　　　　　　　　　9

Introduction to radio as a mass medium – Radio in today's Media Scenario – Types of broadcasting: Private and Public- Nature and characteristics of Radio medium –Advantages of the radio medium, Technologies used in Radio broadcasting and reception: AM, FM, DAB, Satellite, DTH, Internet and Mobile, Radio for development, education and entertainment.

UNIT II　　　RADIO PROGRAMMING FORMATS　　　　　　　　　　9

Writing for radio – language and grammar, types of scripts; script formats;, Radio programme formats: Radio Talk, Radio News, Actualities in radio, Radio Interview, Radio Vox pop, Running Commentary, Music, Radio Drama, Radio Documentary, Radio Feature, Docudrama, Phone-in, Discussion, Game Show, Quiz, Situational Comedy, Radio Magazine, Jingles, Special Audience Programmes: Homogeneous and heterogeneous audience

UNIT III　　　RADIO STUDIO SET-UP　　　　　　　　　　9

Studio layout, The studio desk, mixer, control panel, console, Digital mixers, Studio Software, recording formats, Digital audio workstation, Editing Principles, Microphones, Stereo, Dealing with equipment faults. Researching for radio: History of Audience Research, Research in India, Role and Functions of Listeners' Wing of the All India Radio, Audience Evaluation, Personal Meters, Research panels, Questionnaires, Written programme response, Web analytics.

UNIT IV　　　PRODUCTION MANAGEMENT　　　　　　　　　　9

Three phases of production: Pre-production, Production and Post-production; Functionaries of Radio, Administration Wing, Programming Wing, Technical Wing, Hierarchy in radio stations-Management of personnel, Qualities of a Radio Producer, Qualities of a Radio Jockey -; Financial and Technical resources; Budgetary planning – control - Direct and Indirect costs; Radio advertising: tariff.

UNIT V　　　INNOVATIVE DEVELOPMENTS IN RADIO COMMUNICATION　　　9

Developments in Field Programme Production and Live Programme Production - latest audio recording software; Radio as a tool of development – Radio and popular culture - Interactive broadcasting - educational broadcasting – Media convergence - Future of Radio: FM Revolution in India, Campus Radio; Amateur Radio/Ham Radio, Internet Radio, Community Radio: Concept, guidelines and Importance.

　　　　　　　　　　　　　　　　　　　　　　　　　　TOTAL: 45 PERIODS

OUTCOMES

- The students will come to know the difference between the features of radio and other media
- The students will be able to write scripts for radio programmes
- The students will have an understanding on presentation techniques and radio production management.
- The students will understand the set-up of radio studio.
- The students will be aware of the innovative developments in radio communication
- The students will understand the principles involved in producing various formats.

REFERENCES

1. Hausman C, Messere F, O'Donnell LB, Benoit P. Modern Radio Production: Production Programming & Performance. Cengage Learning; 2012.
2. McLeish R. Radio production. Focal Press; 2012
3. Michele Hilmes and Jason Lovigilio, (eds)., Radio Reader: Essays in the Cultural History of Radio (Routledge, 2002).
4. Moylan W. The art of recording: Understanding and crafting the mix. Focal Press; 2012

5. Neelamalar M. Radio Programme Production. PHI Learning Pvt. Ltd.; 2018.
6. Pavarala V, Malik KK. Other voices: The struggle for community radio in India. SAGE Publications India; 2007.

XM5204	PROGRAMMING IN C	L T P C
		3 0 0 3

OBJECTIVES
- To get familiarize with the basic terminologies used in computer programming.
- To introduce the basics of programming in C Language.
- To acquaint with the techniques to implement algorithms efficiently in a programming language
- To describe how to write Programs using functions, arrays, structures and files.

UNIT I   INTRODUCTION TO C PROGRAMMING   9
Introduction to programming; Stage involved in software development, Algorithms and Flowcharts, History of C Language; Importance of C, Constants, Variables and Data Types; Operators and Expressions;   Managing Inputs and Output: reading and writing a character, formatted input/output.

UNIT II   STATEMENTS AND FUNCTIONS   9
Decision Making and Branching: If statement and Switch Statement, Looping: while, do..while and for loops, Pre-defined Functions, User-defined Functions, Elements of a user defined function: Declaration, Definition and Calling a function, Return values and their types, Nesting a function, Scope of a variable: Local and Global Variables.

UNIT III   ARRAYS   9
Single Dimension Array, Two Dimension Array, and Multi-dimension Array, Handling of Character Arrays, Strings and String functions and other Library Functions, User defined Functions - call by reference and call by value, Recursion, Passing Arrays to functions, Passing Strings to functions.

UNIT IV   POINTERS AND STRUCTURES   9
Pointers: accessing the address of a variable, declaring and initialization of pointer variables, accessing a variable through its pointer, pointer to pointer, Array of Pointers, Pointers to Arrays. Structures – Defining, declaring and accessing, Structure Initialization, Array of Structures, Arrays within Structures, Structures within Structures, Structures and Functions, Unions.

UNIT V   DATA FILES AND GRAPHICS   9
File Operations: Opening a File, file opening modes, Reading, writing and appending the contents in a file, graphics in C: changing the text mode to graphics mode, Drawing shapes, Types of pens, Types of Brushes, Freehand Drawing, the paintbrush style, Capturing the mouse, displaying a bitmap, C graphics functions and creating few animations.

TOTAL : 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Develop algorithms for programming problems
- Understands the way in which programming language works.
- Able to implement, test and debug programs in C
- Efficiently write C programs using Arrays, functions, Structures and Files.
- Work with graphics in C Language.

REFERENCES
1. Ashok.N.Kamthane,"Computer Programming", Pearson Education, 2012.
2. E. Balagurusamy, "Programming in ANSI C", Tata McGraw Hill Education Pvt. Ltd, 2012.
3. Ivor Horton, Beginning C: From Novice to Professional, Apress, 2007.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

4. Kernighan,B.W and Ritchie,D.M, "The C Programming language", Second Edition, Pearson Education, 2006
5. PradipDey, ManasGhosh, "Fundamentals of Computing and Programming in C", Oxford University Press, 2005.
6. YashavantKanetkar, "Let us C", Eighth Edition, Infinity Science Press, 2008.

HS5211   **ENGLISH LAB II**   L T P C
                                                                          0 0 4 2

COURSE DESCRIPTION

This course complements the theory course English for Media. Learners get to practice the skills they learn in their theory class. The focus is given more to the listening and speaking component. The reading and writing skills used in this course is to assist in the productive skills.

Each unit has designed for task based activities. The assessment is also more practical than theoretical.

OBJECTIVES

* To teach students basics of spoken discourse
* To enable learners to converse confidently, fluently and effectively in English
* To teach students to use literary and rhetoric devices while designing advertisements
* To learn to report objectively of events and incidents

UNIT I   DISCOURSE FUNCTIONS   15

Discourse functions in Media – Describing, Defining, Narrating, comparing and contrasting, Explaining, Analysing, Evaluating – Inferring and decoding messages in Animation & cartoons etc – Group discussion

UNIT II   STORY TELLING   15

Listening to story podcast – Watching a web series / TV show / movies – Video comprehension developing audio visual receptive skills to infer meaning from context - Creating voice overs – Oral story telling – Developing a story and enacting it.

UNIT III   COGNITIVE FUNCTION   15

Listening to complaints & responding – Direct & Telephone – Describing a problem or issue - Giving step by step instructions in solving an issue –– Critical thinking – Lateral Thinking - Problem solving activities – Case study

UNIT IV   INTERPRETING MOVIES   15

Watching movies and interpreting the underlying messages – Gender & other stereotype images in movies – Cultural representation in entertainment media –Analysing any movie of interest

UNIT V   EMPLOYABILITY SKILLS   15

Watching Interviews – Group discussion – Lectures – Discussion skills – Co-coordinating skills – Group Management skills – Persuasive Talk – Interpersonal skills – Presentation – Data – Organization – Non verbal communication – Paralinguistic features – Proxemics – Haptics – Gestures – Answering questions

TOTAL: 60 PERIODS

OUTCOMES

By the end of the course, students would have learnt
* To use language effectively to communicate and converse with others
* To employ appropriate language in advertisements and reports
* To narrate their experiences fluently in English

REFERENCES
1. Goddard, Angela. *The Language of Advertising (Intertext).*London: Routledge, 2002
2. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age.* London: Penguin Press, 2015.

XM5211	RADIO PRODUCTION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To make students aware of the script writing.
- To learn about radio production by producing different radio genres.
- To impart practical knowledge on radio programme production.
- To provide a clear understanding of radio studio set-up.
- To make the students aware of the developments in radio programme production

UNIT I 12
Practical exposure to the radio station's organizational structure, functions and management – Hands-on training: microphones, console, recording and editing software

UNIT II 12
Developing the concept - Script writing for various programme genres – Production of different radio formats such as Radio Jingles, Radio Plays, Radio Vox-Pops, Radio Actualities, Radio Documentaries, Radio Features, Radio Interviews, Radio News, Radio Discussion, Radio Drama,– Recording using audio software – The mix down – Editing – The final master.

UNIT III 12
Practising innovative presentation techniques – Application of infotainment/edutainment content in the existing formats — Production of special audience programmes – Working with musical instruments.

UNIT IV 12
Practising the managerial techniques in three phases of production: Pre production, production, post production – Budget planning and execution – Team work and personnel management – Analysis of existing formats - Promotion of radio programmes.

UNIT V 12
Production of interactive radio programmes – Application of different radio genres in educational and informational programmes – Field visit to community – Research on need based content - Producing campus/community based programmes.

TOTAL: 60 PERIODS

OUTCOMES
- The students will be able to write the scripts for various radio programmes.
- The students will be able to produce programmes for radio.
- The students will come to know the techniques of radio production management
- The students will get a clear understanding of radio studio set-up.
- The students will be aware of the latest developments in radio programme production
- The students will come to know different presentation styles.

REFERENCES
1. Hausman C, Messere F, O'Donnell LB, Benoit P. Modern Radio Production: Production Programming & Performance. Cengage Learning; 2012.
2. McLeish R. Radio production. Focal Press; 2012
3. Michele Hilmes and Jason Lovigilio, (eds)., Radio Reader: Essays in the Cultural History of Radio (Routledge, 2002).
4. Moylan W. The art of recording: Understanding and crafting the mix. Focal Press; 2012
5. Neelamalar M. Radio Programme Production. PHI Learning Pvt. Ltd.; 2018.
6. Pavarala V, Malik KK. Other voices: The struggle for community radio in India. SAGE Publications India; 2007

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PROGRAMMING IN C LAB **L T P C**
0 0 4 2

OBJECTIVES
- To know the basics of algorithmic problem solving
- To get familiarize with the basic terminology used in computer programming.
- To introduce the techniques to implement algorithms efficiently in a programming language
- To explain the basics of programming in C Language.
- To explain the concept of arrays, structures, files and graphics.

Write C program, related to

UNIT I   INTRODUCTION TO C PROGRAMMING   12
1. Statements and Expressions,
2. Operators
3. Decision Making Statement - Control Constructs

UNIT II   ARRAYS   12
1. Looping
2. Single Dimension Arrays
3. Two dimension Arrays

UNIT III   USER DEFINED FUNCTIONS   12
1. User defined Functions
2. Character Arrays / Strings
3. Pre-defined functions like Maths functions, string functions

UNIT IV   POINTERS, STRUCTURES AND FILES   12
1. Pointers
2. Structures
3. File Handlings

UNIT V   GRAPHICS AND PORTFOLIO   12
1. Graphics
2. Animate the Graphics
3. Creating a final Portfolio – an Application / a Game

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student should be able to:
- Develop algorithmic solutions to simple computational problems
- Write, compile and debug programs in C language.
- Write programs involving decision structures, loops, arrays and functions.
- Work with data structures and files.
- Work with graphics mode in C language.

REFERENCES
1. Ashok.N.Kamthane,"Computer Programming", Pearson Education, 2012.
2. E. Balagurusamy, "Programming in ANSI C", Tata McGraw Hill Education Pvt. Ltd, 2012.
3. Ivor Horton, Beginning C: From Novice to Professional, Apress, 2007.
4. Kernighan,B.W and Ritchie,D.M, "The C Programming language", Second Edition, Pearson Education, 2006
5. PradipDey, ManasGhosh, "Fundamentals of Computing and Programming in C", Oxford University Press,2005.
6. YashavantKanetkar, "Let us C", Eighth Edition, Infinity Science Press, 2008.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

DRAWING LAB II

OBJECTIVES
- Understanding of the major tenants of good composition.
- Understanding of how line can be used to describe, model, or translate all of visual reality for studio and commercial applications.
- To make them aware of human and animal form of drawing
- To introduce them the drawing materials and techniques
- To enhance their knowledge on art criticism and aesthetics

UNIT I   DRAWING MATERIALS AND TECHNIQUES   12
Application of materials, Priming of Canvas, techniques **-** Traditional Art, Non Traditional Art, Pastel / Acrylic over canvas / Pen drawing.

UNIT II   HUMAN AND ANIMAL FORMS   12
General form and Gesture- Drawing from cast & figure – light and shade, Basic Proportions, Balance – Standing still or motion – gravity and perspective, shape making- Basic Shapes and procedures, Study of Eye, Study of Nose, Study of Ear and body.

UNIT III   MINIATURE SET DESIGNING AND CLAY MODELLING   12
Creating different miniature models through waste materials, Life drawing: Fundamentals of Sculpture through study on anatomy of Human body. Introduction to various basic techniques of forming clay through simple shapes and to understand the characteristics of clay material

UNIT IV   DRAWING AND VISUALIZATION   12
Calling on Visual Memories –From thought to Image – Perception, Imagination and explore, Dimensional Views – Orthographic views/ plan views/ section views/ elevation views/ 3 dimensional views, Building on Geometry, Refining the image and Seeing light

UNIT V   ART CRITICISM AND AESTHETICS   12
Art Criticism – Studying, Understanding and Judging works of Art –Describing, analyzing, Interpreting and Judging, Aesthetics and Art – Subject view, The composition View, and the Content view.

TOTAL: 60 PERIODS

PRACTICALS
- Composition with light and shadow
- Perspective drawing
- Face mask making
- one and 2-point perspective drawing
- Pastel / Acrylic over canvas
- Pen drawing
- Human forms.
- Drawing portraits and self-portraits.
- Gestural drawing
- Non-dominant hand drawing

OUTCOMES
- Students will get knowledge and use of the vocabulary dealing with projects of 3-D design
- Students will be familiar with various techniques of shading in an attempt to add form and volume to the structural framework of a composition.
- The students will learn human and animal form of drawing
- The students will be exposed to drawing materials and techniques
- The students will be having enhanced knowledge on art criticism and aesthetics
- Students will visualize and draw human and animal forms

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Commercial Art Techniques –by Raviraj – 1994 – New century Book HousePvt Ltd, Chennai
2. Edouard Lanteri, Modeling and Sculpting the Human Figure, Dover Publications, New York. 1985.
3. Foster, W. (1989). Human Anatomy. Laguna Hills, CA: Walter Foster Publications.
4. Gene A Mittler, James Howze Macmillan/McGraw-Hill ,Creating and Understanding Drawings , New York , 1989
5. Leggitt J. Drawing shortcuts: Developing quick drawing skills using today's technology. John Wiley & Sons; 2015.
6. Raviraj,A Grammar Book of ART & DESIGN, Published by NewCentury Book House Pvt Ltd, Chennai,2008

XM5301   **PRINCIPLES OF ADVERTISING**   **L T P C**
                                                                                                      3 0 2 4

OBJECTIVES
- To introduce the concept and process of advertising and its role in marketing.
- To educate the uses of digital advertising
- To educate the student about the advertising campaign
- To prepare professionals interested in careers in advertising, marketing, promotions, public relations or sales managerial jobs, or for individuals in the field.
- To educate the student about the types of writing for the advertisement

UNIT I   ADVERTISING: AN INTRODUCTION   9
Introduction, Definition, need, key components, the roles and functions of advertising within society and business. Propaganda, Publicity, Salesmanship, Sales Promotion, Marketing and Public Relations. Types of Advertising, Industrial Products advertising.

UNIT II   ADVERTISING CAMPAIGN PLANNING   9
How Advertising works as Communication, The Communication Model Adding Interaction to Advertising, The effects behind advertising effectiveness, The Facets Model of Effective Advertising, The Components of Cognition: Needs, Information, Learning, Differentiation, Recall. Psychographic profile. Segmentation and targeting.

UNIT III   CREATIVITY   9
Copy Writing, Introduction, Responsibility Of Copy Writer , Phases Of Campaign Creation- Brief - The Big Idea- - Advertorial - Infomercial - Comparative Copy - How Advertising Works-The Consumer Audience- Strategic Research-Strategic Planning -Print And Out-Of-Home Media- Broadcast Media - Interactive And Alternative Media-Media Planning And Buying.

UNIT IV   ADVERTISING AGENCY   9
History in brief, Advertising Agency system. Types of Agencies, Structure of advertising Agency, Account Executive, Creative copy and studio, Media Production and Servicing administration, Media Production, Billing and Accounts Department. Selection of Advertising Agency, Media relationship, Advertising Agencies in India. IMC- Evaluating effectiveness, media evaluation, Campaign and IMC evaluation

UNIT V   DIGITAL ADVERTISING   9
Defining Digital Advertising: Evolution and Current Status- Digital Media Landscape- E mailers and Search Engine Optimization-Mobile Marketing and Augmented Reality- Emerging Trends - Digital Advertising Agencies – Structure and Functions " How mainstream advertising agencies are going Digital and Integration today " Digital Media Integration across Advertising, Market Research, Activation etc. Advent of Hybrid Advertising (Online merging with Offline) "Digital Laws –IT Act/ TRAI" Various Case Studies: Successful and Disasters - Brand Presence on Social Media.

PRACTICAL EXERCISES **30**

1. Design a print advertisement
2. Design a window display for a mall setting
3. Design a specialty media item
4. Design a billboard
5. Produce a 30-second radio advertisement
6. Design a direct mail advertisement
7. Produce a 60-second television commercial

TOTAL: (45+30=75 PERIODS)

OUTCOMES
- Students will learn the concepts of advertising
- Students will know the opportunities available in the field of advertising
- Students will be able to produce radio and television advertisements
- Students will learn to do team work
- Students will learn the working pattern in an advertising agency
- Student will plan and execute an advertisement campaign.

REFERENCES

1. Arun Chaudhuri, Indian Advertising: Laughter & Tears, Niyogi Books, 2014.
2. Batra, Rajeev, John G. Myers & David A. Aaker, Advertising Management. Upper Saddle River, NJ: Prentice Hall. 1996.
3. Burton, Philip Ward - Advertising Copywriting, NTC business books, seventh edition. 1999.
4. Mario Pricken, Creative Advertising: Ideas and Techniques from the World's Best Campaigns, Thames & Hudson Ltd, 2008.
5. Mitchell, Wells Moriarty Burnett, Advertising principles, and practice, Pearson prentice hall, Eigth edition. 2009.
6. Philip Kotler and Eduardo L Roberto, Social marketing strategies for changing public behaviour- The free Press-1989.

XM5302	NEWS REPORTING	L T P C
		3 0 0 3

OBJECTIVES
- To know the various news gathering techniques.
- To develop the news concept and the critical thinking skills to recognize when news lacks fairness and credibility.
- To develop the writing skill for news production
- To understand the concept of gate keeping and its importance to responsible reporting and publishing.
- To learn the news reporting for various genres of news.

UNIT I   NEWS, TYPES AND VALUES **9**

News – Definitions; Origin of news; Different functions of news, Importance of news, Types of news – hard and soft; Nose for News; News Values – Proximity, Timeliness, Impact, Prominence, Human Interest, Conflict; Credibility. Introduction to RTI- How to Write an RTI- Samples and Exercises.

UNIT II   NEWS GATHERING AND RELATED TECHNIQUES **9**

Sources – Primary and Secondary, Importance of Sources, Types of Sources, Identifying, Establishing and Maintaining Contacts, Confidentiality, Paying the sources; Beat - Definition, Types of Beats, Skills required for the Political Beat, Crime Beat , Court Beat, Sports Beat, Business Beat, etc.; News gathering – Interviews, Spot visits, Types of Interviews- Voxpops, telephone, email and skype interviews, Background research, Framing questionnaire for interviews, Selection of source, Setting up the interviews, Conducting the interviews, Law and ethics of interviews. Reporters - Roles, functions, Qualities; Functional differences between reporters, Sub-editors, correspondents, columnists, freelancers, stringers. Computer Assisted Reporting.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT III   NEWS WRITING   9

News Ideas – Research, Brainstorming, Story Mapping, Deciding Story angle and Approach, Interesting Techniques, Script and Story Board; Basics of News Writing; Elements of news; Structures - Inverted Pyramid, Diamond, Hourglass; News Formats; Introduction and Leads, Types of Lead, Writing Headlines, Writing Photo captions, Telling the Story, Placing the Key Words, Developing the Story, Ending the Story, Last line and the last word;

UNIT IV   NEWS EDITING   9

Usage of style books; News editing - Role of Editors, Sub Editors, How to Edit a news copy, Picture Editing, Quotation, Attribution, Spelling, Punctuation, Abbreviations, Figures, Hyperbole, Adjectives Editing techniques, Editing Softwares, Proof reading, Roles of Sub editors.

UNIT V   NEWS ETHICS AND LEGAL ISSUES   9

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

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the different news gathering techniques.
- Students will efficiently report and write the news for different genres.
- Students will understand the importance of news values.
- Students will learn the various news writing structures and principles.
- Students will learn the importance of source and information secrecy.
- Students will learn the ethical and legal issues to be followed in reporting news.

REFERENCES
1. Antony Friedman, Writing for Visual Media, Focal Press, April 2001.
2. Emma Lee-Potter, Interviewing for Journalists, Routledge, 2017.
3. Ian Pickering, Writing for News Media, Routledge, 2018.
4. Jan Johnson Yopp and Katharine C. McAdams, Reaching Audiences: A Guide To Media Writing (3rd Edition) – 2002
5. Paul Manning, News and News Sources, Sage Publications, 2004.
6. Robert L.Hilliard, Writing for TV, Radio and News Media, Thomson Learning, 2005.

XM5303	PHOTOGRAPHY	L T P C
		3 0 0 3

OBJECTIVES
- To create opportunities for professional and creative expression through the practice and art of photography.
- To understand the concept of lighting
- To educate the importance of photo journalism
- To inculcate aesthetic sense involved in creativity
- To educate the student about different genres of photography

UNIT I   INTRODUCTION TO PHOTOGRAPHY   9

History of Photography, History of camera, Different camera formats, working of an SLR and DSLR Cameras. Features and functions of SLR and DSLR Cameras. Various camera controls. Zonesystem. Exposure. Image sensors. Different storage formats.

UNIT II   PHOTOGRAPHIC COMPOSITION   9

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

UNIT III LIGHTS AND LIGHTING FOR PHOTOGRAPHY 9

Colour Theory, Colour Temperature, Electromagnetic spectrum, Different types of Lights based on Manufacturing and photography purpose, Different lighting patterns, Light equipments, Light Reflectors and Diffusers for Portraits and other genres of photography, Light Meters and Light measurement Units. Uses of various Filters.

UNIT IV PHOTOJOURNALISM 9

Basics of News Photography-Essential elements of News, Importance of News photographs, Types of News photographs Spot News, Feature, Planning for News Photography-Planning of shooting script, Shooting script techniques, Layout design, Qualities for a Photojournalist, Picture stories and Lens required for News Photography.

UNIT V GENRES OF PHOTOGRAPHY 9

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

TOTAL: 45 PERIODS

OUTCOMES

- Students will learn the principles of good composition in photography.
- Students will develop an individual style in representing the society through photographs.
- Student will understand the leading line of photography
- Students will create theory of creating a photo
- Students will understand the function of camera.
- Students will develop an individual style in representing the society through photographs.
- Students will be able to understand the advanced camera operations.

REFERENCES

1. Ansel Adams, The Negative,Bulfinch press, Fourteenth Edition, 2008.
2. Bryan Peterson, Understanding exposure, Amphoto books, 4th edition, 2016.
3. BalakrishnaAiyer, Digital Photojournalism, Authors press,2005
4. Ben long, Complete Digital Photography, Charles River Media, Third Edition, 2005
5. Fil Hunter, Steven Biver, Paul Fuqua,Light-Science & Magic: an Introduction to Photographic Lighting, Focal Press,2007
6. Langford Bilissi,Langford's Advanced Photography, focal press, Seventh Edition, 2008.
7. Scott Kelby, The Digital Photography Book, Peachpit Press,2009

XM5304	2D ANIMATION	L T P C
		3 0 0 3

OBJECTIVES

- To explore the history of animation films and different animation techniques.
- To elucidate the different principles and to explain how to apply them in an animation.
- To explain the concepts of physics and anatomy that is required to create an animation.
- To describe the various stages in the process of animation film making.
- To develop the technical skills required to create animations.

UNIT I INTRODUCTION TO ANIMATION 9

Introduction to graphics and Animation, Important Terminologies, Basic factors affecting the illusion of motion, Application of Graphics and Animation, Future trends of computer animation, Different types of Animation, Animation Techniques, History of Animation Films (Timeline), Stop Motion Animation, Different types of Stop Motion, History of Stop Motion Films, Introduction to interface of 2D animation software, Different Panels in the workspace, Understanding Strokes and Fills, Creating Shapes, curves, Text, Symbols, Managing instances, Applying Filters and Transparency.

UNIT II   PRINCIPLES AND STYLES IN ANIMATION   9

Introduction to the equipment required for animators: The animator's drawing tools, the animation table (Animation paper, peg bar, light box, Field charts, Line tests, the exposure sheet: "X" sheet), Perspective in animation, Principles of animation, Color theory, Styles in Animation: Visual Styles: Indian, Disney, American, Russian and Japanese Style, Storytelling style. Frame-sequencing features: Frame by Frame Animation, Different Tween Animation, and Concept of Masking: Text Masking, Image Masking, Eye blink.

UNIT III   ANIMATION FILM MAKING PROCESS   9

Pre-production phase: Finding Inspiration, Developing the idea, Writing the Script, Plot, Production Plan, Designing: Character and main location designing, Shot description based on length, angle and movement, Concept Art and Camera Map, Different stages of Storyboard, Recording the dialogues, Building a Story Reel / Animatic, Pre-Visualization, Executive Screening, Slugging, Exposure Sheets. Production Phase: Character Modeling and Rigging, Prop Modeling, Environment Modeling, Animation, Inking and Coloring and Final Layout. Post Production: Sound and Effects. Basics of Human and animal anatomy for animators, Animating character, its articulation and Balance, Natural Motion and Character Animation with Inverse Kinematics, Animating 3D Motions, Working with Camera.

UNIT IV   PHYSICS IN ANIMATION   9

Understanding dynamics and the Laws of Motion, Animation of inanimate objects: Solids (Bowling ball, Soccer Ball, Balloon, water filled balloon), Liquids (Drip, Splash, Object falling into water), Facial expressions, Lip Sync, Simulating Physics with Springiness, Working with sound and video, Publishing.

UNIT V   INTERACTIVE ANIMATIONS AND NAVIGATIONS   9

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

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, the student will be able to
- Describe the history of animation films and different animation techniques.
- Define and apply design principles, styles and theories to animation production.
- Plan and create an animation film starting from developing a script to final output.
- Able to include the concept of physics and anatomy in their animation.
- Incorporate interactivity using scripting language in their animation.

REFERENCES
1. Francis Glebas, "The Animator's Eye", Focal Press, 2013.
2. Keith Peters, "Foundation Actionscript 3.0 Animation: Making Things Move!", aPress company, 2007.
3. Paul Wells, Samantha Moore, "The Fundamentals of Animation", Bloombury Publishing, 2016
4. Russell Chun, "Adobe Animate CC Classroom in a Book, Adobe Press, 2019.
5. Stephen Brooks, "Tradigital Animate CC: 12 Principles of Animation in Adobe Animate", CRC Press. 2017.
6. Steve Roberts, "Character Animation Fundamentals", Focal Press, 2011.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5305	SCRIPTING FOR ELECTRONIC MEDIA	L T P C
		3 0 2 4

OBJECTIVES

- To introduce students to writing techniques for various media.
- To educate the students with the software for scripting
- To educate the students with the scripting for the media
- To understand the difference between fictional and non-fictional stories
- To understand the importance of writing and the role of script in media.

UNIT I   BASIC TOOLS OF WRITING   9

Four characteristics of media writing- accuracy, clarity, efficiency, precision, Shooting Script and Post – Shoot Script, Importance of the beginning, the middle and the end. Writing for different genres, Writing for fictional and factual. Scripting for print media- writing news for various medium-elements and structure of news writing.

UNIT II   WRITING MEDIA RELEASES   9

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

UNIT III   SCRIPTING FOR FICTIONAL PROGRAMMES   9

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

UNIT IV   SCRIPTING FOR NON-FICTIONALS   9

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

UNIT V   SOFTWARE APPLICATION FOR SCRIPTING   9

Uses of various commercial software's for scripting and pagination, formatting your screenplay, organizing related documents, storyboarding, saving notes. Software's to work offline and backup your script online. software's.I-news software's for calculating time for voice over's.

PRACTICAL EXERCISES   30

1. Writing Press Release
2. Writing News Articles
3. Writing advertorials
4. Writing Rejoinders
5. Writing product briefs
6. Develop a script for a TV news show
7. Documentary/Short film script Development (Narrative, Dramatized, Investigative, Wildlife)
8. Script for PSA Development
9. Script for TV commercials
10. Scripting for TV reality shows
11. TV Pilot Episode Development
12. Development of Script for Gaming
13. Writing for Animated Content
14. Scripting For Instructional Videos
15. Scripting for Webisodes

TOTAL: (45+30) :75 PERIODS

OUTCOMES

At the end of the semester the students will be able to -
- Students will be able to understand the nuances of writing for various media & efficiently develop and write scripts for both fictional &Non-Fictionals.
- Student will understand the type of script
- Students will be able use the software as a tool to create the script
- Students will be able to create the scripting for PSA, Advertisement and more
- Students will be create their own script that can be produced in the media
- Students will learn how to use various commercial software's for script and screenplay etc.,

REFERENCES

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

XM5311	2D ANIMATION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To apprise the knowledge and skills to produce 2D animation sequences
- To acquaint with the latest 2d animation software
- To get familiarize with the principles of mechanics, anatomy and physics to animation.
- To impart the use of animation software in creating a range of productions.

UNIT I   INTRODUCTION TO 2D ANIMATION   12
- To produce a full length Stop Motion Animation from script to final output
- Design an External and interior Background
- Design a 2d Character
- Create a Frame by Frame Animation
- Create an animation in each of Tween Animation – Classic Tween, Motion Tween and Shape tween.

UNIT II   ANIMATION USING SPECIAL LAYERS   12
- Create a path tween using guide layer.
- Produce animation using Static Mask: Text and Image Masking
- Produce animation using Dynamic Mask: Text and Image Masking
- Create various animations to imply the importance of symbols
- Using camera to create various effects like parallax

UNIT III   PHYSICS AND ANATOMY IN ANIMATION   12
- Create animation that showcases Weighted object lifting, pushing and pulling
- Create Animation involving basic principles like Bouncing Ball, falling balloon, ball rolling on wooden ramp/coming to halt.
- Create Animation involving anatomy: Character walk, run, posing
- Animate various facial expressions and include Lip Sync, Sound, Audio effects.
- Create animation using 3D tools and IK bones

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV APPLICATIONS OF ANIMATION 12
- Animate a Greeting Card
- Create an animated advertisements
- Design and develop a web banner
- Create an Animated PSA
- eContent Creation : Use animation to explain a concept

UNIT V INTERACTIVE ANIMATIONS 12
- Include scripting to create a website
- Create a Quiz
- Design an Interactive Presentation
- Create a Mobile Application
- Animation Portfolio

TOTAL : 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Apply the theoretical knowledge and demonstrate the skills acquired in professional manner to create an animation.
- Apply principles of mechanics and physics to animation
- Identify and demonstrate the fundamental skills acquired by creating various animations.
- Create a portfolio that meets industry expectations that showcases their artistic and technical achievements

EVALUATION
Internals will be evaluated for 100 marks and converted to 75 marks. Students have to create each of the following starting from script to final output. Each of which will be evaluated for 25 marks.
- Stop Motion Animation
- Animation
- Applications of Animation (any three)
- Portfolio creation

External will be evaluated for 25 marks. Students have to create an animation within 3 hours based on the topics given on spot.

REFERENCES
1. Anson Jew, "Professional Storyboarding: Rules of Thumb", Focal Press, 2013.
2. Christopher Finch, "THE ART OF WALT DISNEY", Published by Abrams Publishers, New York, N.Y., 1999
3. Keith Peters, "Foundation Actionscript 3.0 Animation: Making Things Move!", aPress company, 2007.
4. Michele Bousquet, "Physics for Animators", CRC Press, 2015.
5. Russell Chun, "Adobe Animate CC Classroom in a Book, Adobe Press, 2019.
6. Steve Roberts, "Character Animation Fundamentals", Focal Press, 2011.

XM5312	NEWS WRITING LAB	L T P C
		0 0 4 2

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I   CAMPUS STORY   10

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

UNIT II   EVENT COVERAGE   10

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

UNIT III   NEWS LETTER PRODUCTION   10

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

UNIT IV   TABLOID PRODUCTION   10

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

UNIT V   MAGAZINE PRODUCTION   20

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

TOTAL: 60 PERIODS

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

REFERENCES
1. B.N.Ahuja – S.S.Chhabra, 'Reporting ' , Surjeet Publication, 1995
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. D'Souza, "Hand book of Journalism", Anmol Publications, 2000.
4. Jan Johnson Yopp and Kathrine C. McAdams , Reaching Audiences: A Guide to Media Writing, Focal Press, 2002
5. N.C.Pant, "Modern Journalism" Kanishka Publishers, 2002
6. Paul Manning, News and News Sources , Sage Publications , 2004

XM5313	PHOTOGRAPHY LABORATORY	L T P C
		0 0 4 2

OBJECTIVES
- To create opportunities for professional and creative expression through the practice and art of photography.
- To educate the photojournalism
- To understand the genres of photography
- To equip students with different types of lighting techniques
- To inculcate aesthetic sense involved in creativity.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I   INTRODUCTION   12
Practice in Fully Manual SLR and DSLR Cameras to learn focusing.
Practice in semi manual modes like shutter and aperture priority mode, assignments to practice exposure, Depth of Field and Focal Length.

UNIT II   COMPOSITION   12
Practice in Monochromes andColour to practice contrast, texture, pattern, shapes and Perspectives. Framing and Composition with different shots and Camera Angles in DSLR.

UNIT III   LIGHTING   12
Practicing in available light on selected themes.Use of different metering modes, Manipulation of light to create different moods. Concentrating on assignments based on use of colours in photography.Use of Reflectors and diffusers, Practice in various patterns of lighting for portraits, self portrait and other genres.

UNIT IV   PHOTOJOURNALISM   12
Covering selected News Events based on various news elements and practice inside the campus events for news.

UNIT V   GENRES OF PHOTOGRAPHY   12
Practice in fully manual and semi manual modes for capturing sports and moving objects.
Practice in social themes and selected genres of Photography like Product Photography

TOTAL: 60 PERIODS

OUTCOMES
- Students will recognize the principles of good composition in photography.
- Students will create the new lighting strategies
- Students will compose the perfect shot for photography
- Students will develop an individual style in representing the society through photographs.
- Student will create all genre of photography.
- Students will create their own photography portfolio.

REFERENCES
1. Bernhard JSuess, Creative Black and White Photography, Allworth Press, 2013.
2. Bryan Peterson, Understanding Exposure,Amphoto Books,2009.
3. Christopher Grey, Master Lighting guide for Portrait Photographers, Amherst Media, 2004.
4. Dan Simon, Digital Photography Bible, Wiley Publishing, 2004.
5. Michael Busselle and David Wilson, The perfect Portrait Guide, Rotovision 2002.
6. Scott Kelby, The Digital Photography Book, Peahpit press, 2014.

PROGRESS THROUGH KNOWLEDGE

XM5401	ENVIRONMENT AND MEDIA	L T P C
		3 0 0 3

OBJECTIVES
- To understand contemporary environmental issues and approaches to their management.
- To examine the relationship between media, culture and society in a globalized world and the intricacies involved in media coverage of environmental issues.
- To analyze in detail the issues in the production and consumption of global environmental imagery and narratives.
- To recognize the importance of sustainable development and examine the role of UN sustainable development goals in regional development.
- To analyze the steps involved in creating a communication strategy for sustainable development
- To understand the importance of interdisciplinary approach to solve complex environmental problems involving multiple stakeholders and agendas.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I   NATURE OF ENVIRONMENTAL STUDIES   9
Definition – ecology & environment – environmental history & perspectives, Traditional Ecological knowledge in India & economic development, Paradigm shifts in Environmental knowledge, approaches to conservationism, Interdisciplinary nature of environmental studies, Need for environmental education & Communication.

UNIT II   THREATS TO ECOLOGY   9
Different eco-systems, Threats to ecosystems - natural and man-made, Impact of exploitation and abuse of Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources, Nuclear hazards, Pollution, Climate Change & global impact.

UNIT III   SUSTAINABLE DEVELOPMENT   9
Sustainable Development - Definition, Approaches, Environmental Acts & laws, International conventions & treaties, Sustainable Development Goals (UN), urban ecology, Economics of market, IPR, Consumption patterns, Behaviour Change & environment.

UNIT IV   ENVIRONMENTAL COMMUNICATION   9
Media coverage of Environmental issues, News Agenda, Framing of environmental issues, Journalistic ethics & norms, environmental risks, crisis communication, ideological politics & environment, cultural politics of environment.

UNIT V   ROLE OF MEDIA   9
Science, technology and environment – Major environmental production bodies and institutions in India and abroad – Designing environmental communication -Use of media for environmental messages – Moving from peripheral environmental coverage to holistic coverage – Social Media environmentalism. .

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to appreciate the ethical, cultural, social, political and historical context of environmental issues and the links between human and natural systems.
- Students will be able to critically analyse their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.
- The students will get familiarized with the interdisciplinary nature of environmental studies.
- Students will demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.
- Students will develop critical thinking skills in relation to environmental affairs and also gain knowledge on sustainable development.
- Students can evaluate the transnational character of environmental issues and challenges and ways of addressing them, including interactions across local to global scales.
- To make students understand the role of media in communicating environmental messages.
- Students will master skills and knowledge to develop communication strategies for sustainable development.

REFERENCES
1. Anders Hansen, Environment, Media and Communication, Routledge U.K 2010
2. Cox Robert; "Environmental Communication and the Public Sphere", Sage Publications, California, 2010.
3. Corbett, J. *Communicating nature: How we create and understand environmental messages.* Washington, D.C. Island Press, 2006
4. Godemann Jasmin, Michelsen Gerd; Sustainability Communication: Interdisciplinary Perspectives and Theoretical Foundations". Springer New York, 2010.
5. Harris S Usha Participatory Media in Environmental Communication: Engaging Communities in the Periphery Routledge, U.K. 2018
6. Robertson Margaret, Communicating Sustainability, Routledge U.K 2018
7. Wyss, B. Covering *the environment: How journalists work the green beat.* New York: Routledge, 2008.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5402   **GAME DESIGN AND DEVELOPMENT**   **L T P C**
                                                                          3 0 0 3

OBJECTIVES
- To explore both history of games and gaming industries.
- To introduce the taxonomy of games.
- To familiarize students with issues, types and techniques of computer games design.
- To explain the various phases in game development from idea to final finished game
- To impart the practical and conceptual knowledge on game development as well as to divulge relevant theory behind game technologies.

UNIT I   INTRODUCTION TO COMPUTER GAMES   9
Introduction to Gaming, Games, Play, GamePlay, Gamification, History of Games, Game taxonomy, Emergent and Progressive Gameplay, Game Thinking, History of Games, Gaming Industry, Theory of funativity, uses of game theory, some applications and examples. Introduction to Android Games and iOS Games.

UNIT II   STORY AND GAMES   9
Concept of games as stories, narrative in video game presentation, Campbell's monomyth theory, Types of Games: FPS, Role Playing Games, Platform, Racing, Design Elements. Game Elements: Stategies, Actions, Outcomes and Pay-offs, the normal form, pure strategy Nash equilibrium, dominated strategies. Game Culture, Psychology and Motivation. Planning and Creating Games: Drawing the Environment, Creating your character.

UNIT III   GAME DEVELOPMENT PROCESS   9
Game Design, teams and Development Processes: Game Identification, Terminology, Storyboards, concepts, level design, modeling, interface design, development, Play testing. Planning and Creating Games: adding Enemies, Level Design and adding basic enemy Artificial Intelligence.

UNIT IV   GAME SCRIPTING   9
Human-computer interaction (HCI), Computer graphics, collision detection, lighting, and animation, Game scripting and programming, Game data structures and algorithms, Planning and Creating Games: Defending and Gaining Score, Energy.

UNIT V   GAME DEVELOPMENT WITH ENGINE   9
Introduction: Anatomy of a game engine, Unreal Development Kit, Source SDK, Physics: Collision detection, Particle systems, Rigid body motion, Deformable bodies, Animation and modeling: Keyframe animation, Inverse kinematics, Skinning, Rendering: Rasterization, Scene graphs, Spatial sorting, Level of detail, Shader effects, Sound synthesis, Gameplay: Game worlds, Object models, Scripting, Artificial intelligence: Pathfinding.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Describe the history of games and gaming industries.
- Describe and differentiate between different types of games.
- Demonstrate an understanding of the overall game design process
- Plan a game with respect to the steps involved in game development process.
- Design and implement basic levels, models, and scripts for games
- Design and build their own functional game using game engine.

REFERENCES
1. Dave Calabrese, "Unity 2D Game Development", Packit Publishing, 2014.
2. Gary Rosenzweig, "ActionScript 3.0 Game Programming University", Pearson, 2013
3. Jeannie Novak, "Game Development Essentials: An Introduction", Delmar Cengage Learning, 2012.
4. Mario Zechner and Robert Green, "Beginning Android 4 Games Development", Apress, 2012.
5. Nikhil Malankar, "Learning Android Game Development", Packt Publishing Ltd, 2017.
6. Patrick Alessi, "Beginning iOS Game Development", John Wiley & Sons, 2011.

EDITING TECHNIQUES L T P C
3 0 0 3

OBJECTIVES
- To appreciate editing as creative element for storytelling
- To understand procedures, techniques, and standard practices in video editing
- To understand the aesthetic principles and concepts of video editing

UNIT I   INTRODUCTION   9
Definition of editing, the historical development of editing theory, audience manipulation through editing, Understanding the trends in the editing industry- New technologies inpost production.Film and video formats, the principles and formats of digital video, Hardware and software requirements for nonlinear editing, introduction to various operating systems, overview of software available for editing.

UNIT II   EDITOR   9
Roles and responsibilities of editors, skills required for an successful editor, Working Principles - Considering Script as an Architeure, Understanding directional intent, Camera angles and movement, reading light, reading the actor, understanding stories and their purpose. Copyright and ethical issues in editing.

UNIT III   THE VISUAL GRAMMAR   9
Definition of Shot, Scene and Sequence, Five Shot Rule, Editing Decisions, Editing Opportunities, Six Elements of Edit, Five Types of Edit, Working Practices, Importance of tone, pace and rhythm. Establishing Continuity.

UNIT IV   EDITING TECHNIQUES   9
Styles in editing, Techniques in editing, Editing to Manipulate Time, Editing Transitions, Graphics, Animation and Plug-Ins Continuity Editing and Complexity Editing, Dynamics of Sound – discovering the beat, sound as a character, invisible sound, tone and pitch and creative usage of sound in editing. Usage of Colours based on gender, culture and personalities. Planning the nonlinear editing process: Budgeting time, personnel and space.

UNIT V   EDITING DIFFERENT GENRES   9
Digital Story telling - Editing styles for reality programs - News, features, bulletins, documentaries, reality shows; Editing styles fictional Narratives –Short Films, Serials, Films; Editing Styles for PSAs, Advertisements and Music Videos. Editing for sports and other live and recorded events.

TOTAL : 45 PERIODS

OUTCOMES
- Students will be able to understand the different principles of editing.
- Students will learn the importance of visual elements in editing.
- Students will learn the application of various styles and methods of editing in their video projects.
- Students will understand the aesthetic reason for the edit choices made by film/video makers.
- Students will understand the role of editor.
- Students will be able to edit the video projects.

REFERENCES
1. Bryce Button, Nonlinear Editing: Storytelling, Aesthetics, & Craft, Focal Press, 2002
2. Dancyger Ken, The Technique of Film and Video Editing – History, Theory and Practice. Focal Press, 2005.
3. Koppelman Charles, Behind The Seen - How Walter Murch Edited Cold Mountain on Final Cut Pro - Pearson Publications, 2014.
4. Lumet Sidney, Making Movies, Random House, New York, 1995.
5. Norman Hollyn, The Film Editing Room Handbook:How to Tame the Chaos of the Editing Room (4th Edition) Paperback –, Peach pit Press, C.A, 2009
6. Steven E.Brown, Video Editing – A Post Production Primer , Focal Press, 2002.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

MEDIA, CULTURE AND SOCIETY L T P C
3 0 0 3

OBJECTIVES
- Read and critically analyze research specific to media studies.
- Understand and explain why culture and society are central to media analysis.
- Define terms, concepts, and theories fundamental to the study of media.
- Connect these terms, concepts, and theories to everyday engagements with media.
- Identify various contexts that structure our engagements with media and influence how they are studied.

UNIT I   INTRODUCTION   9
Media and society – contemporary importance of media in modern society –Introduction Concept of Culture--meaning, dimensions--the basic theoretical framework. Counter cultures, women, youth, minorities. Culture as communication, fashions, fads and rituals. Culture industries

UNIT II   MEDIA AND SOCIETY   9
Media and Society Interplay between media and society - Cultural implications of mass media. Popular and elite culture. Multiculturalism and sub cultures. Media in democratic society – Media and social process – Mediated role and social conferment, status conferral, socialization

UNIT III   MEDIA, POLITICS AND IDEOLOGY   9
Media, Politics and ideology – Market oriented media and social dilemma culture and communication - mass mediated culture – communication and social conflicts – religion and communication – contemporary relevance of Gandhian model of communication- Mass Communication: characteristics-Social norm, status conferral, privatization, monopolization, canalization, inoculation

UNIT IV   AUDIENCE   9
The changing audience - media commodities, google, ebooks, free downloads, open source. Mass media and mass culture – Dysfunction: stereotyping, cultural alienation, impact on children – regulatory mechanism: government, professional bodies and citizen groups.

UNIT V   OTHER HORIZONS   9
Feminist critiques of media. Media and the minorities. National culture and communication policy. Communication across culture – New communication technologies – change and challenges – trends in mass communication in the internet era – knowledge society – information rich and information poor.

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the perception of changing attitude of audiences.
- Student will understand the issues through feminist angle
- Students will understand the cultural aspect need for the media
- Student will evaluate the mass mediated culture
- Student will understand the trends in mass communication
- The students will be able to develop an effective media message strategy for an issues in society.

REFERENCES
1. Paul Hodkinson, Media, Culture and Society. An Introduction, 2nd edition, Sage publications, 2016.
2. Nicholas Carah, Eric louw, Media and Society: Production, Content and Participation, Sage publications, 2015.
3. Stig Hjarvard, The Mediatization of Culture and Society, Routledge, 2013.
4. Douglas kellner, Media culture: Cultural Studies, Identity and Politics between the Modern and the Post-Modern, Routledge, 2003.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PUBLIC RELATIONS AND EVENT MANGEMENT **L T P C**
                                                                          3 0 0 3

OBJECTIVES
- To give Exposure to the information and PR needs of the professionals in different sectors through theoretical presentations and practical Assignments.
- To educate the rules while doing the campaign
- To study the audio-video channel boom and the Internet revolution the dynamics and paradigm of controlled media.
- To create the strategic planning for the public relation campaign
- To provide in-depth knowledge of all aspects in this sphere of media activity. This course is also placement-oriented.

UNIT I   INTRODUCTION TO PUBLIC RELATIONS   9
Historical Perspective-Industrial revolution-the beginnings of PR, PR role in the Indian Setting-Developing economy, PR during First and Second World Wars – The Development of Indian PR, Early Phase, Professionalism, Genesis and Growth of PRSI – Present status and Future of PR in India, Defining Public Relations, Top 10 Foundational Principles of Public Relations, RACE (Research, Action, Communication, Evaluation) , Persuasion, Finding & Generating News (and Effective Media Relations) 6 PR Trends (Where the Profession is Headed).

UNIT II   STRATEGIC PUBLIC RELATIONS   9
Government public relations: concept and scope, Government and Public Affairs, Corporate Public relations: Internal communication, Theories and models, corporate identity, corporate social responsibility, Stakeholder Public Relations: Public sector public relations, Consumer public relations, Business to business public relations, Role of top management categories, PR ethics and values, PR ethics in judging an organization. Comparative Cultural Metrics. The State of public relation Profession globally.

UNIT III   PUBLICS & PUBLIC OPINION   9
Public Opinion – Meaning and Definition, Opinion Leaders-Individuals Institution, Roots of public attitudes – Culture, the family, religion, Economic and Social Classes – Role of PR in opinion formation-persuasion, Government and Public Affairs, Social Media and PR, Crisis and credibility , Anticipating a crisis, characteristics of crisis, categories of crisis, crisis management, communication plan, crisis evaluating ,successful crisis handling.

UNIT IV   CAMPAIGN MANAGEMENT   9
Definition for campaign, types of PR campaigns, successful campaign models, planning a campaign, implementing the campaign, evaluating the campaign, changing behaviour with campaigns, government campaigns, global campaigns, Benefits of digital social media in public relations campaigns, Planning public relations campaigns in digital media : Goals and strategies-Identifying target audiences - Rules of Engagement for social media.

UNIT V   EVENT MANAGEMENT   9
Introduction to event Management, Size & type of event, Principles of event Management, concept & designing, SWOT Analysis, Event Planning: Aim of event - Develop a mission - Establish Objectives- Preparing event proposal, Event Budget: cash flow analysis- Profit & loss statement-balance sheet, financial control system, Organization and Timing, Event location, Nature of Marketing, Process of marketing, Marketing mix, Sponsorship, Image, Branding, Event Safety and Security: Security Management and Risk Management

                                                              TOTAL: 45 PERIODS
OUTCOMES
- Coordinate and contribute to the planning of public relations activities, including the development of clear, measurable communication objectives and projector tactical budgets and selection of strategies, tactics, tools and resources to manage a range of stakeholder relationships and issuesand achieve organization objectives.
- Coordinate and contribute to and adapt the implementation of strategies and tactics and the management of budgets and resources to achieve communication objectives and meet activity guidelines and requirements

- Write and edit clear, accurate, targeted copy aligned to organizational objectives, appropriate for the chosen channel(s) and to a specified deadline
- Produce effective, accessible, and timely print, digital and multimedia communications, independently and collaboratively, to manage specific stakeholder relations and/or issues and achieve organizational objectives.
- Use research and analytical skills to guide the development of communication objectives and public relations activities, evaluate their impact, and support organizational objectives and stakeholder relationships
- Engage stakeholders by adapting language, tone and presentation style to the public relations purpose, situation, audience and channel(s).

REFERENCES

1. Broom, G., & Dozier, D. ,*Using research in public relations*: *Applications to program management*, Englewood Cliffs, NJ: Prentice Hall, 1990.
2. Cutlip, S. H., Center, A. H. and Broom, G. M. Effective Public Relations, 9th Edition. Upper Saddle River: Pearson Education Inc, 2006.
3. Goodpaster, K. E., *Conscience and corporate culture*. Malden, MA: Blackwell, 2007.
4. Grunig, J. E. ,Two-way symmetrical public relations: Past, present, and future. In R. L. Heath (Ed.), Thousand Oaks, CA: Sage,2007.
5. Hendrix, J. A*Public relations cases* (7th ed.). Belmont, CA: Wadsworth, 2000.
6. Paine, K. D.. *Measuring public relationships*: *The data-driven communicator's guide to success*. Berlin, NH: KDPaine & Partners, 2007.

XM5406   **VIDEO PRODUCTION TECHNIQUES**   **L T P C**
                                                                        3 0 2 4

OBJECTIVES

- To understand the basic and evaluation of videography
- To understand the audio recording knowledge for various production techniques
- To inculcate the production aesthetic sense in terms of lighting, composition, sound and usage of equipment
- To understand the various equipment available for production and selection of equipment for different production.
- To gain knowledge of studio equipment usage and benefits
- To create opportunities for creative expression through the practice and production of programmes

UNIT I   CAMERA   9
History of Video Cameras, Different camera formats, working of an Video Camera. Features and functions video cameras, Shots and Camera angles used in various production process.

UNIT II   SOUND IN VIDEO RECORDING   9
Basics of sound recording. Different types of microphones and factors governing their selection. In built microphones in cameras, Mixing of Sound. Audio sweetening practical. Sound manipulation. Outdoor sound recording vs Studio recording.

UNIT III   LIGHTING, BACKGROUNDS AND SETS   9
Lighting patterns, light equipment's and accessories, reflectors, light measurement, control of light. Lighting for different programs, Design considerations, Economical Sets, Virtual Sets, Make-ups and costumes.

UNIT IV   STUDIO TECHNIQUES   9
Lighting in the studio, Different camera mounting equipment's, Single and Multi-camera-production, Production control room, Use of Video mixer, Chromo keying and other visual effects. Editing the production – The Art and techniques of Editing.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT V VIDEO PROGRAMMES, PRODUCTION AND DISTRIBUTION 9

Different genres of Video programmes, Talk shows, Interviews, short film making, Public service announcements and Corporate films. Broadcast distribution, Online distribution, Festivals and Competitions.

ASSIGNMENT 30

- Student will practice with handling professional video camera
- Practice with different types of shots, angles and composition
- Student may practice with different type of following shots
- Practice with studio equipment's like Teleprompter, Video switcher, studio lights, etc.,
- Student should create video on the concept and submit to the course instructor for evaluation.

TOTAL (45 + 30): 75 PERIODS

OUTCOMES

At the end of the course, the student will be able to
- recognize the principles of production techniques.
- practice various genre of production.
- expertise in both indoor and outdoor production.
- produce social responsible programmes to create change in the society.
- follow ethical and social and also represent the society in a good way.
- Students become experts in handling camera and related equipment's.

REFERENCES

1. Albert Moran and Michael Keane, Television across Asia: Television Industries, Programme formats & Globalisation, Routledge Curzon, Taylor & Francis Group, 2004.
2. Belavadi Vasuki, 'Video Production,' Oxford University Press, 2012.
3. Gerald Millerson, Television Production, 15th Edition, Focal Press, 2012.
4. Herbert Zettl, Television Production Handbook, 10th Edition, Wadsworth Publications,2009.
5. Jim Owens & Gerard Millerson, Video Production Handbook, 6th edition,Focal Press, 2017
6. Robert Musburger & Michael Ogden Single-camera video production focal press 2014.

XM5411	GAME DESIGN AND DEVELOPMENT LAB	L T P C
		0 0 4 2

OBJECTIVES

- To understand the game design process.
- To understand the game development process.
- To understand the physics and mechanisms involved in game development process.
- To understand modeling, techniques and scripting involved in game development process.
- To plan and create a game using game engine.

EXERCISES

UNIT I INTRODUCTION TO 2D GAMES ART 12

- Preparing a concept document
- Developing game Story, setting and Characters
- Developing key assets for games
- Creating Environment Design

UNIT II GAMEPLAY 12

- Developing Gameplay
- Design and Create a Traditional Board Game
- Design and Create a Maze Game
- Design and create a Puzzle Game

Attested

54

UNIT III   GAME MECHANICS   12

- Implementing the Game Mechanics (Risk, Reward, uncertainty, etc)
- Design and develop an Egg Catcher Game
- Design and develop Shooting Game
- Implementing the Level Design

UNIT IV   GAME CONTROLS   12

- Implementing Game Controls (Movement, Attack, Powerups, etc)
- Design and develop Platform Game
- Design and develop Racing Game
- Design and develop Role Playing Games

UNIT V   ARTIFICIAL INTELLIGENCE   12

- Implementing strategic decision making for Opponent and Enemy AI
- Design, develop and implement AI
- Publishing for Desktop, Android and iOS
- Preparing a Game Design Document

TOTAL: 60 PERIODS

OUTCOMES

At the end of the course, the student will be able to

- Develop the design of a game.
- Plan and develop the designed game.
- Work with game engine.
- Design and implement basic levels, models, and scripts for games.
- Design and build their own functional game using game engine.
- Design and develop different types of games.

REFERENCE BOOKS

1. Dave Calabrese, "Unity 2D Game Development", Packit Publishing, 2014.
2. Gary Rosenzweig, "ActionScript 3.0 Game Programming University", Pearson, 2013
3. Jeannie Novak, "Game Development Essentials: An Introduction", Delmar Cengage Learning, 2012.
4. Mario Zechner and Robert Green, "Beginning Android 4 Games Development", Apress, 2012.
5. Nikhil Malankar, "Learning Android Game Development", Packt Publishing Ltd, 2017.
6. Patrick Alessi, "Beginning iOS Game Development", John Wiley & Sons, 2011.

PROGRESS THROUGH KNOWLEDGE

XM5412	EDITING LAB	L T P C
		0 0 4 2

OBJECTIVES

- To understand both aesthetical and technical aspects of post-production
- To introduce students to the basics of professional video editing software.
- To introduce fundamental concept of screen craft & screen grammar.
- To familiarise students with styles and techniques involved in editing various genres.
- To disseminate knowledge on the entire post production process from input till mastering output.

UNIT I   INTRODUCTION   12

Editing software introduction – User interface, formats and codecs, Events and browser windows, browser appearance, various views of windows, workspaces management, clip ratings. Importing, referencing and transcoding media, keywords, capturing from tape. Mapping keyboard shortcuts.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

Activity

The faculty member will provide stock footage for the practice

- Students have to write the editing script with all the required components.
- Students have to create their own workspace in editing tool.
- Students have to log, capture the footage and transcode into corresponding file.
- Students have to learn & practice with keyboard shortcuts.

UNIT II   BASIC EDITING   12

Append Edit, Insert editing, usage of select and position tool in editing, rolling trim, ripple edit, replace edit, connecting clips, slip edit. Picture in picture, video filters, key framing a graphic, adding a dissolve, transitions and sound effects.

Activity

- Students will understand the concept of various editing tools and work with it.
- Students will practice with types of edit and cut, for the various genres of video with it.
- Students will apply various video transitions & filters in their videos effectively.

UNIT III   AUDIO AND KEY   12

Audio levels, Audio key frames and Fixing audio problems. Creating a title - Text animation, adding effect markers to title templates, Keyframing and D text. colour masks, chroma keying, chroma key, drop shadow, gradients, multiple camera editing.

Activity

- Stock sound will be provided to student to remove noise and hiss to present a quality audio
- Students have to match the audio with image size on the video.
- They have to produce a video with recording dialogue, sfx, Foley and music.
- They have to produce title card and end credit text animation using key framing and colour masking.
- Student have to do a live editing for multi camera studio setup using Video switcher

UNIT IV   COLOUR CORRECTION, EFFECTS AND EXPORT   12

Colour correction. Basic compositing, Pleasantville effect, censor effect, ken burns effect, draw mask effect and ramping effect. Export and sharing.

Activity

- Students will change the colour tone of given video in order to bring out the essence of the story.
- In this activity, students will composite two or more clip using transition, keying, Alpha channels and compositing.
- Students have to mask and remove a particular portion of a video or background with the help of masking tool.

UNIT V   MASTERING & COPYRIGHT ISSUES AND PUBLISHING   12

Royalty free stock pictures, videos, censorship. Copyright, broadcasting rights, copyright infringements. Finishing, mastering and delivery- preparation for various medium distribution technique's behind it.

Activity

Students will use royalty free stock pictures, videos or music from sources in Internet to create stories for social media.

Students will script, shoot and edit a 2 minute video and master their video and publish their output on an online platform.

TOTAL: 60 PERIODS

OUTCOMES

- Students will have the knowledge on the workflow of post-production process.
- Students will edit video projects using different editing styles and layout.
- Student will master the art of editing professional quality video projects for various platforms.
- Students will understand the ways to edit videos without the copyright issues.
- Student will master an editing software which will help them get employment in the industry.

REFERENCES

1. Chitou Marios & Riley Mark, The Craft of the cut: The final Cut Pro X Editors Handbook, Wiley 2012, U.K
2. Christoper J. Bowen, Grammar of the Edit, Focal Press, New York, 2018.
3. Frierson Micheal, Film & Video Editing: How Editing Creates meaning, Focal Press Book, Routledge, New York, 2018.
4. Karel Reisz, Gavin Millar, The Technique of Film editing, Focal Press, London, 2010.
5. Ken Dancyger, The technique of film and video editing: history, theory and practice, Focal press, New York, 2013.

XM5413	PUBLIC RELATIONS AND EVENT MANAGEMENT LAB	L T P C
		0 0 4 2

OBJECTIVES

- To give exposure of the information and PR needs of professionals to the students.
- To provide in-depth knowledge of all aspects in this sphere of media through practical exposure.
- To study the audio-video channel boom and the Internet revolution the dynamics and
- paradigm of controlled media.
- To educate the students about the requirement of awareness campaign

UNIT I   PUBLIC RELATIONS WRITING   12
This   course will provide detailed plan of action   on the development of key PR and event documents including news releases, fact sheets, backgrounders and event plans. Students will do the strategic role of executing each these documents in supporting PR and event initiatives.

UNIT II   EVENT LOGISTICS AND SPECIAL EVENTS   12
This course will provide the student with an understanding of how organizations use special events as an integral part of their overall public relations and marketing strategy and as an organizational tool. The focus is on event project management skills needed to research, design, plan, market, co-ordinate and evaluate. Special emphasis will be placed on the critical role public relations plays throughout the event management process. The students will examine the individual mechanics for these types of events and develop Public Relations objectives (SMART) to successfully position the event for delivering on its strategic plans.

UNIT III   MEDIA RELATIONS   12
This course will examine the role of the media in public relations strategies and how to develop positive and effective media relations through a clear understanding of the needs and requirements of the media. The course will provide students with training in the Path of Least Resistance method of media relations with case studies and real   life scenarios from the day's headlines. Students will learn how to plan and execute a news conference taking into account all of the logistical details and potential issues. The students are expected to conduct press conference for their campaign.

UNIT IV   SOCIAL MEDIA   12
The course will make the students   study the growing influence of the social media on media relations programs, and the relationship between mainstream media and twitter and blog world. Students will examine how organizations can utilize the social media as a communications and issues management tool while creating an awareness of the dangers and pitfalls of social media use. Students will receive hands-on experience in developing a social media strategy to support a classroom public relations project.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT V   SPONSORSHIP AND FUND RAISING   12

Sponsorship programs and fund-raising activities depend heavily on successful public relations and event management strategies to reach their goals. Students will learn how to identify and motivate donors and will be responsible for planning and executing an actual fund-raising event on behalf of a local charity. Instruction will be also provided on seeking out sponsorship of events and development of strategic sponsorship guidelines.

TOTAL: 60 PERIODS

OUTCOMES
- This course will help them to understand the various management strategies opted by Public relations industries
- Students will have an understanding of the opportunities available in Public relation field.
- Students will have an understanding of the opportunities available in public relations profession.
- Students will know the dynamics and paradigm of the field.
- Students will understand the problems concerned with natural disaster
- Students will create an awareness campaign among the society

REFERENCES
1. Anton Shone & Bryn Parry, Event Successful Management',Cengage learning 2002 .
2. Dalmar Fisher - Communication in Organisations (2nd edn).Jaico Publishing House, Mumbai, 1999.
3. Grunig, J. E. ,Two-way symmetrical public relations: Past, present, and future. In R. L. Heath (Ed.), Thousand Oaks, CA: Sage,2007.
4. Lynn Van Der Wagen & Brenda R. Carlos, Event Management for Tourism, Cultural, Business and Sporting Events, Pearson Prentice Hall, 2005
5. Paine, K. D.. *Measuring public relationships*: *The data-driven communicator's guide to success.* Berlin, NH: KDPaine & Partners, 2007.
6. Savita Mohan - Event Management & Public Relations Enkay Publishing House,2012.

XM5501	ELECTRONIC JOURNALISM	L T P C
		3 0 2 4

OBJECTIVES
- To provide the insight knowledge about the electronic news production
- To produce the responsible electronic journalist in digital age.
- To educate the basics of television journalism
- To introduce the uses of online and new media journalism
- To showcase technologies used for journalism

UNIT I   INTRODUCTION TO ELECTRONIC JOURNALISM   12

Origin and Development of Electronic News Broadcasting, Nature of Electronic Journalism, Differences between Print and Electronic Journalism, Consumption pattern of news in Television, Radio and Online, Does the news channels have a front page? Television derivative of the front page, Importance of Sound and visuals, Emergence of electronic news gathering tools and practice.

UNIT II   RADIO JOURNALISM   12

Basic of Radio News, Sources and contacts, Wire services, Components of News, Radio news room setup, Radio News Reporting, News writing and presentation, Elements of editing, integrating audio bytes, Radio talks and discussions, radio interviews.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT III TELEVISION JOURNALISM 12

Basics of TV News- TV News room work process, Reporting for TV News- Strategies, skills, news values, piece-to-camera, Live News techniques, Reporting assignments, covering planned and unplanned events, Structuring TV News, News Production techniques- Role of news producer, Graphics and other teams, integrating sound bites, visualization of News, voice-overs, TV interviews, Process of Live inputs, News Debates, News analysis, Gate keeping, News anchoring, Conducting News Interviews, Broadcasting News writing Techniques- Styles, copy writing techniques, key to good writing, delivering the news, Role of PCR, MCR, editorial teams in news- Role of social media in TV news.

UNIT IV ONLINE JOURNALISM 12

Introduction to internet- Features of online media- Understanding difference between online and other types of journalism, Web 2.0, emergence of social media- Development of the Online news media, Online news culture, Principles of Writing and editing for online media, e-magazines, Page design and Layout for Web pages, Integration of text, video and graphics, Role of social media tools in news gathering, Search Engine Optimization (SEO) techniques- User centered design, Social media optimization- Live blogging and Mobile Journalism- Introduction to online media law, Contempt of court, ethical guidelines, copyright law, database rights, libel risks, privacy issues.

UNIT V TECHNOLOGIES FOR ELECTRONIC JOURNALISM 12

Outside Broadcast van and its functions, Mobile technology and its role in aiding news coverage, Bi-media reporting, convergence newsroom, solo journalist and technology, broadcasting software's.

Mandatory Assignment (Marks to be included in Assessment): 15

1. At the end of Unit 2, 3, and 4, students will be asked to produce a news story for radio, television and online medium individually and submit for evaluation.

2. At the end of the semester the students will be assigned group assignment. They will produce either a half an hour news feature / issue based - radio news story or produce a half an hour news bulletin incorporating various issues. The students should write script, shoot and edit the news bulletin on their own (Which will be called 'news day assignment') and submit for evaluation, at the end of the semester.

TOTAL (60 + 15): 75 PERIODS

OUTCOMES

At the end of the course, students will be able to
- Develop aptitude for electronic news gathering and reporting.
- Impart skills of news writing for radio, television and web media.
- Use the new media for journalism
- Understand the structure of news room and its functioning
- understand the basic of radio and television journalism
- Expose to the latest technology in Electronic Journalism.

REFERENCES

1. Andrew Boyd, Broadcast Journalism, Focal Press, 2007
2. Eric K. Gormly, Writing and Producing Television News, 2nd Edition, Surjeet Publications, New Delhi, 2005.
3. Mitchell Stephens and Beth M. Olson, Broadcast News, Fourth Edition, Thomson Wordsworth, 2005.
4. Paul Bradshaw, The Online Journalism Handbook, Skills to survive and Thrive in the Digital Age, Routledge, 2018.
5. Singh PP., Jonge De., Hakemulder, Jan 'Broadcast Journalism' – Anmol Publication, New Delhi, India, 2005.
6. Ted White, Broadcast News: Writing, Reporting and Producing. Focal Press, Elsevier. (2005).

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5502	TELEVISION PROGRAMME PRODUCTION	L T P C
		3 0 0 3

OBJECTIVES

- To make acquainted with different formats of TV programmes both Fiction & Non-fiction.
- To develop writing and creative skills for television concepts and production.
- To have a critical assessment of the programmes broadcast in various channels.
- To make the student well verse in all aspects of Indoor and outdoor production.
- To understand the knowledge of types of genre and programmes, how to write script and composite shots for each one

UNIT I   IDEATION AND PLANNING   9

Concept, Ideation, proposal writing for television and films – Visualization and storyboard – research: planning, execution, ethical aspects, emerging trends - Mechanics of TV programme Production-Creative thinking and analysis- preproduction activities – Script: Time, Space, Character, Creating tension, Pace, Juxtaposition: Frame, Sequence, Scene, Mise-en-scène, montage,- Visual variety, subjective and objective approaches -Scouting, budgeting-.direction-significance of research in AV production process and major equipments and prosthetics used in production.

UNIT II   VIDEO FORMATS   9

Types of video programmes- fiction and non-fiction shows-news versus entertainment -educational and enrichment channels and Introduction of Universal formats like Magazine, Reporting, Drama, Testimony, Game shows, Montage, Discussion, Interviews, Actuality and Demonstration-Understanding the effects of television to make better programmes for the benefit of society-Antisocial and pro-social effects of Media content, Uses and Gratifications, Cultivation of Perceptions of Social Reality - Social Impact of Television programmes.

UNIT III   TV GENRES   9

Essence of various promos, medley, trailer, countdown, teaser- television genres- Debate, Talk shows, Commercials, Public service announcements, celebrity programmes, comedy shows, and sitcoms – difference in production styles for Sci-fi, Horror, Action, Fantasy, Animated, Travelogues, Mythological, historical, supernatural, suspense, thriller, crime stories, cookery- Critical analysis of Relevant case studies.

UNIT IV   SPECIALTY PROGRAMMES   9

Specialty TV channels orienting towards children enrichment programmes, personality development and counseling, programme for women empowerment, youth, entrepreneurial, traffic & weather information, agriculture, health and fitness programmes – film based programmes, reviews – critical analysis of character development with apt case studies-enrichment programmes- development programmes, educational programmes –catharsis -Social Impact .

UNIT V   PACKAGING AND LIVE SHOWS   9

Packaging style of television programmes adapted by different channels - Hot Switching, Tent polling, Block, Cross, Bridging, Counter, Day parting, Hammocking, Stacking and Theming styles - Thematic videos, sports coverage, sports quiz - Live and Deferred Live programmes coverage for award functions, marathon or cultural importance and folk art -Special programmes for festivals.

TOTAL: 45 PERIODS

OUTCOMES

- Thorough understanding about pre-production and production process in video production.
- The students will gain knowledge on copywriting and production techniques involved for television, web and films.
- The students will be able to distinguish and produce different genres of video programmes for media industry.
- The students will able to develop concept for all genres and programmes for television
- They will gain the knowledge about what are the format's and codecs are used in channels and how a typical channel run and also know about roles and responsibilities of various department.
- The very important knowledge they will gain is how to work with team and how to solve the production problem effectively.

REFERENCES
1. Andrew Utterback, Studio Television Production and directing, Francis 2013.
2. Belavadi Vasuki, Video Production, Oxford University Press, 2nd edition, 2012.
3. Donald, Ralph & Spann, Fundamentals of Television Production, Blackwell Publishing, 2010.
4. Jim owens & Gerald Millerson, Television Production, 15th Edition, Focal Press, 2012.
5. Herbert Zettl, Television Production Handbook, Wadsworth Publications, 2009.
6. Robert B. Musburger, Single-Camera Video Production, Taylor & Francis, 2010.
7. Robinson MJ, Television on Demand: Curatorial culture and the Transformation of TV, Bloomsbury Publishing, 2017.

XM5503	COMMUNICATION FOR DEVELOPMENT	L T P C
		3 0 0 3

OBJECTIVES
- To introduce students to key concepts & theories of C4D.
- To provide an in-depth understanding of the concept and process of development
- To introduce the new paradigms of development & strategies for participatory process for social change
- To develop skills for effective, small and large scale C4D strategies and interventions for behavior change and social transformation that promotes human rights, social inclusion and accountability.
- Understand the dynamic connection between theoretical and practical aspects of the creative process involved in C4D.

UNIT I   DEVELOPMENT: AN INTRODUCTION   9
Development: Meaning, concept, and approaches to development. Indices of development, Dominant paradigm of development. Development as economic growth.C4D: Definition, Basic principles, Key features, purpose, history, needs and significance.

UNIT II   DEVELOPMENT COMMUNICATION THEORIES   9
Introduction to development models, theories, Diffusion of innovation, Agenda Setting, Health Belief Model, Theory of Reasoned Action/Theory of Planned Behaviour, Social Cognitive Theory, ACADA Model of Development Communication, Participatory theories

UNIT III   APPROACHES TO DEVELOPMENT   9
Modernization, Dependency theory, Participatory approach, social, cultural and political perspectives in development, sustainable development, need based approach, human development approach, right based approach, participatory approach, development as freedom, SDGs.

UNIT IV   ISSUES AND CHALLENGES   9
Overview of issues & challenges for development. The Environment, Population Growth, Poverty, Agriculture and Malnutrition, Women in Development, Child Rights, Health, Economic Program me, Education. Discussing success case studies related to the development communication.

UNIT V   TOOLS AND PRACTICES   9
Interpersonal communication, Printed & electronic media, new media/multimedia, use of social media for C4D. development Communication strategies, Designing a holistic C4D project, Best Practices in C4D, success stories, case studies, role of international agencies, government, UN, universities & academia in development sector, employment opportunities for media professionals in C4D sector.

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to critically assess the needs for C4D interventions initiatives to achieve development goals.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

- Students will be able to understand from historical perspective the role of communication in development.
- Students will be familiar with various social and behavior change models of communication
- Students will be able to apply this knowledge to analyze root, structural and direct causes of a social issue and generate insights related to behavior and social change for communication interventions.
- Students will gain insights into the need for using participatory approach in development initiatives.
- Students will be able to not only design and plan a communication strategy but also monitor and evaluate an intervention.

REFERENCES

1. Cary, L.J. Community Development as a process, University of Missouri Press, Columbia, 1970
2. Freire Paulo, Pedagogy of the Oppressed, Bloomsbery, New York, 2018
3. McPhail TL, Development communication: Reframing the role of the media. John Wiley & Sons, 2009.
4. Melkote Srinivas, Steeves Leslie, Communication for Development, Theory and Practice for Empowerment and Social Justice, Sage Publishing, 2015
5. Servaes Jan, Communication for Development & Social Change, Sage Publications, 2008
6. Wilkins KG. Redeveloping communication for social change: Theory, practice, and power, Rowman& Littlefield, 2000.

XM5504	3D ANIMATION	L T P C
		3 0 0 3

OBJECTIVES
- Understand fundamental properties of animation
- To educate the basic of animation history
- To develop a simple 3D model in a software
- To understand the topology of 3D model
- To educate the basic physical property of different 3D objects and environment.

UNIT I   CONCEPT OF 3D   9
3D animation, animation industry, history of 3D animation, concept of modelling, texturing, rigging, animation, lighting and rendering. Different type of video formats, pixels vector and raztor, file formats, colour depth, bit depth, frame rate, timecode.

UNIT II   DEVELOPING THE STORY BOARD FOR 3D   9
Story – developing story for 3D Script, screen play, storyboard, animatic, pre visualization, design. Character, conflict, goal, story telling principles, basic shot framing, camera movement in 3D, global surroundings. Working principles of producer, director, animator.

UNIT III   DEVELOPING A MODEL   9
Understanding the differences between NURBS and Polygon, topology of objects, working with references, Reading anatomy- human and living organisms, breaking human anatomy into different parts. Face, facial expressions, eye movement, lip movement, Character definition. Basic poses, Curve editor.

UNIT IV   FORCES IN 3D   9
Timing movement of object or character, space and scale.Law of inertia, movement laws, newton's third law, working with gravity, action – reaction, motion weight and gravity, jump, walk and run.

UNIT V   ANIMATION AND PRINCIPLES   9
Rigging – pivot positions, FK and IK, parenting, deformers, scripting, expressions, rigging workflow. Keyframe, Graph editor, dope sheet, animation techniques, basic lighting, lighting and attributes, motion capture technology, real time rendering.

TOTAL: 45 PERIODS

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES

- Students will be able to understand the physics behind the 3D animation.
- Students will understand the basic movement of character.
- Students will develop the idea for the 3D animation movie
- Students will understand the physics behind the different types of forces
- Students will rig a character and animate it.

REFERENCES

1. Ami Chopine, "3D art essentials" Taylor & Francis" 2012.
2. Beane A. "3D animation essentials". John Wiley & Sons; 2012.
3. Cabrera C. "An Essential Introduction to Maya Character Rigging with DVD". Routledge; 2012.
4. King R. "3D Animation for the Raw Beginner Using Autodesk Maya 2e". CRC Press; 2019.
5. Lanier L. "Advanced Maya texturing and lighting". John Wiley & Sons; 2015.
6. Naas P. "How to Cheat in Maya 2017: Tools and Techniques for Character Animation". CRC Press; 2018.

XM5505	USER INTERFACE AND EXPERIENCE DESIGN	L T P C
		4 0 0 4

OBJECTIVES

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

UNIT I   INTRODUCTION TO UX, UI   12

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

UNIT II   USER RESEARCH METHODS   12

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

UNIT III   WIRE FRAMING AND PROTOTYPING   12

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

UNIT IV   USER TESTING   12

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

UNIT V   UX FOR MOBILE AND WEB   12

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

TOTAL: 60 PERIODS

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

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

XM5511   TELEVISION PROGRAMME PRODUCTION LAB   L T P C
                                                        0 0 4 2

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

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

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

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

UNIT III   FORMATS PRODUCTION   12

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

UNIT IV   GENRES PRODUCTION   12

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

UNIT V   SPECIAL PROGRAMMES   12

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

TOTAL: 60 PERIODS

OUTCOMES

- Students will be creating video programmes for television, web and mobile phones practically.
- Students will have full-fledged knowledge in shooting, editing and finishing on video.
- This lab will enable the students to record and shoot audios/videos in various genres and then edit the same on the nonlinear editing systems.
- Student may have the knowledge work on various video production platform
- They have a very good idea to construct script and shots for all television genres
- Students might have the knowledge in all formats of prodcution

REFERENCES

1. Andrew Utterback, Studio Television Production and directing, Francis 2013.
2. Donald, Ralph & Spann, Fundamentals of Television Production, Blackwell Publishing, 2010.
3. Gormly, Eric K, Ames, Writing and Producing Television News, 2012.
4. Mannel; Morris, Patrick, Nonlinear Editing : Media, Focal Press, 2009.
5. Ken Dancyger, The Technique of film and Video Editing: History Theory, and Practice, Taylor and Francis, 2013.
6. Lucy Brown, Lyndsuy Duthie, The TV Studio Production Handbook, I.B. Tauris & Co. 2016.

PROGRESS THROUGH KNOWLEDGE

XM5512	3D ANIMATION LAB	L T P C
		0 0 4 2

OBJECTIVES

- Understand fundamental properties of animation
- Basic awareness of animation history, both technical and aesthetic
- Engage various techniques involved in movements
- To understand the different type of 3D software
- To work with different 3D interface

UNIT I   SOFTWARE INTERFACE   12

- ➢ Create Wireframe of model
- ➢ Sketching the model
- ➢ Understanding the software interface
- ➢ Understanding menu and tearing off menu
- ➢ Working with shelves
- ➢ Using channel box and attribute editor

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

- ➢ Customize the layouts
- ➢ Working with tools
- ➢ Working with transform, rotate and scale
- ➢ Create a simple object using the standard objects.

UNIT II EDITING OBJECTS 12
- ➢ Selecting multiple objects
- ➢ Snapping the object
- ➢ Create and modify the standard objects
- ➢ Working with vertex, edge, face
- ➢ Using extrude, bridge, chamfer, cut face tool.
- ➢ Create arc, line, square
- ➢ Smooth, curl and bending curves
- ➢ Create different objects using the standard objects,
- ➢ Working with key frame animation

UNIT III TEXTURING 12
- ➢ Apply materials and 2D textures
- ➢ Mastering extra map options
- ➢ Layering materials and textures
- ➢ Using 3D textures
- ➢ 2D and UV texture projection formats
- ➢ Working with Bump, Normal and Displacement map
- ➢ Texture node and customization
- ➢ Working with utilities
- ➢ Using paint effects

UNIT IV LIGHTS AND CAMERA 12
- ➢ Understanding color
- ➢ Linking and unlinking lights
- ➢ Using depth maps
- ➢ Understanding Raytracing shadows
- ➢ Using 1, 2 and 3 Point lighting
- ➢ Applying the different light for the scene,
- ➢ Create motion for camera
- ➢ Create walkthrough for the camera

UNIT V PARTICLES AND RIGGING 12
- ➢ Create the particles for the scene
- ➢ Modifying the particles, gravity, push and other particles,
- ➢ Create human models, birds, and animal characters.
- ➢ Placing the bones for the character,
- ➢ Understanding character weightage
- ➢ Create the motion animation with rigging formats,
- ➢ Working with character motion

TOTAL: 60 PERIODS

OUTCOMES
- • Students will be able to understand the software part of 3D
- • Student will give a walkthrough for a scene
- • Students will create 3D models
- • Students will simulate the light for the scene
- • Students will rig a character
- • Students will be able to provide the walkthrough for a set.

REFERENCES
1. Amin J. Beginner's Guide to Character Creation in Maya. 3dtotal Publishing; 2015.
2. Lanier L. Advanced Maya texturing and lighting. John Wiley & Sons; 2015.
3. Murdock K. "Autodesk Maya 2018 Basics Guide". SDC Publications; 2017.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

4. Osborn K. Cartoon character animation with maya: mastering the art of exaggerated animation. Bloomsbury Publishing; 2015.
5. Palamar T. Maya Studio Projects Photorealistic Characters. John Wiley & Sons; 2011.
6. Van Horn E. 3D Character Development Workshop: Rigging Fundamentals for Artists and Animators. Stylus Publishing, LLC; 2018.

XM5513	USER INTERFACE AND EXPERIENCE DESIGN LAB	L T P C
		0 0 4 2

OBJECTIVES
- To develop skills in analyzing the usability of a website.
- To understand the concept generation and field of study
- To impart the skills required to create an Information Architecture document for a website
- To educate the website and mobile application analysis
- To establish requirements for User Experience design concepts using techniques such as personality development, task description, and use cases

UNIT I   WEBSITE AND MOBILE APPLICATION ANALYSIS   12
The student should select different types of websites and analyze it critically using the design principles. The report has to be generated for each of the websites and the analysis of result should be made. It delivers the understanding of the important features present in the website. In the same way the mobile applications to be chosen in different categories and the results should be summarized. At the end, students learn how to implement and use the design principles in websites and mobile applications.

UNIT II   CONCEPT GENERATION & FIELD STUDY   12
Generating the new concept for the project. It can be a product/website/mobile application. After generating the concepts student should do the wire framing work only based on preliminary research and presented to the course instructor. Identifying user research methods, planning for field visits, understanding users, preparing the questionnaire, task list and designing for users.

UNIT III   PERSONA CREATION AND DATA ANALYSIS   12
Creating personas and scenarios, Creating user stories, red routes and user journey maps, Applying interaction design principles.

UNIT IV   DESIGNING INTERFACE AND PROTOTYPING   12
Designing the information architecture, Design for Network Effects, pattern libraries and social patterns, Designing Interfaces and Wireframes, UX Prototyping

UNIT V   USABILITY TESTING & EVALUATION   12
Student will do the Usability Testing/ Heuristic analysis for the project they have done and after the necessary corrections made, the product/website/mobile application will be submitted to the course instructor.

TOTAL: 60 PERIODS

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Christian Kraft, User Experience Innovation: User Centred Design that Works, Apress, 2012.
2. Craig Grannell, "The Essential Guide to CSS and HTML web design (Essentials)", Friends of ED Publishers. 2008.
3. Dan Saffer, Designing for interaction, New Riders publications, 2010.
4. Don Norman, The Design of Everyday Things, Basic Books, 2013.
5. Ted Roden, Building the Realtime User Experience: Creating Immersive and Interactive Websites, Shroff/O'Reilly, 2010.
6. Tom Tullis and Bill Albert, Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics, Morgan Kaufmann Publishers, 2008.
7. Trevor van Gorp and Edie Adams, Design for Emotion, Morgan Kaufmann, San Francisco, 2012.

XM5701	E-LEARNING	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.
- The students will be able to understand the new trends and opportunities in technology enhanced learning systems.
- 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 and 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 econtent– Case studies, simulations, games, exercises, evaluation – SCORM Model – e- Publishing processes – e- Author, e-Editing, e-Publishing.

UNIT III   E-LEARNING   9
e-Learning and 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 ecourses 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 toevaluate the learning content produced.

UNIT IV   TECHNOLOGY LEARNING SYSTEMS   9
Computer and 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 and 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

OUTCOMES
- Students will be able to understand the new trends and opportunities in technology enhanced learning systems.
- Students will familiarize with the management of e-content production.
- Students will develop an understanding on the present trends and future of e-learning business.
- Students will promote generation of e-Content in all subjects.
- Students will be skilled in e-content production in their future endeavors
- Students will be able to gain adequate skills to produce e-content programmes

REFERENCES
1. IGNOU. Effective Learning: A Practical Guide for Open and Distance Learners, IGNOU, New Delhi, 2005.
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.
3. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
4. Robin Manston and Frank Rennie.e-Learning: The Key Concepts, Routledge, London & New York, 2006.
5. The gamification of learning and instruction, Karl M. Kapp, 2012
6. U.V. Reddi and Sanjaya Mishra, Educational Media in Asia, Commonwealth of Learning, Vancouver, 2005.

XM5702	MEDIA LAWS AND ETHICS	L T P C
		3 0 0 3

OBJECTIVES
- To provide a basic knowledge of the Indian constitution.
- To focus on various laws related to media in India
- To throw light on Intellectual Property Rights
- To educate the students on the ethics to be possessed by media professionals
- To provide knowledge on Cyber law in India

UNIT I   OVERVIEW OF THE INDIAN CONSTITUTION   9
Fundamental rights in the Indian Constitution, Directive principles of state policy, Powers and privileges of parliament, provisions for declaring Emergency, provision for amending the constitution, Freedom of press and restrictions.

UNIT II   MEDIA LAW IN INDIA   9
Official Secrets Act, Working Journalists Act, Drugs and Magic Remedies Act, Press Council Act, Cinematograph Act, Prasar Bharati Act, Cable TV Networks (Regulation) Act, Broadcast Bill, Laws of defamation relevant to media in India.

UNIT III   INTELLECTUAL PROPERTY RIGHTS   9
Indian Knowledge System and Intellectual Property Rights – A brief history, Forms of Intellectual Property, The Designs Act, Trade and Merchandise Marks Act, The Patents act, The Copyright Act, Case studies on IPR.

UNIT IV   CODE OF ETHICS   9
Press council's code of ethics for journalists, AINEC code of ethics, Ethics of broadcasting, ethics of telecasting, codes for radio and Television, ethics of advertising.

UNIT V   CYBER LAW IN INDIA   9
Nature and scope of cyber law, nature of cybercrimes in India, digital signature, Piracy, Information Technology Act.

TOTAL: 45 PERIODS

OUTCOMES

* The students will acquire a basic knowledge of the Indian constitution.
* The Students will be equipped with a thorough knowledge of laws related to media in India.
* The students will get a clear understanding of the Intellectual Property Rights in India.
* The students will acquire knowledge on Cybercrimes.
* The Students would be well-versed in the ethical codes existing for various media in India.
* The students will gain knowledge on Cyber law in India

REFERENCES

1. Basu, DD, Law of the press in India, Prentice Hall of India, 2003
2. Frost, Chris , 'Journalism Ethics and Regulation', Routledge, 2013.
3. Harcup, Tony, 'The ethical journalist', Sage, 2007
4. Neelamalar, M, Media law and ethics, Prentice Hall of India, 2010
5. Stewart D. Social media and the law: A guidebook for communication students and professionals. Taylor & Francis; 2017 .
6. Thomas, Pradip Ninan, 'Intellectual Property Rights and Communication in Asia', Sage, 2006

XM5703	DIGITAL MARKETING	L T P C
		3 0 2 4

OBJECTIVES

* To understand the new marketing principles.
* To learn the new trends in digital marketing.
* To teach the impact of marketing 4.0 om customers
* To understand the role of digital marketing in digital economy.

UNIT I   FUNDAMENTAL TRENDS SHAPING MARKETING   9
Power shifts to the connected customers – Exclusive to Inclusive, Vertical to Horizontal, Individual to social. Digital Marketing Theories and Models.

UNIT II   MARKETING TO CONNECTED CUSTOMERS   9
Breaking the myths of connectivity – The influential Digital subcultures, Youth: Acquiring the mind share, Women: Growing the market share. Netizens: Expanding the Heart share.

UNIT III   MARKETING 4.0 IN THE DIGITAL ECONOMY   9
Moving from Traditional to Digital Marketing, Integrating Traditional and Digital Marketing –Search Engine Optimization – Understanding SEO – Meta Tags and Meta Description – Website content optimization – Mobile SEO – eCommerce SEO –Optimizing with Google Algorithms – measuring SEO effectiveness

UNIT IV   THE NEW CUSTOMER PATH   9
Understanding how people buy: Driving from Awareness, Appeal, Ask, Act to advocacy.Marketing Productivity Metrics – Introducing and Decomposing Purchase Action Ratio and Brand Advocacy Ratio. Driving up productivity.

UNIT V   TACTICAL MARKETING APP IN THE DIGITAL ECONOMY   9
Human centric marketing for Brand Attraction – Content Marketing for Brand curiosity – Omni channel Marketing for Brand commitment – Engagement marketing for Brand affinity.

PRACTICAL WORKS   30

1. Website Planning and Structure
2. Facebook Marketing for Business
3. Google AdWords and PPC Advertising
4. YouTube and Video Marketing
5. E-mail Marketing for Business
6. Lead Generation & Marketing Automation

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

7. LinkedIn and Twitter Marketing
8. Google Analytics and Webmaster Tool
9. Search Engine Optimization (SEO)

TOTAL: (45+30): 75 PERIODS

OUTCOMES
- Students will be able to develop a digital marketing plan.
- Students will be able to identify the importance of digital marketing for marketing success.
- Students will manage customer relationships across all channels.
- Students will build good customer relationships.
- Students will integrate different Digital Media.
- Students will understand and do optimization of website and SEO.

REFERENCES
1. Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, Marketing 4.0, moving from Traditional to Digital, Wiley U.S.A, 2017.
2. Chuck Hemann and Ken Burbary, Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World, Oue, U.K, 2013.
3. The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable online campaigns, John Wiley &sons, 2016.
4. Alan Charlesworth, Digital Marketing: A practical approach, Routledge, second edition, 2014.
5. Chris J. Snook and Travis Wright, Digital Sense: The Common Sense Approach to Effectively Blending Social Business Strategy, Marketing Technology, and Customer Experience, John Wiley & Sons, New Jersey, 2017.

XM5704	WEB DEVELOPMENT	L T P C
		4 0 0 4

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

UNIT I   INTRODUCTION TO HYPER TEXT MARK-Up LANGUAGE (HTML)   12
Introduction to HTML, Markup Tags, Types of Attributes, Presentation Tags, Semantic Elements, Inserting Images. Creating Hyperlinks, Client Side Image Mapping, Types of hyperlinks: external links and internal links, Lists and the different types of lists. Table and its related Tags. Incorporating form elements, Form Attributes, Inline frame, Adding Multimedia Contents using different media related, Adding Graphics, Head Document Elements.

UNIT II   INTRODUCTION TO CASCADING STYLE SHEETS   12
Introduction to CSS, Different ways to incorporate Styles, Styles - Background, Text, Font, Link, Lists, Tables, Border, CSS Pseudo Elements, separate style sheets for print and screen, Print Media: controlling line breaks, The box model: Styling with content, padding, borders and margin. using margins to separate and position, CSS Positioning: static, relative and absolute. CSS Floating: Floated elements and their margin, Transparency Effects: CSS transparency and "see-through" effects, Colors, Gradients, Shadows, 2D Transforms, 3D Transforms, Navigation Bar, Dropdowns, Tooltips, Counters, Animations, Buttons, Pagination, Multiple Columns, User Interface, Box Sizing, CSS3 Responsive.

UNIT III   INTRODUCTION TO JAVA SCRIPT   12
Introduction to Scripting Language, Uses of JavaScript, how a scripting language works, different ways to incorporate JavaScript, Datatypes, Variables, Expressions, Operators, and Statements, Pre-Defined Dialog Boxes, HTML DOM: Map html elements using Document Object Model, , JavaScript BOM. Arrays, User defined functions, Events and Event Handling, Pre-defined JavaScript Objects, Browser Objects, RegExp, Hoisting, Strict Mode, Functions

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV JQUERY 12
Introduction to jQuery , Syntax , Selectors, Events, Effects, HTML Traversing, AJAX. Introduction to jQuery Mobile, Mobile Pages, Transitions, Buttons, Icons , Popups, Toolbars, Navbars, Panels, Collapsibles, Tables, Grids, Lists, Forms, Themes, Events

UNIT V BOOTSTRAP AND ANGULAR JS 12
Introduction to Bootstrap, Bootstrap Grids, Themes, Bootstrap CSS, Bootstrap JS, Introduction to Angular JS: AngularJS Expressions, Modules, Data Binding, Scopes, Directives & Events, AngularJS Controllers, Filters, Services, HTTP, Tables, Validation, API, Animations, i18n and i10n.

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Define the fundamental terms and concepts related to web development
- Logically separate the content from style.
- Develop a full-fledged website using HTML5, CSS and JavaScript
- Expose to the programs related to jQuery
- Understand and implement the bootstrap in website
- Learn the programs related to Angular JS.

REFERENCES
1. Craig Grannell, "The Essential Guide to CSS and HTML web design(Essentials)", Friends of ED Publishers. 2008.
2. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia GustaffRayl, "JavaScript Bible" Wiley Publications. 2010.
3. JavaScript and JQuery: Interactive Front-End Web Development HardcoverBy Jon Duckett, Gilles Ruppert, Jack Moore published by John Wiley and Sons Inc. 2014.
4. jQuery Cookbook: Solutions & Examples for jQuery Developers By Cody Lindley, published by O'Reilly Media Inc. 2010.
5. Lavanya R., HTML 5, Ane Book House, 2010.
6. Learning AngularJS: A Guide to AngularJS Development, By Ken Williamson, O'Reilly Media Inc. 2015.

XM5711	E-LEARNING LAB	L T P C
		0 0 4 2

OBJECTIVES
- To understand the basics, concepts and need of the educational media.
- To practice the production process and techniques of the educational programmes.
- To produce effective educational programmes for different field.
- To understand the basic production concept for the e-content
- To understand the post production for the e-content creation

UNIT I EDUCATIONAL PROGRAMME FORMATS 12
Types and Formats of Educational Programmes, Instructional Programmes, Social Education Programmes, Edutainment Programmes; Research – Pre-Production, Prototype Production, Feedback.
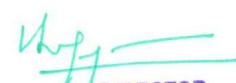
UNIT II EDUCATIONAL PROGRAMME SCRIPT 12
Script writing for various educational programmes – various platforms.

UNIT III PRE PRODUCTION 12
Research, Planning, Schedule preparation, Budget preparation, Man and Machines.

UNIT IV PRODUCTION 12
Production of education programme for radio, TV, online media.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT V   EVALUATION   12
Conduct evaluation for educational programmes – after production and students should conduct evaluation for radio, TV and internet based educational programmes.

TOTAL: 60 PERIODS

OUTCOMES
- Student will understand the importance of educational media.
- Students will gather knowledge on different media for educational programme production.
- Students will produce programs based on education.
- Students will develop a script for the e content
- Student will produce e-content for various genres.
- Students will evaluate the e content created

REFERENCES
1. August E. Grant and Jennifer H. Meadows, "Communication Technology Update and Fundamentals",11th Editions, Focal Press, India 2009.
2. Magued Iskander, Innovative Techniques in Instruction Technology, E-learning, E-assessment and Education, Springer Science & Business Media, 2008.
3. Matthew A. Gilbert, edX E-Learning Course Development, Packt Publishing Ltd, 2015.
4. Papers on Educational Sectors for EDUSAT utilization, DECU, ISRO, Ahmedabad, 2003.
5. Penelope Semrau, Barbara Boyer, "Using Interactive Video in Education",1st Edition Pearson Allyn & Bacon,– December 2013.
6. StevenImke, "Interactive Video Management and Production",1st Edition Educational Technology Publications, ,2011.

XM5712	SHORT FILM PRODUCTION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To provide a hands on experience in short film making
- To elaborate on the steps involved in making a short film
- To help in scripting a good screenplay for producing short film
- To impart skills on developing, producing and directing a short film.
- To learn to work collaboratively with peers to produce short films in a variety of different ways.

1. Production Team: Students will be guided by the Course Instructor, in step by step procedures in making a short film. The class will be divided into small teams and each team members will be assigned different roles and contribute to development of short film.   **10**

2. Script & screenplay: The team will brainstorm for a idea/theme for their short story. They will also select a story or write a story for their short film. Each team will pitch their story ideas to the faculty for approval. With the approval from the faculty, the story will be adapted to a screenplay. The Screenplay will be submitted to the course instructor once again for approval.   **10**

3. Budgeting & Scheduling: Once the screen play is approved, the teams will start their work on their budgeting & scheduling. Teams will do a thorough research including a recce and plan their shooting schedule. The teams will submit their budget and their shooting schedule for approval and allocation of studio / camera/ equipment for the shoot.   **10**

4. Filming/Production: The student team will be allotted equipment and will start filming. Substantial Production hours outside of class time are necessary to successfully complete the filming.   **10**

5. Post Production: The student team will be allotted the editing system in the lab for fixed number of hours and teams will be guided to edit their footage. Students will be given hands on experience to learn their soft wares and editing techniques for short films on apple systems. The audio mixing and mastering and titling will also be done.   **10**

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

6. Exhibition of films: The student teams will also arrive at a plan for exhibition of their films either through festivals or on digital platforms. **10**

- The teams will submit along with the periodical dossier containing the entire production process, working stills, research record, a proposal, a treatment, and a script. The students will also ensure the exhibition of their films on web media for reviews.
- Throughout the semester, students will devote time to developing and pre-producing his/her final short film in and outside the classroom. Substantial Production and Post-production hours outside of class time are necessary to successfully complete the film project.
- Students will be guided through the scripting, screen play development, fundamentals concepts of production like research, ideation, treatment, story, characterization, screen play & dialogue writing, budgeting, scheduling, ethics, selecting the crew and talent, shooting, editing, film exhibition, posting on web & working out a festival strategy.

TOTAL: 60 PERIODS

OUTCOMES

At the end of the course, students will be

- Able to gain adequate skills to produce short films.
- Identify core competencies and exhibit proficiency in at least one area filmmaking: producing/production, management, screenwriting, directing, camera and lighting, editing, audio, art direction, set design, special effects etc.,.
- Develop creativity and analytical skills by identifying quality story concepts and writing a script.
- Work collaboratively with a team to translate a prepared script into a good short film.
- Assess the relationships between film history, film styles and film
- Learn industry practices by identifying the stakeholders and various markets for short film screening and sharing.
- Learn and follow industry process: pitch story concepts with clarity, develop financial and marketing plans, identify sources of financing, and assess copyright and intellectual property issues.

REFERENCES

1. Ascher Steven and Pincus Ascher , The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, Penguin Publishers, 2013
2. Mackendrick Alexander & Cronin Paul , On Film-making: An Introduction to the Craft of the Director , Penguin Publishers, 2005
3. Mamet David , On Directing Film Routledge, 1992
4. Murch Walter, In the Blink of an Eye, Silman James Press, 2008.
5. Pressfield Steven, The War of Art , Focal Press, 2008
6. Rabinger Michael & rrier Mick, Directing: Film Techniques & Aesthetics, 2013

XM5713	WEB DEVELOPMENT LAB	L T P C
		0 0 4 2

OBJECTIVES

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

UNIT I   HYPERTEXT MARKUP LANGUAGES   12
1. Create a basic webpage using different presentation tags
2. Insert Images and tables
3. Create different types of Lists.
4. Create external and internal hyperlinks, Image Mapping, Mail Links
5. Create registration forms using all the form elements
6. Include Multimedia Elements in the website

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

UNIT III INTRODUCTION TO JAVA SCRIPT 12
1. Validate the website using Javascript objects
2. Creating dynamic Calendar, TimeStamp and Banner
3. Programs related to Event handling, Events, and Error handlings
4. Programs related to Window and Document objects.
5. Programs related to javascripts objects and methods.
6. Design and Develop a professional interactive and dynamic website

UNIT IV INTRODUCTION TO J Query 12
1. Programs related to jQuery Selectors, jQuery Events, jQuery Effects, jQuery HTML, jQuery Traversing, jQuery AJAX, jQuery Misc.
2. Programs related to jQuery-Mobile Pages, Mobile Transitions, Buttons, Mobile Icons, Mobile Popups, Toolbars, Navbars, Panels, Collapsibles, Tables, Mobile Grids, Mobile Lists, Mobile Forms, Mobile Themes, Mobile Events.

UNIT V BOOTSTRAP AND ANJULAR JS 12
1. Programs demonstrating Bootstrap Basics, Bootstrap Grids, Bootstrap Themes, Bootstrap CSS, JS.
2. Programs related to AngularJS Expressions, Modules, Data Binding, Scopes, Directives & Events, Controllers, Filters, AngularJS Services, HTTP, Tables, AngularJS Select, Fetching Data from MySQL, AngularJS Validation, AngularJS API, AngularJS Animations, AngularJS i18n and i10n

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Define the fundamental terms and concepts related to web development
- Logically separate the content from style.
- Develop a full-fledged website using HTML5, CSS and JavaScript
- Expose to the programs related to jQuery
- Understand and implement the bootstrap in website
- Learn the programs related to Angular JS.

REFERENCES
1. Craig Grannell, "The Essential Guide to CSS and HTML web design (Essentials)", Friends of ED Publishers. 2008.
2. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia GustaffRayl, "JavaScript Bible" Wiley Publications. 2010.
3. JavaScript and JQuery: Interactive Front-End Web Development HardcoverBy Jon Duckett, Gilles Ruppert, Jack Moore published by John Wiley and Sons Inc. 2014.
4. jQuery Cookbook: Solutions & Examples for jQuery DevelopersBy Cody Lindley, published by O'Reilly Media Inc. 2010.
5. Lavanya R., HTML 5, Ane Book House, 2010.
6. Learning AngularJS: A Guide to AngularJS Development, By Ken Williamson, O'Reilly Media Inc. 2015.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5801	SCIENCE COMMUNIATION	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 how to communicate different scientific information.
- To know innovative methods of science and technology communication.
- To make the students aware about the approaches to science communication
- To introduce various tools used for science popularization

UNIT I   SCIENCE AND COMMUNICATION   9
Public spaces for science - Science experienced in the world outside - History of science, Methods of Science, Scientific temper, Sprit of Enquiry. 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   INDIAN 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 and children - Various media that government use for science propagation - Media as a tool for science development

UNIT III   POPULARIZAION 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 – Role of Science movements - Production of media content.

UNIT IV   WEB SURFING AND INTERNET RESOURCES FOR SCIENCE   9
Science in the mass media - Digital libraries - Virtual libraries - Networked libraries - Authenticated sources - Social media: podcasting, e-groups, e-forums, list serves - Social networking groups - 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 - Infographis - Scientoons.

TOTAL: 45 PERIODS

OUTCOMES
- The students will understand the scientific developments in India and the media's role in disseminating them.
- The students will know how to communicate different scientific information.
- The students will know innovative methods of science and technology communication.
- The students will be aware about the approaches to science communication
- The students will understand various tools used for science popularization
- The students will get to know the policies of government on science and technology

REFERENCES
1. Biswajeet Guha. Science and Technology in Mass Communication. New Delhi: Kanishka Publishers Distributors, 2009.
2. Jane Gregory and Steve Miller. Science in Public: Communication, Culture, and Credibility. New York: Plenum, 1998.
3. Joan van Emden. Effective Communication for Science and Technology. London: Palgrave Macmillan. 2001.
4. Laura Bowater and Kay Yeoman. Science Communication "A Practical Guide for Scientists", Wiley-Blackwell, 2012.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

5. Manohar Bhardwaj. History of Science and Technology in Ancient India. New Delhi: Cyber Tech Publications. 2009.
6. Stuart Allan. Science Journalism: Media, Risk and Science. London: Open University Press, 2002.

XM5802	MEDIA PSYCHOLOGY	L T P C
		3 0 0 3

OBJECTIVES
- To understand the fundamentals of psychological theories and practices for application in the field of media.
- To introduce social psychology theories & concepts for better understanding of how people perceive, think about and feel about the social world.
- To understand the influence of media technologies on human behavior, culture and society.
- To demonstrate the application of social, cognitive, developmental and positive psychologies in media & communication field.
- To Identify and critically analyze the ethical issues in the media with special reference to psychological well-being, identity, social engagement, individual and universal rights, ethnicities and culture

UNIT I   INTRODUCTION TO SOCIAL AND MEDIA PSYCHOLOGY   9
Definitions - Foundations of Social Psychology -The Science of the Social Side of Life - Social Psychology and Human Values- Social representations, social norms, social cognition Introduction to Media Psychology – definition, media psychology & its history, storytelling & media.

UNIT II   MEDIA AND SOCIAL PERCEPTION   9
Social perception: Basic channels of nonverbal communication and social perceptions cultural differences in inferring others emotions - Explaining Behaviour –Social Beliefs Social Influence - Social Perception - Cultural Influences- Friendship and Love-Interpersonal Attraction and Close Relationships, Parasocial interaction, celebrity & fandom

UNIT III   MEDIA INFLUENCE ON BEHAVIOUR & RELATIONSHIPS   9
Approaches, positive psychology approach, prosocial & antisocial behavior, Prejudice, Stigma, Reducing Intergroup Conflict, Aggression, Attraction, Altruism, Application, Stereotyping, Prejudice, and Discrimination: The Causes, Effects, and Cures. Global Media: media effects on society, individuals, and cultures.

UNIT IV   MEDIA PSYCHOLOGY   9
Propaganda and Persuasion - fine art of persuasion- Social Influence - Conformity, bystander intervention, obedience to authority-Social facilitation -Social Status-Social roles-Social conformity-Interpersonal attraction-Behavioral influences on attitudes-attitude formation-Cognitive dissonance -resisting persuasion attempts – social media and transformation of society.

UNIT V   NEW MEDIA   9
Understanding Psychology & Internet- psychological issues in new media, media literacy: Interactive & emerging technologies, social influence in virtual world. Social connection & social capital, personal media – mobile, wearable smart technologies -Audience Engagement- A Positive Psychology Approach - Media Literacy: History, Progress, and Future Hopes.

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to apply the appropriate psychological theory and analyze the complex media environment.
- Students will understand the social behavior and would be able to identify the forces that create group differences in patterns of social behavior.
- Students will understand the behavior of other people from diverse cultures, social groups and categories with reference to intergroup dynamics, conflict and cooperation.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

- Students will develop critical thinking attitude and skills towards all generalization and will evaluate media messages based on evidence.
- Students will understand the power of psychology to enable social change and its potential to enable positive individual, organizational and global change.
- Students will understand the role of media literacy and digital citizenship as proficiencies for social and psychological civic engagement, empowerment and wellbeing.

REFERENCES

1. N. Dash, Uday Jain: Perspectives on Psychology and Social Development, Concept Publishing, New Delhi, 2005.
2. Sceinbaum Close Angeline, Dark Side of Social Media: A Consumer Psychology perspective, Routledge, New York, 2018.
3. Giles David Psychology of the Media, Palgrave Macmilan Insights, U.K, 2010
4. Baron A Robert: Fundamentals of Social Psychology, Pearson Education, New Delhi, 2009.
5. Dill E karen; The oxford handbook of media Psychology, Oxford University Publications, 2018.
6. Schwartz LL. Psychology and the media: A second look. American Psychological Association; 1999.

XM5803	MEDIA MANAGEMENT AND ENTREPRENEURSHIP	L T P C
		3 0 0 3

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

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   4
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   14
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. 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

UNIT V   ENTREPRENEURSHIP   9

Entrepreneurship concept – Entrepreneurship as a Career – Entrepreneurial Personality - Characteristics of Successful, Entrepreneur – Knowledge and Skills of Entrepreneur of new venture financing, types of ownership securities, venture capital, types of debt securities, determining ideal debt-equity mix, and financial institutions and banks, Planning - Market and Channel Selection - Growth Strategies - Product Launching – Incubation, Venture capital, IT startups.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course students will be able to

- Summarize and classify the essential concepts of media economics.
- Analyze national and international media markets with reference to key parameters.
- Reflect on the impact of digitalization and convergence on strategic markets and business processes.
- Critically evaluate the potential of convergent products and Cross media business models in view of the latest international developments in the media market.
- Independently conduct and evaluate small-scale empirical research projects, and interpret the generated data with regard to theoretical insights.

REFERENCES

1. Alan B. Albarran, Sylvia, M. Chan-Olmsted, Michael O. Wirth (Eds.). Handbook of Media management and Economics, Lawrence Erlbaum, Associates, London, 2006.
2. David Aaker. Brand Equity, Tata McGraw-Hill, 2003.
3. David Croteau and William Hoynes, The Business of Media: Corporate Media and the public Interest, Pine Forge Press, London, 2006.
4. Gabriele Siegert, Kati Förster, Sylvia M. Chan-Olmsted, Mart Ots, Handbook of Media Branding 2015.
5. Gillian Doyle. Media Ownership, Sage, London, 2002.
6. Gillian Doyle. Understanding Media Economics, Sage, London, 2002.
7. Rajan Sexena. Marketing Management, Tata McGraw-Hill, 2003.

XM5811   DIGITAL FILM MAKING LAB   L T P C
                                               0 0 4 2

OBJECTIVES

- To brush up their technical knowledge towards production equipment
- To transform the creative ideas into short films.
- To promote branding through corporate Videos.
- To understand the techniques of making bio-graphical film.
- They have to create a PSA video and make it to bring some behavior change at least among a particular community.

UNIT I   FRAMING AND COMPOSITION   12

Practice in Various Camera movements, Capturing Shot, Scene, Sequence. Practice in various manual operations. Practice in 5C's of Cinematograpghy- Camera angles, Continuity, Cutting, Close – ups and Composition.

UNIT II   SHORT FILM MAKING   12

Script Writing, Characterization – Protagonist- Antagonist. Structuring, Camera Script, Idea Generation and confirming the script, Production and Post production.

UNIT III   SOCIAL AWARENESS FILMS   12

Identifying social issues of various importance- Health Environment – Economic – social cultural and political issues. Doing film on any of the above interested and relevant themes.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV   CORPORATE FILMS   12

To project the profile of the company behind the brand – showcasing the visual power- focusing the consumer. Production of safety videos, new product launch, promotional videos, testimonial videos. Practice in anyone of the above mentioned ideas.

UNIT V   PLACES AND PERSONS OF HISTORICAL IMPORTANCE   12

Identifying of Historically important persons and places – doing background research on the subject – planning for a photo shoot to get an idea for film making – relating the subject with cultural or historical importance- indirectly serve as a tourism promotion.

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course students will,
- Promote our cultural and historical values through films.
- Create an alternative way to create awareness through social awareness films.
- Become a professional's in making short film, corporate video, etc.
- Have a good sense of knowledge on casting, constructing shots, location hunting and maintain continuity.
- Maintain an appropriate colour tone is much more important to convey the message and give the impacts; students might have a good sense of colour knowledge.

REFERENCES
1. PatriciaD.Netzley, Encyclopedia of Movie special effects,Oryx Press, 2000.
2. PaulMartingel, Best Location shooting,Focal Press, 2008.
3. Peter W. Rea & David K. Irving, Producing and Directing the Short film and Video, Fourth Edition, Focal Press, 2014.
4. Rusell Evans, Practical DV Filmmaking,Focal press, 2006.
5. Steven E Browne,High Definition Postproduction, Focal Press, 2007.
6. Stuart Sweetow, Corporate Video Production, Beyond the Board Room,Focal Press, 2011.

XM5812   **MOTION GRAPHICS LAB**   **L T P C**
                                                                   0 0 4 2
OBJECTIVES
- To become visually literate, including competence with the non-verbal languages of art and design
- To develop visual, verbal, and written responses to visual phenomena, and organize perception and conceptualizations both rationally and intuitively
- To learn the basic principles of storyboarding and project mapping
- To educate the concept of tracking
- To understand the usage of 3D in live action

UNIT I   INTRODUCTION TO GRAPHICS   12

General principles of motion graphics, - Different software's used for motion graphics, Photoshop, Final cut pro, Premier Pro, After effects, Combustion, Nuke. - Create Pipeline for production. - Exercise for each software differently. - Creating a story board

UNIT II   KEYING, ROTO AND TRACKING   12

Understanding and working with the keying concepts, Working with different types of keyer Working with Roto shots, Removing the blue/green screen using different keyers, Working with 2D tracking Working with planar tracking

UNIT III   GRADING   12

Working with RGB, colour waveform, colour histogram, Curves Understanding the alpha value, Colour grading of Computer generated objects, Adding the lights and shadow Matching light space and adjusting for brightness and colour Mask the region   Working with layer and node based software's.

UNIT IV 3D GRAPHICS 12
Camera tracking in different software's - Combining of graphics elements into the live action Create and modify 3D objects, Importing 3D materials to various software, Create a 3D title

UNIT V AUDIO 12
Understanding audio properties, Working with different levels of audio, Different type of audio formats, Working with multi track audio, Rendering the final mix down audio, Lip sync with the visual, Export the final output.

TOTAL: 60 PERIODS

OUTCOMES
- Students will able to shoot the graphics video on their own
- Students will understand the concept of grading
- Students will be able to assemble the green /blue mate footage
- Students will be able to work with the 3D environment digitally
- Students will be able to work with the audio
- Students will understand the concept of rendering

REFERENCES
1. Blazer L. Animated storytelling: Simple steps for creating animation and motion graphics. Peachpit Press; 2015.
2. Ian Crook, Peter Beare, Motion Graphics: Principles and Practices from the Ground Up, Bloomsbury Publishing, 2017.
3. Jackson C. After Effects for Designers: Graphic and Interactive Design in Motion. Focal Press; 2018.
4. Jon Krasner, Motion Graphic Design: Applied History and Aesthetics Focal press, 2013.
5. Shaw A. Design for motion: Fundamentals and Techniques of motion design. Focal Press; 2015
6. Stone RB, Wahlin L. The Theory and Practice of Motion Design: Critical Perspectives and Professional Practice. Routledge; 2018.

XM5901	DATA ANALYSIS	L T P C
		3 0 0 3

OBJECTIVES
- To learn knowledge regarding data acquisition, data cleansing, and various aspects of data analytics and visualization
- To understand how to use the data analytic techniques in any type of research
- To learn the principles of data analytics and its underlying methods and algorithms
- To understand and develop the new statistical models
- To evaluate the data and visualize the data

UNIT I INTRODUCTION TO STATISTICS AND ANALYTICS 9
Description of Data, Various types of Analytics, Application of Data Analytics in industries and business. Popular Analytical tools, Data Presentation: Creating Tables and Graphs.

UNIT II DESCRIPTIVE AND INFERENTIAL STATISTICS 9
Descriptive Statistics: Summary measures, variance measures, Probability Distributions. Inferential Statistics: Simple Inference for continuous Data, categorical Data, Types of Inferential Tests, Types of Hypotheses, Hypothesis Testing The p Value, Analysis of Repeated Measures, Fixed Effects versus Random Effects

UNIT III ANALYSIS OF VARIANCE AND REGRESSION 9
Anova, t-test, 1 sample t-test, 2 sample t-test, Goodness of fit, chi-square, Factorial Designs Linear Regression and Logistic Regression: Predictive model, split the data, model selection, multicollinearity, predictions and quality checks. Survival Analysis, Principal Component Analysis, Factor Analysis, Cluster Analysis, Discriminant Function Analysis,

UNIT IV   QUALITATIVE DATA ANALYSIS   9

Qualitative Data, Qualitative Analysis, Managing data, Reading and annotating, creating categories, Splitting and splicing, linking data, making connections, Ofmaps and matrices, Corroborating evidence, producing an account.

UNIT V   MACHINE LEARNING   9

Introduction to Machine Learning, Differentiating algorithmic and model based frameworks, Text Mining and Information Retrieval

TOTAL: 45 PERIODS

OUTCOMES

- Students will perform data acquisition, data cleansing, and various aspects of data analytics and visualization
- Students will adopt the use of data analytics in any type of research
- Students will be able to use the principles of data analytics and its underlying methods and algorithms
- Student will create the scenically working model through statistics
- Student will learn and practice the machine learning.
- Student will perform the factor analysis

REFERENCES

1. Han, J., Kamber, M., Pei, J. Data mining concepts and techniques. Morgan Kaufmann, 2011.
2. Hastie, Trevor, et al. The elements of statistical learning. Vol. 2. No. 1. New York: springer, 2009.
3. James, G., Witten, D., Hastie, T., Tibshirani, R. An introduction to statistical learning with applications in R. Springer, 2013
4. Murphy, K. Machine Learning: A Probabilistic Perspective. - MIT Press, 2012.
5. Nisbet, R., Elder, J., & Miner, G. *Handbook of statistical analysis and data mining applications,* Academic Press, 2009.
6. Sabine Lanau And Brian S Everitt, A Handbook Of Statistical Analyses Using SPSS, Chapman and Hall / CRC Press, 2004.

XM5902	FILM STUDIES	L T P C
		4 0 0 4

OBJECTIVES

- To understand the functions of cinema as an institution for production and distribution of social knowledge and entertainment.
- To expose students to a variety of film styles, narrative conventions, visual 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.
- To impart knowledge on the historical development and cultural impact of film as an art form
- To analyse the ideologies on ethics and social justice through representations of culture on film.

UNIT I   INTRODUCTION TO FILMS   12

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

UNIT II   FILM THEORIES   12

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

UNIT III WORLD CINEMA 12

Introduction to world cinema, Film Movements from soviet, France, Germany, Italy, Korean etc., Hollywood and its history. Convergence and films production, distribution and consumption in digital era.

UNIT IV INDIAN CINEMA 12

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

UNIT V TAMIL CINEMA 12

History of Tamil cinema- Cinema as an institution – Cinema as popular culture -Influence of cinema on social, cultural economic, political milieu in India and Tamil Nadu– Understanding audiences –Censorship and regulation of films - Need for media literacy in society.

TOTAL: 60 PERIODS

OUTCOMES

- Students will demonstrate a broad knowledge on film history, world cinemas, national cinemas
- Students will understand, analyze, and critically evaluate films using various theories for its aesthetic as well as cultural constructs.
- Students will recognize the social, economic, and technological factors that shape films from different historical periods, ideological perspectives and cultural contexts.
- Students can apply critical thinking and aesthetic judgment in the analysis of fiction and nonfiction film, experimental and mainstream cinema, feature and short form narratives.
- Students will demonstrate their understanding of the critical and technical language associated with film studies.
- Students will understand how films as a cultural force, intersect with religion, politics, race, gender, values, and globalization.

REFERENCES

1. Andrew Dix**,** Beginning Film Studies, Atlantic Publishers, U.S.A, 2010
2. Baskaran, TS, 'History through Lens-Perspectives on South Indian Cinema', Orient Blackswan Private Limited, Hyderabad. 2009.
3. Dissanayake, W, 'Rethinking Indian Popular Cinema - Towards newer frames of Understanding', Routledge, London. 2003.
4. Gokulsing KM, Dissanayake W, editors. Routledge handbook of Indian cinemas. Routledge, 2013.
5. Grieveson Lee, Film & Media Studies, University of California Press, 2018
6. Film & Media Studies - University of California Press Lee Grieveson, U.S.A 2018.

XM5903 RESEARCH METHODOLOGY L T P C
4 0 0 4

OBJECTIVES

- Understand the nature and purpose of research in the creative media industry.
- Be able to apply a range of research methods and techniques.
- Be able to present results of research.
- To educate the research methodology
- To understand the different type of statistical tools

UNIT I INTRODUCTION TO RESEARCH CONCEPTS 12

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

UNIT II   REVIEW OF LITERATURE   12

Role of research in the media -Writing review of literature – Meaning – Need and scope – Sources – Citation Tracking – Content Alert Services – Evaluating Sources – Primary Sources – Secondary Sources – Need of critical thinking.

UNIT III   QUANTITATIVE RESERACH   12

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

UNIT IV   QUALITATIVE RESEARCH   12

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

UNIT V   MONITORING AND EVALUATION   12

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

TOTAL: 60 PERIODS

OUTCOMES

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

REFERENCES

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

XM5091	DISSERTATION	L	T	P	C
		0	0	36	18

OBJECTIVES

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

- **Guidelines for Students choosing Research Topic:**

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

- **Research Project Reviews:**

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

- **Final Viva-Voce Examination and Thesis Submission:**

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

TOTAL: 540 PERIODS

OUTCOMES

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

XM5001	CLIMATE JOURNALISM	L T P C
		3 0 0 3

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

UNIT I   HUMAN INFLUENCES   9

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

UNIT II   PUBLIC NARRATIVES   9

Complex science and uncertainty - Public apathy and politics - Well-funded counter-narratives - Zealous stakeholders - What can (incorrectly) appear due to a lack of news hook for stories - Two centuries of CO_2 emissions.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT III   JOURNALISTIC CHALLENGES   9
Environmental Journalism as a craft - Roles and differences between journalism and communications – Finding the most accurate, credible and timeliest information on science and issues – Essentials of environmental reporting – Discerning uncompromised expert sources – Using human narratives and descriptive storytelling to relate real-world impact – Tapping the databases, records and other tools commonly used by environmental reporters.

UNIT IV   CLIMATE ISSUES   9
The lack of diversity in environmental journalism – "Junk science" – Battling climate denial - Covering GMOs – The problem of doomsday climate reporting – Digital security for journalists and researchers etc.

UNIT V   JOURNALISTIC SKILLS   9
Hands-on journalistic series – Reporting, developing, funding, crafting and publishing environmental stories – Writing diverse stories on environmental history, a wildlife or ocean story, a clam-aquaculture story, a work of nature writing, etc. – A polished, fact-checked, final story with questions answered and edits made from the first draft and at least two added elements such as photos, audio or video clips, graphics, timelines or others to draw people in.

TOTAL: 45 PERIODS

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

REFERENCES
1. Lakoff, G., Why it matters how we frame the environment. In Environmental Communication. Vol 4, No.1 March. Pp. 70-81, 2010.
2. Vetlesen, A. J., Nature, technology and environmental crisis. In Bhaskar, R., Næss, P., Høyer, K.G. (eds.), Eco philosophy in a World of Crisis. Critical Realism and the Nordic Contributions. London: Routledge. Pp. 25-42, 2012.
3. Ytterstad, A., The climate crisis challenges the objectivity ideal in Norwegian journalism. In Ytterstad. A., Norwegian Climate Change Policy – Between Hegemony and Good Sense, Oslo: Unipub, 2012.
4. Anker, Peder, A pioneer country? A history of Norwegian climate politics. In Climatic Change. ISSN 0165-0009. doi: 10.1007/s10584-016-1653-x. pp 1- 13, 2016.
5. Klein, N., This Changes Everything - Capitalism vs the Climate. Part 1 and 3. London: Allan Lane, 2014.
6. Stoknes, P.E., What We Think About When We Try Not to Think About Global Warming: Toward a New Psychology of Climate Action. Vermont: Chelsea Green, 2015.

XM5002	CONFLICT AND PEACE JOURNALISM	L T P C
		3 0 0 3

OBJECTIVES
- To understand the different types of conflict
- To explain the nature of armed conflicts
- To learn the steps in peace building
- To comprehend the principles of peace journalism
- To explain the differences between war and peace journalism

UNIT I   CONFLICT DYNAMICS AND ANALYSIS   9
Different types of conflict- Conflict theories and terminologies - Mapping a conflict - Manifest and latent conflict , Conflict analysis tools, Violence in conflict , Consequence of violence.

UNIT II   TYPES OF CONFLICT AND RESOLUTION   9

Origins of conflict - war, aggression, human needs and relative deprivation, imperialism, capitalism and class conflict, conflicts due to identity, ethnicity and religion, the social construction of war and violence, Resolving conflict – radical disagreement and dialogue, Resolving conflict, Peacekeeping, humanitarian intervention and nonviolent peace forces.

UNIT III   PROPAGANDA AND PEACE JOURNALISM APPROACH   9

Ways to recognize propaganda - How propaganda works - strategies to resist propaganda - Psychology of propaganda, Understanding the relationship between politics, mass media and war / violence, Different methods and means of influencing and persuading target audience, identifying media biases, Framing of Conflict by different media, war propaganda strategies, applying principles of peace journalism to propaganda

UNIT IV   PRACTISING PEACE JOURNALISM   9

Difference between war journalism and peace journalism – Guidelines for practical peace journalism, Reporting on peace proposals, talks and 'deals' - Follow-up stories of conflict, News representation in times of conflict : kidnapping and captivity stories, gender representation, Johan Galtung Model of Peace Journalism, Peace Journalism and commercial media.

UNIT V   THEORETICAL PERSPECTIVES   9

Gate-keeping theory - Feedback loop model - Deconstruction - Public service and media campaigning, Media Activism, Media Sensitization, Diversity and Inclusive Media in Peace Building. Role of Media in Reconciliation, Trust Building, Resilience Building – Case studies.

TOTAL: 45 PERIODS

OUTCOMES

- The students will gain theoretical knowledge of the micro and macro origins of violent conflict
- The students will understand how violence is depicted from a range of diverse perspectives
- The students will understand the key challenges of contemporary peace-making.
- The students will know the importance of conflict resolution
- The students will know different approaches to peace journalism.
- The students will bring out stories with peace journalism perspective

REFERENCES

1. Chandran, Suba and P.R.Chari, Armed Conflicts in South Asia: Transitions, Routledge, New Delhi, 2013.
2. Cottle, Simon. Mediatized Conflict: Developments in Media and Conflict Studies. New York: Open University Press, 2006.
3. Jake Lynch, Johan Galtung ,Reporting Conflict: New Directions in Peace Journalism, , University of Queensland Press, 2010.
4. Lynch, Jake, and Annabel McGoldrick. Peace Journalism. Gloucestershire, UK:Hawthorn Press, 2005.
5. Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions, by Steven Youngblood, Routledge, 2017.
6. Richard Keeble, John Tulloch, Florian Zollman, Peter Lang, "Peace Journalism", War and Conflict Resolution 2010

| XM5003 | CRITICAL ISSUES IN MEDIA | L T P C |
| | | 3 0 0 3 |

OBJECTIVES

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

UNIT I   INTERNATIONAL MEDIA LANDSCAPE   9
International media and political nexus, globalization, socialist and capitalist ideologies, How media thrives in capitalist countries vs. how media thrives in communist countries, Countries in which the government regulates media, media in conflict zones- Afghanistan, Syria, Iraq and other Middle eastern countries.

UNIT II   DECONSTRUCTING THE MEDIA TEXTS   9
Derrida's theory of deconstruction, Hall's theory of encoding/decoding, media representations and expression of identities, denotation and connotation, image analysis, realism and mythology, postmodernism, genre conventions, discourse analysis.

UNIT III   GENDER AND MEDIA   9
Underrepresentation and lack of diversity of different genders in mainstream media, gender disparity in media careers, reduction, objectification and domestication of women in the media, promotion of gender based stereotypes, toxic masculinity, portrayal of gender non-binary characters, recommendations for healthy representations of sexual minorities in the media.

UNIT IV   MEDIA AND CULTURE   9
Media hegemony theory, Gramsci's ideology, media's influence on social norms, media and rape culture, media consumption and identity formation, Indian media and the different fabrics of caste, how media builds up the caste aggression, religious minorities in the digital age.

UNIT V   ROLE OF INTERNATIONAL MEDIA FORUMS   9
The Pulitzer prize, Pew research centre for the people and he press, Neimen journalism centre, Ramon Magsaysay award, Woodrow Wilson centre, Bill gates foundation, Poynter institute, International media support, GLAAD foundation, Aljazeera.

TOTAL: 45 PERIODS

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

REFERENCES
1. Adorno, T. W., & Bernstein, J. M. the culture industry: selected essays on mass culture. London: Routledge 2001.
2. Beauvoir, Simone de. The second sex /new york, vintage books, 1989.
3. Burton, G. Media and society- critical perspectives. Rawat publication, 2009.
4. Carah, N. & Louw, E.Media and society production, content and participation. Sage publications, 2015.
5. Herman, E. S., & Chomsky, N. manufacturing consent: the political economy of the mass media. New York: pantheon books 1988.
6. Hodkinson. P. Media, culture and society: an introduction. London: sage publications ltd, 2017.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

OBJECTIVES
- To impart fundamental journalism skills of reporting, writing, critical thinking and ethics
- To create stories combine text, images, sound, and other features of digital journalism including Mobile devices.
- To introduce the students live blogging and mobile journalism.

UNIT I   INTRODUCTION TO INTERNET JOURNALISM   9
Internet as a medium of communication - Features of the Internet - World Wide Web and other services - History of the Internet - Features of online media: multimediality, interactivity and hyper-textuality. Emergence of social media, news portals, online edition of newspapers, e- archives. Web 2.0- Rise of participatory media- Community Driven Journalism- Data Driven Journalism- Sensor Journalism- Robot and Augmented Journalism- Mobile Journalism- Information War in digital platform.

UNIT II   REPORTING & WRITING ONLINE JOURNALISM   9
Different between web journalism and journalism of other media – online storytelling –Finding leads and sources online- Search tools- Importance of content strategy- Principles of Web writing- Writing for social media and chat applications, Language of news, Grammar, Punctuation, Spelling Importance,- Writing and editing for online newspapers, e-magazines, newsletters - Presentation with audio recording and editing, photo shooting and editing, slide show, character driven narrative - Identification of relative stories for hyper-linking , Citizen Journalism.

UNIT III   WEB ANALYTICS   9
Search engine optimization (SEO), Social media optimization, non-linear media consumption, user engagement, user generated content, web traffic analysis, navigation, usability, eye tracking, online security, online ethics, content management system, data journalism, data visualization techniques, types and tools, importance of statistical literacy, RSS feeds, Mobile platforms, User centered design, social media management, Understanding search behaviors.

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

UNIT V   SOCIAL MEDIA TOOLS & ONLINE MEDIA LAWS   9
Use of Twitter, Facebook, YouTube, Flickr, LinkedIn, blog, Google maps etc. students will set up tier own Twitter accounts and get to know how it works: following Course instructor, following each other, following a journalist, etc. Case studies to be discussed of how social media can be used as reporting tools: for finding source and story idea / topic, research, engaging audience, content curation, etc. Introduction to online media law, Contempt of court, ethical guidelines, copyright law, database rights, libel risks, privacy issues.

TOTAL: 45 PERIODS

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

XM5005	BUSINESS JOURNALISM	L T P C
		3 0 0 3

OBJECTIVES
- To increase the knowledge and understanding of basic economics and business principles
- To get exposed to major issues in business, market and financial journalism in all sectors.
- To improve skills in reporting and writing basic and complex economic/business stories
- Exposer on the merchandising, banking, real estate, labour, manufacturing sector
- Will learn to use internet tools to research and to make virtual contacts

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

UNIT II   FINANCE POLICIES AND PRACTICES   9
Basic knowledge of the Finance system in India; gathering, distribution and allocation of revenue vis-à- vis the Central and State Governments; Finance and Planning commission - Central and State budgets; budget-making exercise - Key concepts in economics - Introduction to tax laws, Industrial relations acts, companies act.

UNIT III   INDIAN ECONOMY AND INDUSTRIES   9
Introduction to major industries and their role in the economy - Companies: Public vs. private vs. non-profit - differences and similarities between private and public companies – Enterprise stories, Company meetings, industrial developments, industrial production, exports, imports, financial companies, foreign capital investment, stock markets - investigating the tie-up agreements, bureaucracy and business tie-ups, census data to enterprise stories.

UNIT IV   LANGUAGE OF BUSINESS   9
Writing and reporting business news story - Writing effective leads - Reporting business news on television - Basic structure of a business news story - numbers and how to use them in writing - sources of information for covering business entities - financial & business events worthy of news coverage - Interviewing Business Leaders, Reviewing Biography of the Business Icons, Following Forbes lists - What Journalists need to know in a global economy -The relevance of Globalization.

UNIT V   FINANCIAL JOURNALISM   9
History of corporate disclosure rules, corporate financial statement - Analysis of decisions, company reports and statements, AGMs, Investigating company accounts- Listed companies and how exchange-based stock trading has evolved economic fundamentals and the role of a central bank - Covering financial markets – How financial markets operate – Covering daily activity in stock, bond &currency markets - Making it personal: writing about investing, personal finance, consumer issues.

TOTAL: 45 PERIODS

OUTCOMES

On successful completion of this course, the student should be able to:

- Work in a variety of newsrooms and adequately cover business news stories.
- Understanding basic areas in business journalism and how to write about them creatively.
- Be able to explain key financial terms and jargons.
- Undertake basic analysis on a variety of business sectors.
- Be able to read a company result report and know where to look.
- Understand and write about wider economic issues, government budgets, industrial relations, how firms communicate.

REFERENCES

1. Arora D,D., 'Business Journalism' , Mohit Publication, Delhi, 2010
2. Darren Kelsey, ' The Discourse of Financial crisis ' Routledge Publication, USA, 2017.
3. Ibrahim Shaw' 'Business Journalism 'Taylor and Francis, 2017.
4. Keith Hayes, 'Business Journalism: How to Report on Business and Economics', A press 2010.
5. Kinsey, Marie, "Financial Journalism – Money matters" Routledge, UK, 2014.
6. Whitwell, Clare, " Business Writing Essentials " Asia-Pacific Publication, 2013

XM5008	DATA JOURNALISM	L T P C
		3 0 0 3

OBJECTIVES

- Developing the aptitude and knowledge in handling the data's through news articles
- Understanding the structure, format of data interpretation and writing.
- Introduce the students data visualisation tools and techniques.

UNIT I   INTRODUCTION TO DATA JOURNALISM   9

Define Data journalism, Perspective, Need of the data in news reports, Why journalists use data, Flow of Data's in the news, Future of Data Journalism, Essentials Kits needed for data journalists, Dealings with data deluge, updating data skills, Providing interpretation for Data information's. Importance of Computer Assisted Reporting.

UNIT II   DATA JOURNALISM IN NEWS ROOM   9

Understanding data's, usage of data journalism in the news room, simple tools, mining the data, understanding issue, team overview, data journalism applications, software's, business models of data journalism. Case studies, find data developers, brainstorming ideas, implement on paper and web, publishing the data's.

UNIT III   GETTING THE DATA   9

Stream lining search, getting data's from forum, mailing list, hackers, experts, getting data from web, machine readable data, web as a data source, tools, web pages, emails, trends, Crowd sourcing data at the guardian data blog, using and sharing the data: the black letter, fine print and reality.

UNIT IV   UNDERSTANDING AND DELIVERING DATA   9

Data collection, reliability of data, steps to working with data, starting with the data, Data stories, data journalists discussions, visualization of data, sense of using the data, compiling data. Delivering Data: Presenting data to public, Publishing the data, opening up the data, making a data human, open data, open source, designing data, data visualization tools, serving the data's, engaging people around the data, representation of data in news reports.

UNIT V   PRACTISING DATA JOURNALISM   9

Review of previous reports on data journalism, finding the news items for data reporting, taking surveys, entering data, analyze and interpretation of data, Statistical techniques for journalism. Writing news articles with data interpretation.

TOTAL: 45 PERIODS

OUTCOMES

- Student will understand the importance of using data in news reports
- Students will gather knowledge on implementing the data in newsroom.
- Students will develop the ability to use different data usage techniques in news.
- Students will learn the different data generation techniques.
- Students will learn the data analysis and visualisation techniques and writing it in the news.
- Students will be exposed to data analysis software's for the purpose of news writing.

REFERENCES

1. Data for the Public Good, By Alex Howard, 2012.
2. Digital Journalism: Emerging Media and the Changing Horizons of Journalism edited by Kevin Kawamoto, 2003.
3. Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age, By Daniel Reimold, 2013.
4. Practising Global Journalism: Exploring Reporting Issues Worldwide, By John Herbert, 2013.
5. Practising Journalism: Values, Constraints, Implications edited by Nalini Rajan, 2005.
6. The Data Journalism Handbook, edited by Jonathan Gray, LilianaBounegru, Lucy Chambers, 2012.

XM5010	DEVELOPMENT REPORTING	L T P C
		3 0 0 3

OBJECTIVES

- The objective is to provide the students with an overview of the concept of the development journalism and the different ways of collecting development news.
- The students will learn the different practices followed by the development journalists.
- To know the principles followed for development report writing.

UNIT I   DEVELOPMENT JOURNALISM- INTRODUCTION   9

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

UNIT II   DEVELOPMENT REPORTING IN INDIA, CONCEPTS & PROCESS   9

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

UNIT III   WRITING FOR DEVELOPMENT ISSUES   9

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

UNIT IV   REPORTING FOR ELECTRONIC MEDIA   9

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT V   ETHICS IN DEVELOPMENT JOURNALISM   9

Ethical Perspectives followed in development reporting, Roles, responsibilities and good qualities of development reporter. Discussions on different development report case studies. Analysis on different development news reports and television news published on various media.

TOTAL: 45 PERIODS

OUTCOMES
- Students will be able to identify the development issues in the society.
- Students will obtain knowledge in development journalism.
- Students will write and produce news reports on development related issues
- Students will produce development electronic news items for radio and television
- Students will gain knowledge on writing practices followed in reporting development issues.
- Students will learn the ethics in reporting the development issues in all mediums.

REFERENCES
1. Arulchelvan, S., Nuclear Energy Concerns in India – Media Reportage and Public Awareness, Published by LAP LAMBERT Academic Publishing GmbH & Co. KG, Germany. 2012.
2. Bhanawat, S., & Kothari, K. S. Development journalism: The way forward. Jaipur: Centre for Mass Communication, University of Rajasthan. 2016.
3. Chalkley, A. B. A manual of development journalism. Delhi: Vikas Publications. 1970.
4. Murthy, D.V.R., Development Journalism, Dominant Publishers. 2001.
5. Sustainable development reporting, Bert Heemskerk, Pasquale Pistorio, Martin Scicluna, World Business Council for Sustainable Development, World Business Council for Sustainable Development, 2002
6. Writing for development, Juan F. Jamias, College of Agriculture, University of the Philippines Los Baños, 1991.

XM5012   **INVESTIGATIVE REPORTING**   **L T P C**
                                                                   3 0 0 3

OBJECTIVES
- To understand the history of investigative reporting and its role in democratic society.
- To make students think critically and grasp the ideas of investigative journalism and to examine neglected or under reported issues.
- To report investigative news with ethics, fairness, diversity and accuracy, so that they become professionally equipped in any media platform.

UNIT I   INTRODUCTION TO INVESTIGATIVE REPORTING   9

What is Investigative Reporting - Models of investigative journalism - document-driven reporting, source-driven reporting. Getting story ideas – harm versus impact, minimum story versus maximum story test -The importance of documents in an investigation – ways of finding and using data in government agencies – Use of RTI and computerized information to find documents.

UNIT II   SOURCES   9

Investigating a corporation or a business and their connection with the government - What is a source? – Finding and developing a source-When to grant and not grant anonymity - Primary sources of information - Secondary sources of information - finding original documents and determining their strengths and flaws - using social media effectively.

UNIT III   ETHICS, PRINCIPLES   9

Understanding ethnic and cultural differences while doing investigations - Ethics in investigative reporting – Official secrets act – Privacy issues – illegal surveillance – importance of authenticity and verification – journalists integrity and professional propriety – Sting operations for public interest – politically motivated sting work, commercial interest and competitive corporate backed sting operation - Handing lobbyist and pressure groups.

UNIT IV   COVERAGE OF INVESTIGATIVE STORIES   9

Using technology in investigation – usage of different microphones and cameras in investigation searching for proof and evidence – basic understanding of criminal proceedings, Indian Penal code, understanding clinical procedures- understanding motives - Preserving details of reporters log book.

UNIT V   WRITING & CASE STUDIES   9

Organizing the information efficiently - including flow charts and multimedia in the report – Different techniques of narration - Writing the report - case studies (various scams, crime against women, environmental violation, human rights, cybercrime cases).

Final Assignment:

As part of this course the class will be divided into 2-person student team will work and submit a 2000 word longer investigative story as their final assignment. At least 5 sources will be quoted in the story. The assignment should also have atleast one multimedia element (photo, audio clip, sound bite, video clip) with a written story. Each team will preserve calendar-style reporters log , where student will note down what research they have done. Interview they do and call they make to the sources will be recoded with date and time.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course the student will be able to –
- Think critically about the issue they cover and report
- Grasp and understand the mechanics of investigative stories
- Debate issues of ethics , fairness, and accuracy
- Examine 'neglected' or 'under reported' stories
- Understand human rights issue.

REFERENCES

1. All the president's men, by bob Woodward and Carl Bernstein, Simon& Schuster press, 1984.
2. Goldstein, Norm Ed the AP Style book and briefing on media law, the associated press, New York 2005.
3. Houston, B and Len B, : The investigative reporters handbook – A guide to document, database and techniques , Boston , st martin , 2002.
4. Michael B., "Just the facts: Investigative report writing, Pearson Publication, USA, 2016.
5. Soori S, Investigative journalism: Context and Practice, Axis Publication, New Delhi, 2010.

PROGRESS THROUGH KNOWLEDGE

| XM5014 | SPORTS JOURNALISM | L T P C |
| | | 3 0 0 3 |

OBJECTIVES

- Study the role of sports journalism and its institutions, in print, broadcast and electronic media
- Learn the leading theories and methodologies currently constituting the field of journalism and sports journalism studies
- Acquire the journalistic production skills to write and edit articles
- Develop a critical approach to the practices of sports journalism.
- Learn Theories and concepts of the relations between sports journalism and the public sphere

UNIT I   TRACKING SPORTS EVENTS AND STATISTICS   9

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

UNIT II   SPORTS MEDIA LANDSCAPE IN DIGITAL AGE   9

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

UNIT III   UNDERSTANDING AUDIENCE AND CROWD PSYCHOLOGY   9

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

UNIT IV   SPORTS REPORTING AND WRITING   9

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

UNIT V   SPORTS ADMINISTRATION   9

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

TOTAL: 45 PERIODS

OUTCOMES

When At the end of the course the students will be able to:
- The writing of sports stories, in short form and long form
- The gathering of sports information, at games, practice, through social media, and interviews The reporting of sports stories, in all media forms: print, audio, visual, online, social media
- The role race, gender and culture play in sports coverage and in newsrooms
- The relationship between hard-news and opinion-based presentations in sports journalism, in print and in other media
- Personal branding and entrepreneurial sports journalism

REFERENCES

1. Hoshiyar Singh: Sports Journalism and Mass Media; Khle Sahitya Khendra; 2017.
2. Joe Gisondi, Field Guide to Covering Sports, CQ Press, ISBN: 978-1-60426-559-0, 2017.
3. Kathryn T. Stofer, James R. Schaffer, Brian A. Rosenthal, Sports Journalism: An Introduction to Reporting and Writing, Rowman & Littlefield Publishers, ISBN: 978-0-7425-6173-1, 2010.
4. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications, 2015.
5. Scott Reinardy & Wayne Wanta, The Essentials of Sports Reporting, Publisher: Routledge ISBN: 978-0-8058-6447-2, 2015

XM5016   **TAMIL JOURNALISM**   **L T P C**
3 0 0 3

OBJECTIVES

- To understand the Tamil journalism history and present industry
- To know the news gathering, writing and presenting techniques
- To identify the news, regional importance of the Tamil journalism.
- To develop an understanding of the skills necessary for news reporting; to   understand the concept of gate keeping and its importance to responsible reporting and publishing.

UNIT I   HISTORY AND DEVELOPMENT OF TAMIL JOURNALISM   9

History of Tamil Newspapers, Pre and Post-Independence Tamil Journalism, Its role in the Freedom Struggle, Tamil News Media and Formation of Tamil Nadu, Border Issues and Tamil Media, Politics and Journalism, Political and Social Movements and Tamil Journalism, Emergency time Journalism.

UNIT II   NEWS GATHERING AND WRITING FOR TAMIL MEDIA   9

Identifying the News, Regional Importance, News gathering Process, Sources, Credibility, Confidentiality, News Writing for Tamil Media, Writing Styles, Grammar for Tamil news writing.

UNIT III   PRESENT TAMIL NEWS INDUSTRY   9

Current Tamil News Industry – Print, Radio, Television, Web Media Groups and Organizations, Their News Policies, News Styles, Marketing Strategies, Circulation and Viewership, Ethics, Case Studies, Journalism Education.

UNIT IV   TAMIL JOURNALISM FOR DEVELOPMENT   9

Tamil culture – Various communities and their cultures, customs; Traditions, Literatures – Sangam and other Tamil literatures; Tamil journalism and socio-economic development of Tamilnadu.

UNIT V   NEWS ETHICS, LAW AND SOCIETY   9

Ethics in news writing and reporting - Freedom of press - Defamation - Limitations – Media controversies - Indian constitutional provisions and laws - Civil and criminal proceedings against news - Social responsibility of the journalists - News for development – Contemporary Trends.

TOTAL: 45 PERIODS

OUTCOMES
- After this course the students will able to understand the context of Tamil journalism
- Students can write and make news articles in Tamil for different media
- They can practice good Tamil journalism with regional importance and development
- Students can understand the News Ethics and Law
- Students can learn the Contemporary Trends in tamil Journalism
- Students can know the social responsibility of Journalist.

REFERENCES
1. Antony Friedman, Writing for Visual Media, Focal Press, April 2001.
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. Bill Kovach and Tom Rosenstiel, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, New York: Crown Publishers, 2001.
4. Kumar, Tamil Journalim, Mullai Pathipagam, 2010.
5. M.V. Kamath, The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
6. Robert L.Hilliard , Writing for TV, Radio, and News Media, Thomson Learning, 2005.

XM5007   ART DIRECTION AND PRODUCTION DESIGN   L T P C
                                                        3 0 0 3

OBJECTIVES
- The main objective of the course is to give an insight into the field of art direction
- To explicitly demark the role of art director in both television and film production.
- Student will understand the different types of budgeting techniques and its benefits
- The programme will teach students to sketch the digital plan for the set design
- Students will visit film set to gain practical knowledge about the techniques

UNIT I   INTRODUCTION TO ART DIRECTION   9

History of Art Direction, Design fundamentals ,past, present and digital production design, two paths of Art Director. Production design for theatre, Film, Dance, Television and animation. Set design for Realism Set, Stylized Films Set, Period Films, and Period Films with several Decades, Science Fiction and fantasy.

UNIT II   ART DIRECTION AND PRODUCTION SCHEDULE   9
Four Responsibilities of art director, Art Director's relationship with other Department, Art Department Setup – Archivist, Digital Artists, the Physical Scenery Process- Interior sets, Exterior sets. Specialty props and Animatronics. Schedule and lists – Script break Down, One liner Schedule, Shooting Schedule, Day out of days, call sheet.

UNIT III   BUDGETING FOR PRODUCTION   9
Five Budgeting techniques- the 50/30/20 rule, Snow ball budget, Digital Budgeting, Reverse Budgeting. Functions of budget- mapping, controlling, coordinating, communicating, instructing, authorizing, and motivating and performance measurement. Other Techniques- priority based budgeting, Programming budgeting system, performance based budgeting. Adjusting the Budget – Fixed/flexible budgeting, Activity budgeting, limited budgeting.

UNIT IV   SET DESIGN USING 2D & 3D SOFTWARE   9
Set model, Set Walk through, Set ambiance, Theme based set, Produce beautiful multi-page documents with model views, details, images, notes and other critical information.

UNIT V   SET DESIGN – STUDENT EXERCISE AND SET VISIT   9
The student will be visiting a television station or Film set in Chennai to observe and understand the practicality of set design on the field. The student will be divided into groups and assigned to sketch a modal set of the choice both virtually by using 2D or 3D software and erect real set in the studio. This exercise will be evaluated by the course instructor as one of their 3 assessment.

TOTAL: 45 PERIODS

OUTCOMES
- Students will inculcate basic skills that are necessary for a design concept through drawing and other pre-visualization methods.
- Students will understand the importance of budgeting for art /set work in production.
- Students will design an artwork both virtually and real life set.
- Students will get a knowledge to create set model and walk through in digital format
- Student will get knowledge to work in a professional by planning production schedule.
- Students will acquire the skills required for planning the budget.

REFERENCES
1. Hannigan, F. (n.d.). Filmcraft: Production Design. Focal press, 2012.
2. Michael Rizzo .The Art Direction Handbook for Film. Focal press, 2005.
3. Beverly Heisner. Production Design in the contemporary American Film, 2004
4. Katherine Muniz 5 common sense budgeting techniques, 2013.
5. Methods of budgeting, Research and Library services Northern Ireland Assembly, 2010.
6. Vincent LoBrutto, The Filmmaker's guide to production design. All worth press. 2002.

XM5018   **COMMUNITY MEDIA**   **L T P C**
                                                                       3 0 0 3

OBJECTIVES
- The objective is to provide the students with a theoretical overview of the concept of the community and media and also how it relates to the empirical experience in the communities.
- The students are expected to learn the key concepts in community media with a substantial component of field work with a foundational knowledge involved in communication task.
- To make them understand the managerial functions of community radio
- To introduce the writing formats and types of scripting for community radio
- To give them the field exposure using case studies

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I COMMUNITY RADIO 9
Introduction to Community Radio; FM Revolution – World Systems and Format – Community Radio in India – Current Trends – Structure and Organization Three tier broadcasting, Community Participation; Broadcast Ethics in Programming and broadcasting – accountability

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

UNIT III MANAGEMENTAL FUNCTIONS 9
Financial Planning – Economics of Community Radio – Legal framework – managing community radio stations – non-profit and non-commercial- solicitation for funding advertisements.

UNIT IV TECHNICAL ASPECTS 9
Transmitter-Signal reach-broadcast equipment-reliability and maintenance-studio premises-acoustics, layout, installation, studio guidelines, Interactive Phone in programme – Off Studio.

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

TOTAL: 45 PERIODS

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

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

XM5019	COMPERING TECHNIQUES	L T P C
		3 0 0 3

OBJECTIVES
- To improvise the knowledge and skills of students who seeks career in radio and television as RJ and VJ.
- To get introduced to the basics of presentation
- To understand thoroughly about different compering styles and voice modulation process.
- To engage in critical self-evaluation and improvise with the spoken skills required for a presenter.
- To introduce various audio-video special effects

UNIT I   BASICS OF PRESENTATION   9
Introduction to Language and performance, who you are talking to?-Knowledge about people and their mind set .Usage of words, voice training and presentation patterns- voice modulation for different genres. Script Writing Skills–Current Update, Creativity, Soft Skills.

UNIT II   BASICS OF PROGRAMME   9
Types of Audio - Video Program –Talk show, Road show, Series, Soap opera, reality show (TV), NEWS Flash, Mockumentary, Infotainment, Game show, Documentary, Group Discussion.

UNIT III   RADIO PROGRAMME PRESENTAION   9
Style of radio announcement, Radio writing –Talk program, NEWS Program, Infotainment Program, Entertainment Program, code of on-air talents. Selecting themes and bridge music, sound effects.

UNIT IV   TELEVISION PROGRAMME PRESENTATION   9
Basics of anchoring, Roles of Anchor, Comparer, Moderator, Commentator and LIVE NEWS presenter. NEWS interviews.Voice over and narrations.Moderating talk shows and Discussions.

UNIT V   AUDIO-VIDEO SPECIAL EFFECTS   9
Voice SFX, Fun effects: Echo, chorus, background etc, Helium Breath, Show monster, fade: Dubbing Lip sync, Sound effects: Voice cloak, voice SFX. Sound effects set 1: set the mood for your presentation with fanfares, Drumbeats, fiddle tunes etc. sound effects set 2: scary, annoying and disgusting sounds.

                                                                 TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, student will
- Impart professional skills in students who seeks career in radio and television as RJ and VJ.
- Get to know the presentation skills required for different electronic mediums
- Gain experience in the planning of professional audio and video programme presentations.
- Gain experience in the execution of professional audio and video programme presentations
- Get introduced to various audio-video special effects
- Enhance the voice-over, narration and compering skills required for a media professional

REFERENECES
1. Arvind Kumar, Electronic Media, Sage publications, 2004
2. Carl Hausmanm Philip Benoit Lewis B. O'Donnell-Radio Production, Focal Press,2011
3. Jenni mills, The broadcast Voice, Focal Press, 2001
4. Kathryn Wolfe. The TV Presenter's Career Handbook: How to Market Yourself in TV Presenting, Focal Press, 2014.
5. Michael Talbot-Smith-Broadcast sound Technology, Sage Publications,2014
6. Robert L.Hilliard-Writing for Television, Radio and New media, Wadsworth Publications 2003

XM5020	DIGITAL STORY TELLING	L T P C
		3 0 0 3

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

UNIT I   DEVELOPING THE IDEA   9
Creativity-creativity myths- Rule of third, Foreground, Middle and background, Developing drawing skills, Shot angles, Layout of storyboard, Perceptive.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT II   UNDERGOING THE RESEARCH   9
Research, Brainstorming the ideas, Developing the brain storm idea, Black and white drawing, Drawing human in action, human proportions, Light shadows, light sources, Depth of field,.

UNIT III   RULE OF DESCRIBING THE STORY   9
Reader, Way of capturing the ideas, Acton, character, Theme, Structure. Introduction to screen grammer, Shot and scene description, Shot breakdown using different shot. Match and jump cut, 180 degree rule. Different type of lead to introduction, Story plot patterns, Creative dialogue, action scenes

UNIT IV   DRAFTING THE STORY   9
Story – Protagonist, Motivation, Antagonist, Conflict. 8 Steps of writing - Find a small idea, Explore the structure, Define your world, character and problem, Beat it out, Write the first draft, Find a critical friend, Write the second draft, Write the third draft. Goals and rules, communication through story.Positive and negative criticism.

UNIT V   FINALIZING WITH SHOTS   9
Scripting – story board scripting, Different type of story board. Visualization, Montage, Sequence, Editing, special effects, Extreme wide shot, wide shot, full shot, close up, chocker shot, extreme close up, over the shoulder, point of view, reaction shot, insert shots.

TOTAL: 45 PERIODS

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

REFERENCES
1. Francis Glebas, "Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation", Focal Press, 2009.
2. Harold Whitaker, John Halas, Tom Sito, "Timing for Animation", Focal Press, 2009.
3. John Hart, "The Art of the Storyboard: Storyboarding for Film", TV, and Animation, Focal Press, 1999.
4. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael Wiese Productions, 2012.
5. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael Wiese Productions, 2012.
6. Nancy beiman, "Prepare to board" (2nd edition), Focal press, 2013.
7. Sergio Paez& Anson Jew, "Professional Storyboarding", Focal Press 2013

XM5022	DOCUMENTARY PRODUCTION	L T P C
		3 0 0 3

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

UNIT I INTRODUCTION TO DOCUMENTARY 9

History of Documentary, Elements of the Documentary, Evidence and Point of View in the Documentary, Time – development and Structure. Docudrama, Documentary theory and the issue of representation.

UNIT II DIFFERENT FORMS OF DOCUMENTARY 9

Poetic Documentaries, Expository Documentaries, Observational documentaries, Participatory documentaries, Reflexive Documentaries and Performative Documentaries. Documentaries of different issues – Wild life – Child Labour – Women trafficking – Gender issues.

UNIT III DOCUMENTARY RESEARCH 9

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

UNIT IV DOCUMENTARY PRODUCTION 9

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

UNIT V APPRECIATION OF DOCUMENTARIES 9

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

TOTAL: 45 PERIODS

OUTCOMES

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

REFERENCES

1. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007
2. Andy Glynne. Documentaries and How to Make Them,Kamera Books, Harpenden, Herts, 2012.
3. Barry Hampe. Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries, Henry Holt and Company, 2007.
4. Bill Nichols, Introduction to Documentary, Indiana University Press, 2001
5. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group,New York, 2006.
6. Louise Spence and Vinicius Navarro. Crafting Truth: Documentary Form and Meaning, Rutgers University Press, New Brunswick, N.J., 2011.
7. Michael Rabiger, Directing the Documentary, Focal Press,2007.
8. Sheila Curran Bernard, Documentary Storytelling for Video and FilmmakersFocal Press Publications, 2004.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OBJECTIVES
- To make students aware of the semiconductor devices and circuits.
- To learn about radio transmission and reception.
- To impart knowledge on troubleshooting, and repair of electronic equipments.
- To introduce them the basic principles of television
- To get to know about the maintenance of electronic equipments.

UNIT I   SEMICONDUCTOR DEVICES AND CIRCUITS   9
Semiconductors, ICs, Amplifier: Classification and characteristics – Oscillator – types of oscillators – Digital electronics: Analog and digital signals – Power supply sources – basic requirements of a power supply system – power supply regulation – power supply systems – voltage regulators – Switch Model Power Supply (SMPS) – Inverters – Power supply troubles

UNIT II   RADIO TRANSMISSION AND RECEPTION   9
Propagation and transmission of radio waves : Radio communication – Characteristics of radio waves – Modulation – Functions of radio receiver – AM and FM receivers – Characteristics of a receiver – types of receivers – Radio transmitters – Transmission lines and antennas – types of transmission lines

UNIT III   MONOCHROME AND COLOUR TELEVISION   9
Basic principles of television: television bands and channels – fundamentals of colour television: primary colours, properties of colours and colour mixing – TV cameras and picture tubes – TV broadcast techniques - TV studios and control room – Television receivers – Applications of television: CCTV, CATV, SAT TV, HDTV, Digital TV, DTH, Streaming and Video on demand.

UNIT IV   AUDIO AND VIDEO SYSTEMS   9
Public address and sound reinforcement – Intercommunication system – Integrated Services Digital Network (ISDN) – Systems of sound recording – Production of stereo signals – Digital sound recording – Video recording – Video tape recording and transport system – Care and maintenance of video recording systems

UNIT V   TROUBLESHOOTING, MAINTENANCE AND
**   REPAIR OF ELECTRONIC EQUIPMENT   9**
Causes of failure – reliability factors – maintenance procedure – components: active components, passive components – fault location - troubleshooting techniques – Some typical examples of troubleshooting: weak output, distorted output, no output – troubleshooting chart – Maintenance schedules – Log books – Maintenance manuals

TOTAL: 45 PERIODS

OUTCOMES
- The students will come to know about the applications of digital electronics.
- The students will understand the basic principles of television
- The students will be able to understand the basic principles of television and radio transmission and reception.
- The students will have be able to troubleshoot, and repair the electronic equipments.
- The students will be able to have an extensive knowledge on the maintenance of electronic equipment's.
- The students will get the exposure to basic electronics that are useful for media professionals

REFERENCES
1. Graham Jones, A Broadcast Engineering Tutorial for Non-Engineers, Focal Press, 2005.
2. John D Kraus Antennas McGraw Hill, 2002.
3. P K Patil and M M Chitnis, "Applied And Digital Electronics" Phadke Prakashan, 2017.
4. Tokheim R.L., "Digital Electronics – Principles and Applications", Tata McGraw Hill, 1999.
5. Simon Haykin, 'Communication Systems', 4th Edition, McMaster University, 2009.
6. Sharma, S P, "Basic Radio and Television", McGraw-Hill Publishing Co. Ltd, Second edition, 2003.

XM5026	**EDUCATIONAL CONTENT DEVELOPMENT**	L T P C
		3 0 0 3

OBJECTIVES
- To learn the basic concepts and need of the educational media
- To learn the production process and techniques of the educational programme
- To produce the effective educational programmes for different field

UNIT I   EDUCATION MEDIA   9
History and development of UGC, CWCR, AVRC and EMRC. NCERT schemes, EDUSAT Program, NPTEL, Central and State Educational Media Centers, Concepts, past, present, and future of content industry, various media content in education.

UNIT II   CONTENT PRODUCTION   9
Content production and management, industry various media and contents, new trends and opportunities in content and technology enhanced learning systems, Research, Pre – Production, Prototype, and Production.

UNIT III   INDIAN EDUCATIONAL MEDIA   9
Importance of education, Indian education system, Synchronous and Asynchronous learning, Distance and open education, Problems related to Teaching and Learning Process, Modes of education, Personalized and mass media for education, Information Communication Technology, Types and format of Educational programmes, Role and importance of media in education

UNIT IV   RADIO AND TELEVISION FOR EDUCATION   9
Educational Programmes through Radio, Indian Projects, Gyanvani, Campus Radio, Educational experiments through Television, SITE, Gyandarshan, Vyas, Ekalyva, Video Programmes for Education, Planning, Scripting, Production execution, Video Conferencing.

UNIT V   INTERNET FOR EDUCATION   9
Various satellite used for education, Network configuration, space and ground segments, Implementation of EDUSAT usage in Educational Institutes and Universities, Internet and web media for Education, Technologies, Connectivity,ERNET, Web content production, VOIP, Webinars, Interactivity, Internet Television

TOTAL: 45 PERIODS

OUTCOMES
- Students will gain the knowledge in importance of educational media production in Indian context.
- Students will understand the importance of the educational media programmes.
- Students will learn the various strategies for educational content creation
- Students will gather knowledge on different media outlets for educational programme production
- Students will produce programs based on education for various mediums.

REFERENCES
1. IGNOU. Effective Learning: A Practical Guide for Open and Distance Learners, IGNOU, New Delhi, 2005.
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.
3. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
4. PanduRanga Narasimharao, S. Rangappa Kanchugarakoppal, Tukaram U. Fulzele "Evolving Corporate Education Strategies for Developing Countries: The Role of Universities 1st Edition", IGI Global, 31-Jan-2013.
5. Shahid Rasool, "Educational Television in India: Present Scenario and Future Prospects", Concept Publishing Company, 2012.
6. U.V. Reddi and Sanjaya Mishra. Educational Media in Asia, Commonwealth of Learning, Vancouver, 2005.

PRESENTATION TECHNIQUES   **L T P C**
                                                                                   3 0 0 3

OBJECTIVES
- To develop the creative and interpretive performance required for the presentation of audio-visuals.
- To understand the basics of audio and video presentation skills
- To get to know the presentation techniques adopted for various programmes
- To provide training on the news presentation techniques
- To introduce the types and formats of audio/video special effects

UNIT I   BASICS OF PROGRAMMING   9
Introduction to Presentation skills, Presentation techniques, Types of audio programmes – Types of video Programmes, - Characteristics of Drama, Music how, Talk show, Interview, Group Discussion, Documentary, features – Microphones: Characteristics and types, Directional features.

UNIT II   BASICS OF PRESENTATION   9
Who are you talking to? Pace problems, making sense of intonation, Script problem, Breath Support and resonance, sitting postures, nuances of using microphone, getting your breath, being conversational, Language and Performance

UNIT III   PROGRAMME PRESENTATION   9
Style of radio announcement, Basics of Radio Jockeying, Video Jockeying, Code of on-air talents, comperer, moderator, commentator, to understand sign languages and performances during live events, Good vocabulary, Need for complete neutrality – presentation of dubbed programmes.

UNIT IV   NEWS PRESENTATION   9
Nature of Radio News and Television News – Presentation Techniques: voice-over, modulation, on air presentation, teleprompter - piece to camera, writing commentary and presentation - Basics of anchoring, role of anchoring in programme making, live news interviews (O.B) Moderating talk shows and discussions, voice over and narrations, training in pronunciation of names, on-air check list, multi-mode news delivery

UNIT V   SOUND SPECIAL EFFECTS   9
Voice SFX, Fun effects: Echo, chorus, backgrounds etc, Helium Breath, show monster, fade; Dubbing: Lip sync, sound effects: Voice cloak, voice SFX. Sound effects set 1: set the mood for your presentation with fanfares, drumbeats, fiddle tunes etc. Sound effects set 2: scary, annoying and disgusting sounds.

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand to the creative and interpretive performance required for the presentation of audio-visuals.
- Students will become familiar with the basics of audio and video presentation skills
- Students will understand the presentation techniques adopted for various programmes
- Students will be trained on the news presentation techniques
- Students will get introduced to the types and formats of audio/video special effects
- Students will practice presentation techniques for dubbed programmes

REFERENCES
1. Arvind Kumar, Electronic Media, Sage Publications, 2004
2. Kathryn Wolfe. The TV Presenter's Career Handbook: How to Market Yourself in TV Presenting, Focal Press, 2014.
3. Michael Talbot-Smith- Broadcast Sound Technology, Sage Publications, 2004
4. N.C. Pant, "Modern Journalism", Kanishka Publishers,(2002)
5. R.K. Ravindran, "Radio, TV and Broadcast Journalism", Anmol Publications Pvt. Ltd., 2000.
6. Robert L. Hilliard-Writing for Television, Radio and New Media, Wadsworth Publications, 2003

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5030	MEDIA COMMERCIALS	L T P C
		3 0 0 3

OBJECTIVES
- To make acquainted with different formats of TV commercials.
- To develop writing and creative skills for television, radio and web commercials.
- To have a critical assessment of the commercials broadcast in various media.

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

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

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

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

UNIT V   WEB COMMERCIALS   9
Evolution of Web Commercials – Types – Web portals and commercial revenue – Production process – Online ads, function, types and use – Budget involved-Jingles, Flogos - Webisode- Commercials for social media- animated ads- Indoor media televised ads- commercials for smart phones and games – product placement in films and websites – spoof, parody and adapted commercials - future and longevity of a web commercial - Ambient ads creation and new trends followed for promotion.

TOTAL: 45 PERIODS

OUTCOMES
- The students will be able to distinguish different types of commercials.
- The students will gain knowledge on copywriting and production techniques involved for radio, television, web and films.
- The students will be able to generate ideas, create scripts and make story boards for commercials independently.
- The students will be able to produce the Public service advertisements
- The students will be able to produce the commercials for various products and medium.
- The students will understand the different marketing techniques to make their commercial viral.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Barrie Gunter; Caroline Oates; Mark Blades. Advertising to Children on TV: Content, Impact, and Regulation, Lawrence Erlbaum Associates, 2012
2. Hooper White. How to produce effective TV commercials, McGraw-Hill, 2010.
3. Ivan Cury. TV Commercials – How to Make Them, Focal Press, 2012.
4. John Philip Jones. International Advertisings, Sage, New Delhi, 2009.
5. LaryElin and Alan Lapides. Designing and Producing the Television Commercial, Pearson,2013
6. NamitaUnnikrishnan and ShailajaBajpai.The Impact of Television Advertising on Children, Sage Publications, New Delhi, 2012.
7. Pete Barry, The Advertising Concept Book: Think Now, Design Later, Thames & Hudson Ltd; 2nd Revised edition. 2012.
8. Tom Duncan. Principles of Advertising & IMC (International Edition), McGraw-Hill, New Delhi, 2011.

XM5032	MEDIA SOAPS AND SOCIETY	L T P C
		3 0 0 3

OBJECTIVES
- To develop writing, directing and editing effective serial drama for radio and television.
- To make acquainted with different formats of drama and fictions.
- To have a critical assessment of the dramas broadcast in various media.

UNIT I   TYPES OF SERIALS   9
Serials and soap-operas: definition, historical development in radio and television, social and economic benefits for the channels and producers – Elements of a good soap opera – types and importance of serials in electronic media: - new trends help to raise public awareness and change attitudes on issues to do with the development of societies.

UNIT II   SOAP OPERAS   9
Tv soap operas – their influence on society & vice versa with references to gender portrayal, positive and negative characters impact and societal behaviourism, children for the dramatic characters, super heroes and their persuasion, inspiring characters and role models and bringing change in the society.

UNIT III   WORLDWIDE SOAPS   9
A critical look at various popular soaps and serials from radio and television that have created hype in bringing societal development in society through their contents. Educational programmes produced with an aim in serving the society and contributing for public welfare- Regional and local influenced case studies.

UNIT IV   PLANNING AND EXECUTION   9
Understanding the need of the target audiences in relation to relevant social issues; developing ideas, credible characters and storylines; to breaking down storylines into scenes; writing effective dialogues- directing actors and preparing and recording long-running serial drama -visualisation, story board, preproduction activities- scripting-copyrights, ethics.

UNIT V   SERIALS EFFECTS STUDIES   9
Case studies related from Tamil Nadu, India and Transnational television- Existing pattern of Television serials and its influence in programme producing and political agenda setting - Understanding the effects of television to make better programmes for the benefit of society, social Impact of television serials and globalisation and cross-culture impact.

TOTAL: 45 PERIODS

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES

- Familiarity with Drama theory and its application for radio and television.
- Mapping the attitudes of target audiences in relation to specific social issues
- Developing ideas and storylines for broadcast serial drama with an educational aim.
- Create serials based on the various cultural contexts.
- Understand the production techniques involved in making soap operas.
- Can explore and compare the regional, national and world soap operas.

REFERENCES

1. Ali Mohammadi and Annabelle Sreberny-Mohammadi (eds) Questioning the Media, Sage, Thousand Oaks, pp. 39–53, 2005
2. Freedman, J, Media violence and its effect on aggression.: Assessing the scientific evidence. University of Toronto Press. 2002
3. Mark P. Orbe, Media and Culture:The "Reality" of Media Effects,Western Michigan University, sage publications,2012
4. Mary Desjardins, "War and Television, the Museum of Broadcast Communications", 2008.
5. Mary Desjardins, Gender and Television, The Museum of Broadcast Communications, 2007
6. "Mediating Communication: What Happens?" In John Downing, Ali Mohammadi, and Annabelle Sreberny-Mohammadi, (Eds.), Questioning the Media: A Critical Introduction, 2nd ed., Sage, 1995.

XM5034	BRAND MANAGEMENT	L T P C
		3 0 0 3

OBJECTIVES

- Develop a consumer-centric approach to building, measuring and evaluating strategies that build brand equity for new and existing brands.
- Learn how to identify brand meaning and to measure brand strength for any particular market offering.
- Apply branding principles and marketing communication concepts and frameworks to achieve brand management goals and improve marketing performance.

UNIT I   INTRODUCTION   8

Basics Understanding of Brands – Definitions - Branding Concepts – Functions of Brand - Significance of Brands – Different Types of Brands – Co branding – Store brands.

UNIT II   BRAND STRATEGIES   10

Strategic Brand Management process – Building a strong brand – Brand positioning – Establishing Brand values – Brand vision – Brand Elements – Branding for Global Markets – Competing with foreign brands. • Characteristics of strong brands. • Strategic brand management process.

UNIT III   BRAND COMMUNICATIONS   8

Brand image Building – Brand Loyalty programmes – Brand Promotion Methods – Role of Brand ambassadors, celebraties – On line Brand Promotions. • The Brand Footprint (Core Values, Personality, Essence/Brand "Mantra")

UNIT IV   BRAND EXTENSION   9

Brand Adoption Practices – Different type of brand extension – Factors influencing Decision for extension – Re-branding and re-launching. Creating a New Brand – Conditions / Reasons / Approach. Brand Portfolio Management. • Strategic brand management process

UNIT V   BRAND PERFORMANCE   10

Measuring Brand Performance – Brand Equity Management - Global Branding strategies - Brand Audit – Brand Equity Measurement – Brand Leverage -Role of Brand Managers– Branding challenges & opportunities. Managing Brands Over Time: Life Stages of a Brand. Brand Reinforcement Strategies.

TOTAL: 45 PERIODS

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES

- Students will successfully establish and sustain brands and lead to extensions
- Students will explore the Re – Branding and Re- launching of Product
- Students will measure Brand Performance and Equity Management
- Students will explore the Global Branding Strategies
- Student will learn image building and promotion methods for Brand
- Students will handle the Strategic brand management process.

REFERENCES

1. Jagdeep Kapoor, Brandex, Biztranza, India, Brand Management Ane Books Pvt.Ltd 2005
2. Lan Batey, Asain Branding – A Great way to fly, PHI, Singapore, 2002.
3. Kevin Lane Keller, Strategic Brand Management: Building, Measuring and Managing, Prentice Hall, 3rd Edition, 2007.
4. Moorthi YLR, Brand Management – I edition, Vikas Publishing House 2012
5. Paul Tmepoal, Branding in Asia, John Willy, 2000.
6. Ramesh Kumar, Managing Indian Brands, Vikas Publication, India, 2002.

XM5035   **BUSINESS COMMUNICATION**   **L T P C**
                                                                                  3 0 0 3
OBJECTIVES

- To Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction, write effective and concise letters and memos, Prepare informal and formal reports.
- To Proofread and edit copies of business correspondence. Use career skills that are needed to succeed, such as using ethical tools, working collaboratively, observing business etiquette, and resolving workplace conflicts, Plan successfully for and participate in meetings and conduct proper techniques in telephone usage
- To Develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships.

UNIT I   PERSONAL COMMUNICATION   9
Journal writing, mails/emails, SMS, greeting cards, situation based – accepting/declining invitations, congratulating, consoling, conveying information.

UNIT II   SOCIAL COMMUNICATION   9
Blogs, Reviews (films, books), posting comments, tweets, cross-cultural communication, gender sensitivity in communication.

UNIT III   WORK PLACE COMMUNICATION   9
e-mails, minutes, reports of different kinds – annual report, status report, survey report, proposals, memorandums, presentations, interviews, profile of institutions, speeches, responding to enquiries, complaints, resumes, applications, summarizing, strategies for writing.

UNIT IV   RESEARCH WRITING   9
Articles for publication (Journals), developing questionnaire, writing abstract, dissertation, qualities of research writing, data (charts, tables) analysis, documentation.

UNIT V   WRITING FOR MEDIA AND CREATIVE WRITING   9
Features for publication (Newspapers, magazines, newsletters, notice-board), case studies, short stories, travelogues, writing for children, translation, techniques of writing.

TOTAL: 45 PERIODS

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES

At the end of the semester students will be able to

- Get into the habit of writing regularly,
- Express themselves in different genres of writing from creative to critical to factual writing,
- Take part in print and online media communication,
- Read quite widely to acquire a style of writing, and
- Identify their areas of strengths and weaknesses in writing.

REFERENCES

1. Booher, Dianna. E-Writing: 21st Century Tools for Effective Communication. New York:Pocket Books, a division of Simon & Schuster, Inc., 2001 (paper).
2. Christensen, G. Jay. Expanded Syllabus for Bus. Com. Northridge: California State University, Northridge Bookstore Printshop, n.d
3. E. H. McGrath, S.J. Basic Managerial Skills for All. 9th ed. Prentice-Hall of India, New Delhi, 2012.
4. Guffey, Mary Ellen. E-book--Business Communication: Process and Product. 5th ed.Cincinnati, Ohio: South-Western College Publishing, An International Thomson Publishing Company, 2006.
5. Raymond V Lesikar, John D Pettit, and Mary E Flatly. Basic Business Communication, Tata McGraw-Hill, Lesikar's. 11th ed. New Delhi, 2009.
6. Sharan J Gerson, and Steven M Gerson. Technical Writing: Process and Product. Pearson Education, New Delhi. 2008.

XM5036   **CORPORATE SOCIAL RESPONSIBILITY**   **L T P C**
                                                                      3 0 0 3

OBJECTIVES

- To have grounding on theory through the understanding of real life situations and cases.
- To make the students understand the role of ethical managers.
- To give insights on the strategies for CSR.

UNIT I   INTRODUCTION   9

Definition & nature Business ethics, Characteristics, Ethical theories; Causes of unethical behavior; CSR Definition,Principles of CSR ,Sustainability.

UNIT II   ETHICS THEORY AND BEYOND   9

Management of Ethics - Ethics analysis [Hosmer model]; Ethical dilemma; Ethics in practice - ethics for managers; Role and function of ethical managers- Comparative ethical behaviour of managers; Code of ethics; Competitiveness, organizational size, profitability and ethics; Cost of ethics in Corporate ethics evaluation. Business and ecological / environmental issues in the Indian context and case studies.

UNIT III   STAKEHOLDERS AND THE SOCIAL CONTRACT   9

Classification of stakeholders, Stakeholder theory, Risk reduction, Regulation and its implication. Political – legal environment; Provisions of the Indian constitution pertaining to Business; Political setup – major characteristics and their implications for business; Prominent features of MRTP & FERA. Social – cultural environment and their impact on business operations, Salient features of Indian culture and values.

UNIT IV   ENVIRONMENTAL ETHICS   9

Economic Environment; Philosophy of economic grow and its implications for business, Main features of Economic Planning with respect to business; Industrial policy and framework of government contract over Business; Role of chamber of commerce and confederation of Indian Industries. Issues concerning sustainability, Sustainability and the cost of capital.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT V   CORPORATE SOCIAL RESPONSIBILITY AND GOVERNANCE   9

Definition- Evolution- Need for CSR; Theoretical perspectives; Corporate citizenship; Business practices; Strategies for CSR; Challenges and implementation; Evolution of corporate governance; Governance practices and regulation; Structure and development of boards; Role of capital market and government; Governance ratings; Future of governance- innovative practices; Case studies with lessons learnt, Performance Evaluation.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, students will
- Understand ethical issues in workplace and be able to find solution for 'most good'.
- Get to know the role and functions of ethical managers.
- Explore the role of capital market and government.
- Have insights on the strategies of CSR.
- Be able to predict the future of governance
- Be understanding through case studies the innovative practices with respect to CSR.

REFERENCES

1. Beeslory, Michel and Evens, Corporate Social Responsibility, Taylor and Francis, 1978.
2. Bob Tricker, Corporate governance- Principles, policies and practices, Oxford University Press, 2009.
3. Joseph A. Petrick and John F. Quinn, Management Ethics - integrity at work, Sage, 1997.
4. Larue Tone Hosmer and Richard D., The Ethics of Management, Irwin Inc., 1995.
5. Philip Kotler and Nancy Lee, Corporate social responsibility: doing the most good for company and your cause, Wiley, 2005.
6. Satheesh kumar, Corporate governance, Oxford University, Press, 2010.
7. Subhabrata Bobby Banerjee, Corporate social responsibility: the good, the bad and the ugly, Edward Elgar Publishing, 2007.
8. W.H. Shaw, Business Ethics, Cengage Learning, 2007.
9. William B. Werther and David B. Chandler, Strategic corporate social responsibility, Sage Publications Inc., 2011

XM5037   **CRISIS COMMUNICATION**   **L T P C**
                                                                               3 0 0 3

OBJECTIVES
- To inculcate positive behavior in managing crisis.
- To communicate critically to prevent crisis.
- To learn what constitutes crises.

UNIT I   ORGANISATIONAL THEORY AND CRISIS COMMUNICATION   9

Outline of crisis communication theory –Practical Theory, Systems Theory, Cultural Theory, Classical Theory, Human Resource theory, Chaos Theory, Critical Theory

UNIT II   EFFECTIVE CRISIS COMMUNICATION   9

Effective crisis management – proactive crisis management – Crisis prevention – Crisis situations – crisis preparedness – crisis communication plan.

UNIT III   VARIOUS FORMS OF CRISIS   9

Audience specific strategic message development – Crisis research – Communication when the crisis strikes – "Textbook crises" – Film related crises – Culture Crisis - Commercial crises – Environmental crises – natural disasters –transportation crises – Product failure and product tampering.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV   SOCIAL MEDIA AND CRISIS COMMUNICATIONS   9

Writing Social Media Messages, Social Media in Strategic Organisational Communication – Social Media Etiquette for Organisations and individuals to prevent Social Media Crises – Online Communities and Crisis Communications

UNIT V   CRISIS PREPAREDNESS   9

Managing the post - crisis challenges and opportunities –Case study approaches – Crisis planning - Crisis research.- Ethical decisions and Crisis Communication, The Normalization of Deviance, Transparency, Ambiguity and Crisis Communication, Ethics of Scientific Argument. Ethical Behaviour and Legal decision making. Identifying Fallacies. Point/Counter point

TOTAL: 45 PERIODS

OUTCOMES

Students will be able to
* Understand the importance of crisis communication.
* Differentiate the day to day issues and crisis.
* Develop a crisis preparedness plan.
* Understand various methods of communication strategies in social media era.
* Identify and address the ethical issues

REFERENCES

1. Alan Jay Zaremba, Crisis communication: Theory and Practice, M.E.Sharpe, U.S.A, 2015.
2. Lucinda L. Austin, Yan Jin, Social Media and Crisis Communication Routledge,   2017.
3. Peter F.Anthonissen, CrisisCommunication, McGraw Hill, 2012.
4. Richard L. West & Lynn H.Turner, Introducing communication theory, McGraw Hill, 2018.
5. Steven Fink, Crisis Communications: The Definitive Guide to Managing the Message, McGraw Hill Professional, 2013
6. Timothy Coombs, Ongoing Crisis Communication: Planning, Managing. and Responding, Sage Publications, 2014.

XM5038	DIGITAL ADVERTISING	L T P C
		3 0 0 3

OBJECTIVES

* To develop an integrated digital advertising plan.
* To make the student well verse in understanding the consumer behavior of various segments.
* To understand the Advertising Theory and application

UNIT I   DIGITAL ADVERTISING MODELS   9

Interactive advertising model –Network advertising model –Trends and opportunities for Digital Advertising

UNIT II   ADVERTISING THEORY   9

Theory of Interactive media effects, Reversal Theory, Digital Advertising clutter in an age of mobile media, Personalisation, Perceived Intrusiveness, Irritation and Avoidance in Digital Advertising – Advertising Inattention in the Digital Environment.

UNIT III   DIGITAL MEDIA IN NEW AGE   9

Digital Media in New Age – Digital Media and Public Health Communication – Health advertising – future trends and challenges. Consumer motivations and participating in Social networking sites. Twitter comes to Display advertising - Financial value of Digital Advertising. Native advertising-content marketing and personalization -Advertising avoidance and the Digital world.

UNIT IV CONSUMER CHARACTERISTICS 9

Interplay of Consumer characteristics and motivations – Social media advertising – Targeted digital advertising and privacy – Targeting Versus personalization- Player responses toward In-Game Advertising – Interactivity – Measuring Advertising Efficacy.

UNIT V RESEARCH AND EVALUATION IN DIGITAL ADVERTISING 9

International Digital Advertising – Internet and Social Network Advertising Formats – Efficiency of Digital advertising – Culture in Electronic word of mouth communication – Responses to Advertisements – virtual direct experience in Video Games – Understanding affect in Social Media – Computational social science research.

TOTAL: 45 PERIODS

OUTCOMES

- The students will be able to develop a digital advertising plan.
- The students will be able to develop the strategy for consumer satisfaction.
- The students will be able to contribute to planning, implementing, monitoring and evaluating.
- The student will be able to develop creative solutions to address digital advertising and communications challenges.
- Students will do analysis and evaluate digital advertising techniques
- Students will explore the new trends in Digital Media

REFERENCES

1. Andrew Mc stay, Digital Advertising 2nd Edition, Palgrave, U.K, 2016.
2. Diaz Nesamoney, Personalised Digital Advertising, How data and technology are transforming how we market, Pearson Education, U.S.A, 2015
3. McStay A. Digital advertising. Macmillan International Higher Education; 2009.
4. Philip Kotler, Hermawan Kartajaya, Iwan Setiyawan, Marketing 4.0 Moving from traditional to Digital, Wiley, New Jersey, 2017
5. Shelly Rodgers, & Thorson, Esther Digital Advertising Theory and Research, Routledge, 3rd Edition,2017
6. Social C. Digital Advertising: Past, Present, and Future. Lulu. com; 2010.

XM5039 INTEGRATED MARKETING COMMUNICATION L T P C
3 0 0 3

OBJECTIVES

- To introduce the concept and process of advertising and its role in marketing.
- To prepare professionals interested in careers in advertising, marketing, promotions, public relations or sales managerial jobs, or for individuals in the field.
- To know the different categories of market research

UNIT I INTEGRATED MARKETING COMMUNICATION 9

Relationship Marketing - Need for IMC - Barriers – Promotional Mix – Branding & Positioning - Segmenting & Targeting Markets - Consumer Behavior - Marketing Communication Model (Source, Message, Medium, Receiver, Noise) - Marketing Management - International Marketing – Corporate Communications

UNIT II ADVERTISING AND NON - TRADITIONAL MEDIA 9

Introduction to Advertising, Classifying Advertising, Role, Functions and Benefits of Advertising, Evaluating Advertising – Sponsorships & Event Marketing – Product Placement – Packaging – Trade Shows – Personal Selling – Buzz Marketing

UNIT III SALES PROMOTION, DIRECT MARKETING & DIGITAL MARKETING 9

Benefits and Limitations of Sales Promotion – Sales Promotion Strategies – Measuring Effectiveness of Sales Promotions - Advantages and Limitations of Direct Marketing – Importance of Database – Social Media Listening – Strategies for Internet Marketing – Mobile Media Marketing Strategies & Design

UNIT IV   PUBLICITY AND MARKETING PUBLIC RELATIONS   9

Publicity versus PR – The Publics of Public Relation - Interactive Public Relation - Forms of Public Relations – Tools of Public Relations - Elements of Successful Public Relation, Research & Evaluation in Public Relations – Press Releases

UNIT V   MARKETING RESEARCH TECHNIQUES AND CAMPAIGN EXECUTION   9

Categories of Market Research – Primary & Secondary Information – Applying Research to IMC Planning – Marketing Plan - IMC Planning Process - Budgeting - Brand Brief – Creative Strategies – Creative Concept Presentation – Synchronized Brand Messages - Media Planning and Scheduling - Evaluating Channels – Campaign Evaluation

TOTAL: 45 PERIODS

OUTCOMES
- Students will learn the concepts of marketing strategies.
- Students will know the opportunities available in the field of marketing.
- Students will learn how to effectively utilise the marketing mix.
- Students will learn how to execute marketing campaigns.
- Students will learn how to conduct market research.
- Students will be exposed to how media and marketing can be effectively used to achieve organisational goals.

REFERENCES
1. Yeshin, T. Integrated marketing communications. Routledge. 2012.
2. Juska, J. M. Integrated Marketing Communication. Taylor & Francis. 2017.
3. Kitchen, P. J., & Pelsmacker, P. D. Integrated Marketing Communications: A Primer. Psychology Press. 2004.
4. Public Relations in Practice – A casebook – Danny Moss – Routledge, Chapman and Hall Inc., New York, 2000.
5. The handbook of Public Relations and Communications – Philip Lesly – McGraw Hill Book Company (3 Volumes), 1999.
6. Handbook of Public Relations in India – D S Mehta – Allied Publishers Ltd., 2001.

XM5041	ADVANCED WEB TECHNOLOGIES	L T P C
		3 0 0 3

OBJECTIVES
- To explain the concepts of database, both in terms of use and implementation/design.
- To explain how to design and develop interactive web applications using server side scripting languages, standard ASP.Net controls and validation controls.
- To elucidate the creation of asynchronous web application using database programming.

UNIT I   DATABASE CONCEPTS   9

Introduction to Fundamental data and database concepts, Relational Database Models. Elements of SQL: Data Definition Language, Data Manipulation Language, Data Control Language and Transactional Control Languages, Data Retrieval. Operators, Filtering: Vertical and Horizontal Filtering of data, wild card characters, Order by, Group by, having Clause.

UNIT II   SQL   9

Aggregate Functions, Character /String Functions, Numeric Functions, Date Functions, Conversion Functions, General Functions, Conditional Expression, Case Expression, Decode function, Querying Multiple Tables: Union, Sub queries and Joins. Different types of Constraints, Indexes, Views, Sequences, PL/SQL Block : Control structures, Iterative Control, Sequential control, Exceptions: Pre-defined Exceptions and User Exception, Procedures and Functions.

UNIT III   SERVER SIDE SCRIPTING LANGUAGE   9

Introduction to Server Side Scripting Language – Datatypes, Variables, Expressions, Operators, and Statements, Pre-Defined Dialog Boxes, Arrays, User defined functions, Events and Event Handling, Pre-defined VB Script Objects.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV   DOT NET CONCEPTS   9
Basics of ASP DOT NET platform, Namespaces, ASP Server Controls: Server side processing in ASP.NET, HTML Server Controls, Basic Web Controls, validation Controls, Databound List Controls, Creating ASP.NET Applications, ,   Objects of ASP DOT NET, Method, Properties and collections of ASP.NET Objects,   Global.asax: Application and Session State and events.

UNIT V   INTEGRATING WITH DATABASE   9
Connection Strings, Connecting to a Database, Browsing and Adding to a Database, Updating data in the Database, Deleting from the Database, Searching a data from the database. Debuging ASP.NET, Handling Errors, Creating Master Template.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Describe data models and schemas in databases and to work efficiently with databases through structured query language.
- Apply the languages learned to develop server side applications.
- Develop and debug their application using Visual Studio
- Dynamically fetch data from data source using ADO.NET
- Utilize the .NET framework to build distributed web applications.

REFERENCES
1. Adrian Kingsley-Hughes, Kathie Kingsley-Hughes, Daniel Read, "VBScript", John Wiley & Sons, 2011.
2. Paul Lomax, "Learning VBScript", O'Reilly Media, 1997
3. Pranab Kumar Das Gupta, Ramprosad , "Developing Web Applications Using Asp.Net And Oracle", PHI Learning, 2013.
4. Ramez Elmasri, Shamkant B. Navathe, "Fundamentals of Database Systems", Sixth Edition, Pearson / Addision wesley, 2010
5. Scott Mitchell, Doug Seven, Stephen Walther, Billy Anders, Dan Wahlin, Adam Nathan, "ASP.NET: Tips, Tutorials, and Code", Sams Publishing, 2012.

XM5043	DATABASE MANAGEMENT SYSTEMS	L T P C
		3 0 0 3

OBJECTIVES
- To understand the importance of database management system.
- To learn the various types of database systems, its algorithm and models.
- To learn the importance of SQL in database management system.

UNIT I   INTRODUCTION TO DBMS   9
Database Management System Concepts: Introduction, Significance of Database, Database System Applications; Data Independence; Data Modeling for a Database; Entities and their Attributes, Entities, Attributes, Relationships and Relationships Types, Advantages and Disadvantages of Database Management System, DBMS Vs RDBMS.

UNIT II   RELATIONAL DATABASES   9
Purpose of Database System – Views of data – Data Models – Database System Architecture – Introduction to relational databases – Relational Model – Keys – Relational Algebra – SQL fundamentals – Advanced SQL features – Embedded SQL– Dynamic SQL

UNIT III   DATABASE DESIGN   9
Entity-Relationship model – E-R Diagrams – Enhanced-ER Model – ER-to-Relational Mapping – Functional Dependencies – Non-loss Decomposition – First, Second, Third Normal Forms, Dependency Preservation – Boyce/Codd Normal Form – Multi-valued Dependencies and Fourth Normal Form – Join Dependencies and Fifth Normal Form.

UNIT IV   SQL   9

Categories of SQL Commands; Data Definition; Data Manipulation Statements, SELECT - The Basic Form, Subqueries, Functions, GROUP BY Feature, Updating the Database, Data Definition Facilities,

UNIT V   EMBEDDED SQL   9

What constraints, types of constrains, Integrity constraints, Views: Introduction to views, data independence, security, updates on views, comparison between tables and views SQL: data definition, aggregate function, Null Values, nested sub queries, Joined relations. Triggers. Views; Embedded SQL *, Declaring Variables and Exceptions, Embedding SQL Statements; Transaction Processing, Consistency and Isolation, Atomicity and Durability

TOTAL: 45 PERIODS

OUTCOMES
- Students will learn the importance of database management systems.
- Students will be able to identify and use the different DBMS models in their project.
- Students will design the database management systems for various applications
- Students will be exposed to SQL and Embedded SQL.
- Students will become knowledgeable to write solutions for various queries.
- Students will be able to develop new projects independently.

REFERENCES
1. Aditya Kumar Gupta, Taxonomy of Database Management System, Firewall Media, 2007.
2. Michael M. Gorman, Database Management Systems: Understanding and Applying Database Technology By Butterworth-Heinemann, 2014.
3. Monelli Ayyavaraiah, Arepalli Gopi, Database Management System by Horizon Books, 2017.
4. Pranab Kumar Das Gupta, p. Radha krishna, Database management system oracle sql and pl/sql, PHI Learning Pvt. Ltd., 2013.
5. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-Hill Higher Education, 2000.
6. Rajesh Narang, Database Management Systems by PHI Learning private Limited, New Delhi, 2011.

XM5045	MOBILE APPLICATION DEVELOPMENT	L T P C
		3 0 0 3

OBJECTIVES
- To educate students about the fundamentals of mobile application development
- To expose students in components and design aspects in mobile application development.
- To train students in creating mobile application for android platforms.

UNIT I   ANDROID FUNDAMENTALS   9

What is Android, History of Android, Android devices, Android Market application store, Categories of Android applications, Android Development Environment - System Requirements, Android SDK, Installing Java, and ADT bundle - Eclipse Integrated Development Environment (IDE), Creating Android Virtual Devices (AVDs), Android Architecture

UNIT II   ANDROID COMPONENTS AND ACTIVITIES   9

Android Components – Activities, Services, Broadcast receivers and Content providers, Fragments, Intents and Filters

UNIT III   ANDROID UI DESIGN   9

Using Views and ViewGroups – Textview, Button, Imageview, Scrollview, Switch, Gridview, Fragments, Display webpage, TimePicker, DatePicker, Layout – Linear, Relative, Frame and Table, UI Controls, Event Handling, Styles and Themes, Custom Components,

UNIT IV   ANDROID MULTIMEDIA   9
Playing Audio and Video, Recording Audio and Video, Using the Camera to Take and Process Pictures

UNIT V   ANDROID SERVICES   9
Android – Phone calls, Sending SMS, Sending email, Notifications, Using Google Maps, Using location based data services – GPS, Wi-Fi and Cellular Network, Accessing the hardware – Camera and Flashlight, Publishing Android Application.

TOTAL: 45 PERIODS

OUTCOMES
- Students will learn the principles of mobile application development
- Students will learn the android platform components which is essential for mobile application development
- Students will understand the importance of UI in mobile app development
- Students will be exposed to various tools associated for the creation of mobile applications.
- Students will be able to create the mobile application independently.

REFERENCES
1. Beginning Hybrid Mobile Application Development by Mahesh Panhale, 2016.
2. PeopleSoft People Tools: Mobile Applications Development by Jim Marion and Sarah Marion, 2015.
3. Soft Skills: The Software Developer's Life Manual, 1st Edition by John Sonmez, 2014.
4. Android Application Development Cookbook- Second Edition by Rick Boyer and Kyle Mew, 2016.
5. Mobile Apps Made Simple: The Ultimate Guide to Quickly Creating, Designing and Utilizing Mobile Apps for Your Business, 2nd Edition by Jonathan McCallister 2014.
6. Advanced Android™ Application Development, Fourth Edition, Developer's Library, 2014.

XM5047	CHARACTER ANIMATION	L T P C
		3 0 0 3

OBJECTIVES
- To educate the basic anatomy of the characters
- To apply the basic physics properties to the scene
- To create the walk cycle for the character

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

UNIT II   CHARACTERS   9
Construction of animal character- Pantomime horse construction, Cartoon four legged construction, four type of animal locomotion – walking, trotting, cantering and galloping, walk cycle or run cycle

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

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

UNIT V   EMOTION FOR THE CHARACTER   9

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

TOTAL: 45 PERIODS

OUTCOMES
- Students will understand the different principles involved in character animation.
- Students will get knowledge about human anatomy in character animation.
- Students will design the character which they sketched
- Students will be able to the character
- Students will create an animatics
- Students will independently create characters for the animation movies.

REFERENCES
1. Andy Beane, "3D Animation Essentials", John Wiley & Sons, Inc. 2012.
2. Bancroft T. Creating characters with personality. Watson-Guptill; 2016.
3. Giesen R, Khan A. Acting and Character Animation: The Art of Animated Films, Acting and Visualizing. CRC Press; 2017.
4. Horn EV. 3D character development workshop: rigging fundamentals for artists and animators. Dulles, VA: Mercury Learning and Information; 2018.
5. ONeill R. Digital character development: theory and practice. Boca Raton: CRC Press; 2015.
6. Roberts Steve. Character Animation Fundamentals: developing skills for 2d and 3d character animation. Place of publication not identified: CRC Press; 2017.
7. Tinwell A. The uncanny valley in games and animation. AK Peters/CRC Press; 2014.

XM5049	VIRTUAL AND AUGMENTED REALITY	L T P C
		3 0 0 3

OBJECTIVES
- To explore both history of virtual reality (VR).
- To explore the physiology and perception involved in VR.
- To impart the practical and conceptual knowledge on VR development as well as to divulge relevant theory behind VR technologies.
- To familiarize students with tracking and simulation processes involved in VR.
- To get familiarize with modeling objects and rendering them to make VR.

UNIT I   INTRODUCTION   9

Introduction to VR, Historical perspective, Birds-eye view: general, Hardware, software, Sensation and perception. Geometry of Virtual Worlds: Geometric modeling, Transforming models, Matrix algebra , 2D and 3D rotations, Homogeneous transforms , The chain of viewing transforms, Eye transforms, Canonical view transform, Viewport transform. Light and Optics, Visual Physiology, Visual Perception, Tracking Systems, Visual Rendering,

UNIT II   VISUAL PHYSIOLOGY AND PERCEPTION   9

Parts of the human eye, photoreceptors and densities, scotopic and photopic vision, display resolution requiments, eye movements, neural vision structures, sufficient display resolution, other implications of physiology on VR. Photoreceptors, Sufficient resolution for VR, Light intensity, Eye movements, Neuroscience of vision. Depth perception, Motion perception, Frame rates and displays

UNIT III   TRACKING   9

Overview, Orientation tracking, Tilt drift correction, Yaw drift correction, Tracking with a camera, Perspective n-point problem, Filtering, Lighthouse approach, Velocities, acceleration, vestibular system, virtual world physics, simulation, collision detection, avatar motion.

UNIT IV   RENDERING   9
Visual Rendering: Visual Rendering-Overview, Shading models Rasterization, Pixel shading, VR-specific problems, Distortion shading, Post-rendering image warp

UNIT V   AUDIO AND INTERFACES   9
Audio: Physics and physiology, Auditory perception, Auditory localization, Rendering, Spatialization and display, Combining other senses. Interfaces: Locomotion, Manipulation, System control, Social interaction, Evaluation of VR Systems

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to
- Describe the history of VR.
- Describe the physiology and perception involved in VR.
- Demonstrate an understanding of the theory behind VR technologies
- Demonstrate an understanding of tracking and simulation processes involved in VR.
- Design models and render them to make VR
- Develop interface and sounds to create VR environment.

REFERENCES
1. Future Cyborgs: Human-Machine Interface for Virtual Reality Applications by Robert R Powell. 2012.
2. George Mather, Foundations of Sensation and Perception:Psychology Press; 2 edition, 2009
3. Peter Shirley, MichaelAshikhmin, and Steve Marschner, Fundamentals of Computer Graphics, A K Peters/CRC Press; 3 edition, 2009.
4. The history of the future: Oculus, Facebook and the Revolution that swept Virtual Reality, by Blake J. Harris, 2019.
5. Virtual Reality by Steven M. LaValle. Cambridge University Press. 2019.

XM5051	VISUAL EFFECTS	L T P C
		3 0 0 3

OBJECTIVES
- Technically, you will attain mastery of compositing tools
- To enhance the video by adding new set of elements
- To Educate the breakdown of visual effect shots

UNIT I   DEVELOPMENT OF VISUAL EFFECTS   9
Brief history of visual effects, Different type of compositing software, Introduction to layer and node based software, Types of footage, Working with HDRI footage, Animatics, Story board and concept, Pipeline Introduction, Budgeting, Previsualization, Color channels, Color depth, Color space, Aspect ratios, Resolution, File formats, Frames and time.

UNIT II   ROLE OF COMPOSITOR   9
Global Animation and visual effects industry, Key players, Production workflow, Role of Project manager, Technical director, Supervisor, and Line producer in Visual effects field, scheduling, Visual effects compositor check list, Visual effects artist reference list, asset maintain.

UNIT III   PRODUCTION PRINCIPLES   9
Working with special effect, visual effect and mechanical effects, alpha channels, advanced selections, level adjustments, extraction of grunge and grime maps. steps in gathering light data, scanning properties, characters and other set materials, Roles of visual effects supervisor, understanding the alpha value, working in stop motion and miniature, Motion capture and technology.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV   MODELING   9

Rotoscope, Paint and wire removal, Anatomy and golden rule of tracking, 2D matchmoving, Types of modeling, model data, modeling production pipeline, asset creation, environment building, simulation, particle systems, workflow of digital lighting, tracking assets, camera tracking, working with stock footage.

UNIT V   UNDERSTANDING STEREOSCOPIC 3D IN VISUAL EFFECTS   9

Setting up scene for the camera track and markers, 3D motion tracking, Using tracking markers, Interaxial separation, horizontal image translation, positive and negative parallax, floating windows, energy and weapons, aesthetic scale, creating 3D photography, pros and cons of 3D photography, camera rig, multi pass render, pixel displacement, 3D conversion, data workflow, real ID mastering. Concept of crowd multiplication, sky replacement, Global illumination and image based lighting, rigid body dynamics and rendering,

TOTAL: 45 PERIODS

OUTCOMES
- Student will understand the visual treat in the films.
- Helpful in creating the new visual effects for their production
- Students will explore the new technologies in visual effects industry
- Students will work with the Stereo scoping visual effects shots
- Students will understand the role of the visual effects producer
- Students will understand the production pipeline for the visual effect shots.

REFERENCES
1. Failes I. Masters of FX: Behind the Scenes with Geniuses of Visual and special Effects. Focal Press; 2016.
2. Finance C, Zwerman S. The visual effects producer: understanding the art and business of VFX. Focal Press; 2015.
3. Gress J. [digital] Visual Effects and Compositing. New Riders; 2014.
4. Mitchell M. Visual effects for film and television. Focal press; 2013.
5. Okun JA, Zwerman S, editors. The VES handbook of visual effects: industry standard VFX practices and procedures. Taylor & Francis; 2014.
6. Owen R, Failes I. Creating visual effects for movies as a CGI artist. United States: Ruby Tuesday Books, Ltd.; 2017.

XM5053   **3D GAME DEVELOPMENT**   **L T P C**
                                                                  3 0 0 3

OBJECTIVES
- To inculcate the knowledge of programming so as to use effectively in gaming.
- To divulge the overall game design and development process.
- To explain the various concepts of Game Engineering.

UNIT I   INTRODUCTION TO GAME ENGINEERING   9

History of Games, History of 3D Games, 3D Games Taxonomy, Gameplay, Gamification, Game Development, Game Developers, Game Development Tool, Game Development Lifecycle Models, Architecture of a Game, Game Genres, Project Management Triangle, UML Diagrams for Game Development, Game Design Document (GDD), Anatomy of a game engine, Developer kit.

UNIT II   UNDERSTANDING 3D GAME ENGINE   9

3D Game Engine Interface, Creating and Destroying Game Objects, Access the Components, Events for Game Objects, Dealing with Vector variables and Timing Variables, Physics Oriented Events, Coroutine and Return Types. Physics Components: Coordinates, Vectors, Rigid Bodies and Forces, Colliders and Collisions.

UNIT III INTRODUCTION TO C# SCRIPT 9

Introduction to C#, Scripts as Behaviour Components, Datatypes, Variable and Functions, Conditional Statements, Loops, Classes, Instantiate, Scope and Access Modifiers, Arrays, Invoke and Enumerations, Awake and Start, Update and FixedUpdate, Vector Maths, Activating Game Objects, Linear Interpolation, Events, Event Handlers, Delta Time.

UNIT IV GAME BEHAVIOUR 9

Behaviour, Rigidbody 2D, Gravity, Making the Game Object move using C# Script, Handling Collisions of GameObject using Collider2D, Creating Game Objects at runtime using Prefabs, Prefab Instantiation, making it move and setting speed, Parent and Child Game Objects. Detecting Collisions with onCollisionEnter, Destroy Game Objects, Controlling GameObjects using Components: Mode, Add Velocity, force.

UNIT V BUILDING AND SHARING 3D GAME 9

Introduction to 3D Canvas, Adding and Updating UI Elements to Game Canvas, Adding Sound Effects to Game, Build settings, Adapting for Web build, Texture compression and debug stripping, Quality settings, Player input settings, Sharing the game, Testing and Finalizing.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the Course, the Students should be able to

- Understand the concept of a game development
- Implement the concept of programming in Gaming.
- Demonstrate knowledge on using game engine to create 3d games.
- Use the skills to write C# scripting language to give actions to game objects.
- Explain the different gameplay elements.

REFERENCES

1. Alan Thorn, "Practical Game Development with Unity and Blender", CENGAGE Learning Custom Publishing, 2014.
2. Alex Okita, "Learning C# Programming with Unity 3D", CRC Press, 2014.
3. Daniel Schuller, "C# Game Programming: For Serious Game Creation", CENGAGE Learning Custom Publishing, 2011
4. Jeff W Murray, "C# Game Programming Cookbook for Unity 3D", CRC Press, 2014.
5. Jeremy Gibson Bond, "Introduction to Game Design, Prototyping, and Development", Addison-Wesley Professional, 2014.
6. Stefan Zerbst and Oliver Duvel, "3D Game Engine Programming", Premier Press, 2004.

XM5055 **BIG DATA ANALYTICS** **L T P C**
3 0 0 3

OBJECTIVES

- To handle and processing Big Data
- To know how and when data can be used to make key decisions
- To learn data processing and create Algorithms
- To introduce the data mining skills.
- To develop student skills on web mining.

UNIT I FUNDAMENTALS OF BIG DATA ANALYSIS 9

Introduction to Big Data and Big Data Analysis, Handling and Processing Big Data, Methodological Challenges and Problems, Example Applications, Big Data Analysis in Practice, Introduction to different bog data analytical tools.

UNIT III DATA SCIENCE 9

Introduction to Data Science, Relational Databases and SQL, Data Cleansing and Preparation, Building a Data Model, Data Summarization and Visualization, Association Analysis and Cluster Analysis,

UNIT II DATA MINING 9

Preprocessing Data: Filters, Missing Value, Data Mining, Decision Trees, Classification / Regression Algorithms. Normalization, Distance, Correlations, Machine Learning, Compare Items, Predictive Revenue Model, Class Prediction Model

UNIT IV LANGUAGE R 9

Introduction to R Language, Visualization, Data Procession, Time Series and Forecast, Indoor locationing, R Machine Learning.

UNIT V WEB MINING 9

Case Study Session, Preparation of Case Study Report and Presentation and Case Study Presentation

TOTAL: 45 PERIODS

OUTCOMES
- The students will be able to apply the methods of data collection and data analytics to solve business and related problems in support of decision-making.
- The students will develop the skills necessary to use related software tools to perform data collection, cleansing, and analytics
- Students will have deep knowledge about data consumer, recognizing the good and the bad in terms of data collection and applications
- Students will understand how leading companies are using analytics
- Student will learn about relevant legal and ethical issues
- Students will explore the Machine Learning Techniques

REFERENCES
1. Ankam V. Big data analytics. Packt Publishing Ltd; 2016.
2. Dasgupta N. Practical Big Data Analytics: Hands-on techniques to implement enterprise analytics and machine learning using Hadoop, Spark, NoSQL and R. Packt Publishing Ltd; 2018
3. Patil MR, Thia F. Pentaho for big data analytics. Packt Publishing Ltd; 2013.
4. Sedkaoui S. Data analytics and big data. John Wiley & Sons; 2018.
5. Snodgrass RT. Developing time-oriented database applications in SQL. Morgan Kaufmann Publishers,; 2000.
6. Somani AK, Deka GC, editors. Big Data Analytics: Tools and Technology for Effective Planning. CRC Press; 2017.

PROGRESS THROUGH KNOWLEDGE
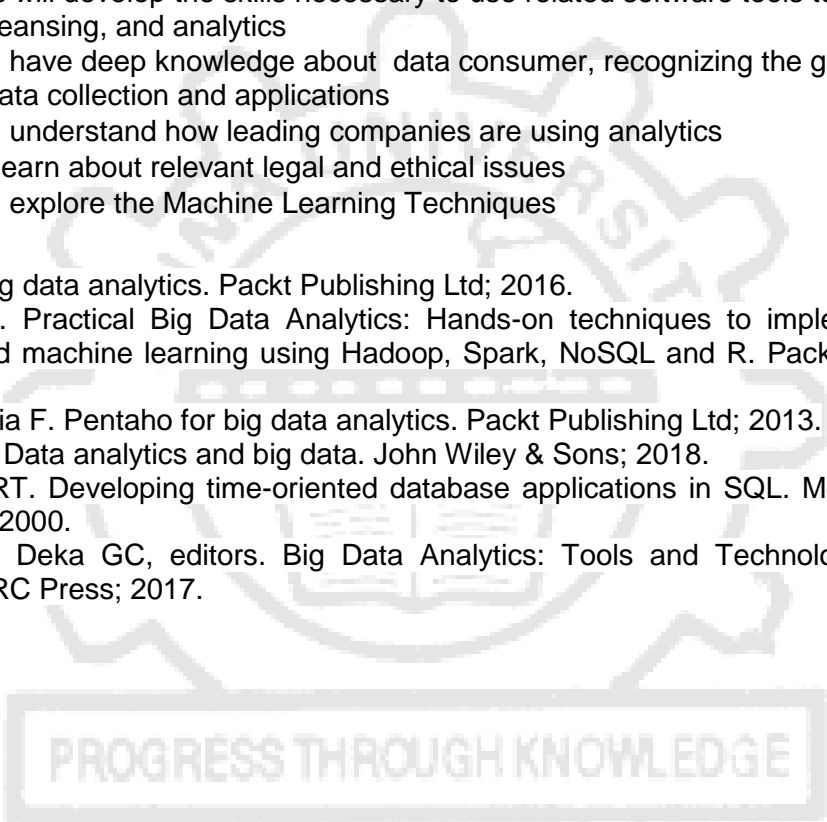
XM5056	CYBER LAWS	L T P C
		3 0 0 3

OBJECTIVES
- To introduce the origin of cyber space
- To give insights on the issues of jurisdiction
- To explore the international perspectives of cyber laws.

UNIT I INTRODUCTION 9

Origin of Cyber Space - Need for Cyber law in cyber Space - Jurisprudence of Indian Cyber law in cyber Space - Cyber Jurisprudence at International and Indian Level – Concept of privacy, Threat to privacy on internet - Misuse of technology

UNIT II JURISDICTIONAL ASPECTS IN CYBER LAW 9

Issues of jurisdiction in cyberspace -Types of jurisdiction - Jurisdiction under IT Act 2000 - Intellectual Property Issues in Cyber Space- Copyright Law, Patent Law, Trademark and domain names related issues – Electronic and digital signature - dispute resolution in cyber space.

UNIT III   CYBER CRIMES   9

Classification of Cyber Crimes - Cyber pornography, Cyber stalking, Cyber terrorism, Cyber Defamation, Breach of sensitive personal information and confidentiality under IT Act, hacking, virus and contaminants, Phishing, Vishing, Smishing and Pharming - Denial of service Attack, Digital Forgery, Data theft, Data diddling, salami attacks, E-mail bombing, E-mail spoofing, Logic bombs, Internet Time theft.

UNIT IV   CONSTITUTIONAL AND HUMAN RIGHTS ISSUES IN CYBERSPACE   9

Freedom of Speech and Expression in Cyberspace - Right to Access Cyberspace – Access to Internet - Right to Privacy - Right to Data Protection

UNIT V   CYBER LAW - INTERNATIONAL PERSPECTIVES   9

UN & International Telecommunication Union (ITU) Initiatives, Asia-Pacific Economic Cooperation (APEC), Organization for Economic Co-operation and Development (OECD) Constitutional & Human Rights Issues in Cyberspace.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course students will

- Understand the need for cyber law in cyber space
- Get to know the issues of jurisdiction in cyber space
- Understand the importance of IPR in cyber space
- Get insights on human rights issue in cyber space
- Be able to classify cyber crimes
- Explore the international perspectives of cyber law

REFERENCES

1. Jonthan Rosenoer, Cyber Law, Springer, New York, 1997.
2. Justice Yatindra Singh, Cyber Laws, Universal Law Publishing Co, New Delhi, 2012.
3. S. R. Bhansali, Information Technology Act, 2000, University Book House Pvt. Ltd., Jaipur 2003.
4. Sudhir Naib, The Information Technology Act, 2005: A Handbook, OUP, New York, 2011.
5. Vasu Deva, Cyber Crimes and Law Enforcement, Commonwealth Publishers, New Delhi, 2003.
6. Verma S, K, Mittal Raman, Legal Dimensions of Cyber Space, Indian Law Institute, New Delhi, 2004.

XM5057	HEALTH COMMUNICATION	L T P C
		3 0 0 3

OBJECTIVES

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

UNIT I   HEALTH REPORTING   9

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

UNIT II   PUBLIC HEALTH AND SOCIAL MEDIA   9

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

UNIT III COMMUNICATION CAMPAIGNS 9

Theories and Models in communicating Health messages – Communication as a multiway process - Communication in Health Promotion – The theory of planned behavior – Health belief model – Trans theoretical model - The perceived behavior control model – process of behavior change- Communication persuasion model and information persuasion matrix. HIV/AIDS prevention and treatment - Stigma - Reporting with sensitivity – Strategies: abstention, no sex outside marriage, safe sex - ABC and CNN - Multi-pronged approach – Creating public awareness of issues.

UNIT IV HEALTH CARE AND TECHNOLOGIES 9

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

UNIT V OCCUPATIONAL HEALTH 9

Physical hazards: noise and vibration - Chemical hazards: TLV for air, gas and chemical contaminants - Equipment for the assessment physical and chemical hazards - Industrial toxicology: definitions, hazard, toxicity - Optimization: shift work - Job and personal risk factors - Selection and training - Fatigue and vigilance - Hygiene. Government initiatives in various sectors of health care – Vaccination Campaigns – Health Insurance Campaigns.

TOTAL: 45 PERIODS

OUTCOMES

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

REFERENCES

1. Arvind Singhal and Everett M. Rogers, Combating AIDS: Communication Strategies in Action, Sage, New Delhi, 2006.
2. Encyclopedia of Occupational Health and Safety, Vol. I & II, International Labour Organization, Geneva, 1985.
3. Handbook of Occupational Health and Safety, NSC, Chicago, 1982.
4. Ivy O'Neil, Ruth Cross and Sam Davis, Health Communication theoretical and Critical perspectives, Wiley, 2017.
5. Nova Corcoran, Communicating Health, Sage, New Delhi, 2007.
6. Rafael Obregon and Silvio Waisbord (Eds), Handbook of Global Health Communication, Wiley, 2012.
7. Renata Schiavo, Health Communication: From Theory to Practice, Jossey-Bass, 2007.
8. Richard K. Thomas, Health Communication, Springer, 2005.

XM5058	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.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I   INTRODUCTION   9
Information and Communication Technology: Principles – limitations – understanding the adoption and implementation of ICT interventions – Development in ICT – Digital Divide: Definition and Causes – Bridging Digital Divide through ICT – ICT Indicators.

UNIT II   ICT IN HEALTH   9
Telemedicine: ICT techniques adopted, Advanced Computer methods for patients safety, (Patient Care information systems) – Health awareness through ICT: Nutrition, Diseases, Preventive methods, Health Management Information System – Community based Health Access to Health Information.

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 and Community-based Economy Social Network Tools – Internet Activism – Global Culture Convergence Facilitation.

UNIT V   ICT IN SUSTAINABLE DEVELOPMENT   9
Sustainable Development: Definition – economic, environmental, social and human sustainability – Brundtland report – Improving public awareness – Monitoring – Response systems – Facilitating environmental activism – Enabling more efficient resource use through ICT.

TOTAL : 45 PERIODS

OUTCOMES
At the end of the course, students will
- Understand and adopt the interventions of ICT
- Understand and implement the ICT interventions
- Explore the application of ICT in health
- Explore the application of ICT in agriculture
- Explore the application of ICT in holistic development
- Explore the application of ICT in sustainable development

REFERENCES
1. Ashwani Saith, M. Vijaya Baskar and V. Gayathri, ICTs and Indian Social Change, Sage Publications, New Delhi, 2008.
2. Ashwani Saith and M. Vijaya Baskar, ICTs and Indian Economic Development, Sage Publications, New Delhi, 2005.
3. Subhash Bhatnagar and Robert Schware, Information and Communication Technology in Development Cases from India, Sage Publications, New Delhi, 2000.
4. Rohan Samarajiva and Ayesha Zainudeen. ICT Infrastructure in Emerging Asia, Sage Publications, New Delhi, 2008.
5. Akhtar Badshah, Sarbuland Khan and Maria Garrido, Connected for Development, UN ICT Task Forces. 2005.
6. Sharmila Majumdar and Asis Kumar Pain, ICT for Development: Prospects and Problems, ICFAI University Press, Delhi, 2009.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

MEDIA ACTIVISM AND ADVOCACY   **L T P C**
                                                        3 0 0 3

OBJECTIVES
- To analyse activist, alternative, and community based media practices within the context of globalization and social change.
- To understand traditional and modern instruments of citizen participation and democratization
- Be able to respond respectfully to divergent views.
- Demonstrate their knowledge and critical thinking skills in written form
- Possess a basic knowledge regarding activism and advocacy
- Be familiar with how to utilize social media tools to effect social or political change.

UNIT I   TRADITIONAL MEDIA AND TOOLS FOR ADVOCACY   9
What is traditional media?, When to use it? Why engage with the media? What does traditional media advocacy include? Getting the public attention using traditional media, the know-hows to set up a traditional media campaign, selecting a target audience.

UNIT II   RESOURCES FOR SUCCESSFUL MEDIA ADVOCACY   9
Why is media advocacy important?, Types of media used in advocacy campaigns (Paid media, earned media and owned media), developing key media messages, selection of appropriate media for message, PR campaign and different types, Ad campaign and different types.

UNIT III   AUDIENCES ARE NO MORE MERE AUDIENCES   9
History of social media, birth of social networking, Types of activism on social media, how to use social media for advocacy, creating impactful campaigns, developing a digital activism plan, conducting media mapping, reaching beyond digital divide, slacktivism, hacktivism .

UNIT IV   SOCIAL MEDIA FOR SOCIAL CHANGE   9
Landscape analysis and connecting grassroots, effective partner coordination, monitoring the media, collective social consciousness during disaster times, crowdfunding platforms, Different forms of social media, digital movement of opinion, virtual protest, dangers of digital activism, dataveillance.

UNIT V   CASE STUDIES OF HASHTAG JOURNALISM AND DIGITAL MOVEMENTS   9
The social media advocacy tactics used during movements like Arab spring , occupy wall street, #MeToo campaign, save Jallikattu protests, Black lives matter protest, #bringbackourgirls, #SmashBrahminical patriarchy, and others, censorship, Twitterati,

TOTAL : 45 PERIODS

OUTCOMES
- Demonstrate thorough understanding of the objectives, stakes, and tactics of media activism in digital culture;
- Demonstrate knowledge of the history of digital and networked media activism with case studies from around the world.
- Demonstrate a strong theoretical grasp of the political-economic and social contexts into which media activism intervenes and their relation to activist practices;
- Evaluate rigorously the configurations in which media activism intersects with politics and governance.
- Demonstrate an appreciation of media activism as an object of multi-disciplinary inquiry and draw critically on variety of methodologies to study its conditions and effects;
- Reflect critically on how media activism challenges and extends notions of inter- and trans-disciplinary studies

REFERENCES
1. Roberts.M.J. New media and public activism: neo-liberalism, the state and radical protest in public sphere. Policy press. University of Bristo, 2014.
2. Vegh.S Online activism: the case of cyber protests against World Bank, Online activism in theory and practice by McCaughey.M, Ayers.D.M, Routledge, 2006.
3. Castells, M. The rise of the network society. Oxford: Blackwell Publishers, 2001.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

4. Castells, M. Networks of outrage and hope: Social movements in the Internet age. Cambridge, UK: Polity, 2011.
5. Highfield, Tim *Social Media and Everyday Politics.* Polity, Malden, MA, 2016.

XM5060	MEDIA AND DISASTER MANAGEMENT	L T P C
		3 0 0 3

OBJECTIVES
- To know about various natural and man-made disasters.
- To learn how to undertake risk assessment.
- To stress the importance of disaster mitigation and the media's role in it.
- To know the means to sensitize journalists on disaster management.
- To introduce the policy initiatives and future prospects in the field of media and disaster management

UNIT I   NATURAL AND MAN-MADE DISASTERS   9
Natural forces and life, Development as causes of disasters - Fundamentals of disasters - Causal factors: poverty, population growth, rapid urbanization, transitions in cultural practices, environmental degradation, lack of awareness, war and civil strife - Characteristics of hazards and disasters: earthquakes, tsunamis, tropical cyclones, floods, landslides, droughts, environmental pollution, deforestation, desertification, epidemics, chemical and industrial accidents - Loss of resources - Impact on climate.

UNIT II   RISK ASSESSMENT AND DISASTER MANAGEMENT   9
Objectives of assessment - Disaster due to hydrological and meteorological phenomena - Environmental health risks - Risk adjustment - Disaster aid - Insurance - Risk management - Stocktaking and vulnerability analysis (SWOT analysis) - The UN disaster management team - Preparedness for slow onset and sudden onset of disasters - Checklist of basic information required by a UN-DMT - National policies - Government structures for warning and emergency response - Emergency and post-disaster assistance - Forecasting and warning - Land use planning - Management of epidemics, casualties - Importance of coordination and information, rehabilitation and reconstruction.

UNIT III   POLICY INITIATIVES AND FUTURE PROSPECTS   9
The International Decade for Natural Disaster Reduction - Policy for reduction of disaster consequences - Role of the civil defence during disasters - Training of emergency management personnel, UN Draft Resolution on strengthening of coordination of humanitarian emergency assistance: prevention, early warning, standby capacity, coordination - Continuum from relief to rehabilitation and development.

UNIT IV   DISASTER MITIGATION   9
Disaster risk appraisal of projects in hazardous area - Disaster risk reduction planning checklist - Targeting mitigation: where it has most effect - Mitigation through capacity building - Legislative responsibilities of disaster management - Disaster mapping, Pre-disaster risk & vulnerability reduction – Post-disaster recovery & rehabilitation – Quick reconstruction technologies – Metrological and Remote Sensing satellites: real-time monitoring, prevention and rehabilitation – GIS and GPS applications - Use of information technology in disaster management - Wireless emergency communication.

UNIT V   ROLE OF MEDIA   9
Media coverage of disasters - Role of media in disaster mitigation, management and relief - Linkage between disaster warning systems and media – Media in reconstruction process - Coverage of disaster-related trauma - Coverage of grassroots initiatives in disaster management - Media and NGOs / donors – Sensitizing journalists on disaster management - Case studies on media and disaster – The Disaster Management Act, 2005.

TOTAL: 45 PERIODS

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES
- The students will understand the fundamentals of disasters and climate change.
- Students will familiarize with the policy initiatives on disaster management and climate change.
- Student will develop an understanding on the role of media in disaster management.
- Student will understand the role of a journalist during all the phases of disaster management
- Student will get to know the future prospects of media and disaster management
- Student will be aware of the role of stakeholders in disaster management

REFERENCES
1. Angus M. Gunn, Unnatural Disaster: Case Studies of Human-Induced Environmental Catastrophes,Greenwood Press, US, 2003.
2. Carter W. Nick, Disaster Management: A Disaster Manager's Handbook, Asian Development Bank, Philippines, 1991.
3. G.K. Gosh, Disaster Management, Vol. 1 to 3, APH Publishing Corporation, New Delhi, 2006.
4. Galal El Mahdy, Disaster Management in Telecommunications, Broadcasting and Computer Systems, John Wiley & Sons (Asia) Pvt. Ltd., 2001.
5. Larry Collins and Schneid D. Thomas, Disaster Management and Preparedness, Eastern Kentucky University, Kentucky, USA, 2000.
6. M. M. Sulphey. Disaster Management. PHI Learning, 2016.

XM5061	MEDIA AND SUSTAINABLE DEVELOPMENT	L T P C
		3 0 0 3

OBJECTIVES
- Introduce the concept of Sustainable Development and its importance
- Critically assess current development practices and approaches and issues and problems associated with it.
- Educate students on the potentiality of media to promote Sustainable Development.
- Introduce the steps involved in creating a strategic communication for sustainable development interventions.
- Critically examine the importance of sustainable development agendas and goals with national & international development.

UNIT I   INTRODUCTION TO ECOLOGY   9
Definitions - Environment, Ecology and Development, Differentiating scientific and cultural definitions of environment and ecology, Nature as a social construct and nature in different cultures (indigenous people, women, children, religious groups). Scientific privilege to nature, Introduction to concepts of ecosystems, Understanding the importance of Bio-diversity, Key ecological challenges and solutions – Global, National and Local. Environment in crisis, threats to ecosystems - natural and man made.

UNIT II   INTRODUCTION TO SUSTAINABLE DEVELOPMENT   9
Definitions – Historical Background to Sustainable Development, International Summits-Bruntland Commission, Rio to Johannesburg, Kyoto Protocol, Agenda 21, International conventions, summits and Agreements. Components of sustainable development, social economic cultural and ecological dimensions of sustainable development, strategies for sustainable development, Key principles for strategies for sustainable development, Critical Analysis of media coverage of sustainable development.

UNIT III   APPROACHES IN COMMUNICATING DEVELOPMENT   9
Definitions –Communications, & Development, Communication problems, Myths and realities about communication, Strategic Communication for sustainable development, the branches of Strategic Communication for Sustainable Development –Development and environmental communication,Social marketing, Non-formal and environmental education, Civil society mobilization, Conflict management and negotiation.

UNIT IV   STRATEGIC COMMUNICATION IN SUSTAINABLE DEVELOPMENT   9

Situation analysis-Audience and KAP analysis-Communication objectives-Strategy design-Participation of strategic groups-Media selection and mix-Message design-Media production and pretesting-Media use-Monitoring &Evaluation and process documentation.

UNIT V   SUSTAINABLE DEVELOPMENT PROJECT   9

Mainstreaming Sustainable development, Sharing responsibility through alliances, Do's and Don'ts of Strategic Communication for Sustainable Development. Case studies – best practices from around the world.

Work Assignment

Students are required to develop and implement a creative project promoting the concept of Sustainable development. The project should involve a community and address a local need and is evaluated based on the innovativeness and management of the sustainable development initiative.

TOTAL: 45 PERIODS

OUTCOMES

- Students will become environmentally conscious professionals and will apply concepts of sustainable development in professional work.
- Students will be able to independently develop communication strategies for sustainable development across media.
- Understand the historical development sustainable development field.
- Critically assess current development practices with sustainable development approach.
- Exposed to best practices in sustainable development through case studies.
- Will be able to design a project promoting sustainable development as a community extension activity.

TEXTBOOKS

1. Blewitt John; Understanding Sustainable Development". Earth Scan, London, 2008.
2. Balaswamy.B; "Communication for Sustainable Development".Concept Publishing, New Delhi, 2008.
3. Cox Robert; "Environmental Communication and the Public Sphere". Sage Publications, California, 2010.
4. GadgilMadhav, Guha Ramachandra; This Fissured Land: An Ecological History of India, Oxford University Press, 2003
5. Godemann Jasmin, MichelsenGerd; Sustainability Communication: Interdisciplinary Perspectives and Theoretical Foundations". Springer New York, 2010
6. Sze Julie, Sustainability Approaches to environmental Justice and social power, NYU press, 2018.

XM5062	MEDIA AND WOMEN	L T P C
		3 0 0 3

OBJECTIVES

- To explain the politics of gender in the Indian society
- To comprehend the status of women in the Indian media
- To understand the influence of media coverage on women
- To analyze the legal safeguarding measures available for women in India.
- To analyze the opportunities and challenges for women in media

UNIT I   WOMEN AND INDIAN SOCIETY   9

Status of women in the Indian society, the politics of gender, Commodification of women, Women's movements and feminist theories.

UNIT II WOMEN AND MASS MEDIA 9

Role of media in development of women, Women and Mass Media technologies, women in various media industries, Portrayal of women in Indian media, status of women working in media, Community media and women, women as news makers, Impact of media on women.

UNIT III OPPORTUNITIES AND CHALLENGES 9

Women Media professionals in media institutions, Content and coverage of value systems related to women, Double standards, Perception of media professionals, Women in media: opportunities and challenges.

UNIT IV WOMEN AND MEDIA LAW 9

Provisions of Indian penal code and criminal procedure code relevant to women in India, Media Acts related to women in India, Policies and programs supporting women, Legal changes required to achieve real empowerment, Legal remedies for women, case studies.

UNIT V WOMEN, DEMOCRACY AND THE MEDIA 9

Contextualizing Women in the Democratic Media, Coverage of women's issues in News Media, The Gendered Democracy, Media and cultural consensus, Policy implications, Importance of media literacy for Indian women.

TOTAL: 45 PERIODS

OUTCOMES
- The students will gain knowledge on gender equality
- The students will understand the gender gap in media
- The students will be able to explain the role of media in women's empowerment
- The students will understand the impact of media coverage on women
- The students will come to know the opportunities and challenges for women in media
- The students will come to know the portrayal of Women in Media

REFERENCES
1. Braden M. Women politicians and the media. University Press of Kentucky, 2015.
2. Carilli T, Campbell J, editors. Women and the media: Diverse perspectives. University Press of America; 2005.
3. Gallagher M. Media and the representation of gender. InThe Routledge Companion to Media & Gender, 2013.
4. Krijnen T, Van Bauwel S. Gender and media: Representing, producing, consuming. Routledge, 2015.
5. Raicheva-Stover M, Ibroscheva E, editors. Women in politics and media: Perspectives from nations in transition. Bloomsbury Publishing, 2014
6. Ross K. Gendered media: Women, men, and identity politics. Rowman & Littlefield, 2010.

XM5063	MEDIA PRACTICES IN RESETTLEMENT	L T P C
		3 0 0 3

OBJECTIVES
- To introduce students the complexity of resettlement in urban areas.
- To highlight the contemporary issues pertaining to migration.
- To understand the role of communication in resettlement.
- To introduce the theories related to migration.
- To understand the digital media role in the empowerment of resettled communities.

UNIT I KEY ISSUES AND REASONS FOR RESETLEMENT 9

Definition – activities leading to resettlement – man made reasons – natural reasons – environmental issues in resettlement – social issues in resettlement – marginalization, Increased Morbidity and Mortality – food insecurity, Increased Morbidity and Mortality, Social disarticulation.

UNIT II   MEDIA AND DISPLACEMENT   9

Use of media in pre departure preparation – importance of visualization in orientation – media as a means to develop, standardize and ensure fulfillment – framing the practice - Media framing and media priming - strategies for rehabilitation – development induced displacement – role of civil society.

UNIT III   THEORIES OF RESETTLEMENT   9

Chamber's Three Stage Model - Unbalanced Growth Strategy - Scudder-Colson Theory - Impoverishment Risks and Reestablishment Model – Reconstruction measures – Grounded theory.

UNIT IV   REHABILITATION AND RESETTLEMENT   9

Resettlement and Rehabilitation of people - Problems and concerns - connection between rehabilitation and resettlement - laws that govern resettlement and rehabilitation – Indian Laws, International laws.

UNIT V   REFUGEE INTEGRATION AND SOCIAL MEDIA   9

One way process - Cultural and social diversities – two way process - minority and dominant groups – acculturation - sociopolitical, economic and cultural integration – emotional support - Internet-based applications – social media platforms, online chats.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course the student will be able to –
* Aware of the dynamics of urban growth and resettlement.
* Identify the holistic ways to solve resettlement issues through case studies.
* Understand the importance of sustainable solution.
* List the Media best practices in covering resettlement and migration issue.
* Understand the importance of digital media intervention in resettlement

REFERENCES

1. Chapman, G., Kumar, K., Fraser, C., & Gaber, I. Environmentalism and the mass media: The North-South divides. London. Routledge.1997.
2. Coelho, Karen, Lalitha Kamath and M.Vijayabaskar (eds.), *Participolis: Consent and Contention in Neoliberal Urban India.* New Delhi: Routledge India, 2013.
3. Dutta, A. Development-induced displacement and human rights. New Delhi: Deep & Deep publication, 2006.
4. Eerd, M. van, 'Moved to the fringes: resettlement and its impact on the urban poor in India. *Shelter, Rotterdam, 2016.*
5. Jain, L.C. and Karen Coelho.: *In the Wake of Freedom: Tryst with Cooperatives*, Concept Publishers, New Delhi, 1996
6. Melkote, S. R. Development Communication in the Third World: Theory and Practice. New Delhi, India: Sage, 1991

XM5064	OPERATIONS RESEARCH FOR MEDIA	L T P C
		3 0 0 3

OBJECTIVES
* To provide knowledge and training in using optimization techniques under limited resources for the engineering and business problems.
* To understand the different network models.
* To learn the inventory, queuing and decision models.

UNIT I   LINEAR MODELS   9

The phase of an operation research study – Linear programming – Graphical method–Simplex algorithm – Duality formulation – Sensitivity analysis.

UNIT II   TRANSPORTATION MODELS AND NETWORK MODELS   9

Transportation Assignment Models –Traveling Salesman problem-Networks models –Shortest route – Minimal spanning tree – Maximum flow models –Project network – CPMand PERT networks – Critical path scheduling – Sequencing models.

UNIT III   INVENTORY MODELS   9

Inventory models – Economic order quantity models – Quantity discount models –Stochastic inventory models – Multi product models – Inventory control models in practice.

UNIT IV   QUEUING MODELS   9

Queueing models - Queueing systems and structures – Notation parameter – Singleserver and multi-server models – Poisson input – Exponential service – Constant rateservice – Infinite population – Simulation.

UNIT V   DECISION MODELS   9

Decision models – Game theory – Two person zero sum games – Graphical solution-Algebraic solution – Linear Programming solution – Replacement models – Modelsbased on service life – Economic life – Single / Multi variable search technique –Dynamic Programming – Simple Problem.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course students
- Will do analyses of various business models
- Students will do small projects, data interpretation on their own
- Students will be able to produce more in-depth data outputs
- Students will learn various research models
- Students will be exposed and try different model approaches in decision making.

REFERENCES
1. Shennoy G.V. and Srivastava U.K., "Operation Research for Management", Wiley Eastern, 1994.
2. Bazara M.J., Jarvis and Sherali H., "Linear Programming and Network Flows", JohnWiley, 1990.
3. Philip D.T. and Ravindran A., "Operations Research", John Wiley, 1992.
4. Tulsian and   Pasdey V., "Quantitative Techniques", Pearson – Asia 2002.
5. Taha H.A., "Operations Research", Sixth Edition Prentice Hall of India, 2003.
6. Budnick F.S., "Principles of Operations Research for Management", Richard D Irwin, 1990.

XM5065	POLITICAL COMMUNICATION	L T P C
		3 0 0 3

OBJECTIVES
- To recognize the fundamental role of media in shaping the public's perception of politicians, the government, and the political structure.
- To familiarize political theories and the various socio-cultural, political challenges and transformations.
- To get insights on the salient features of Indian politics.

UNIT I   POLITICAL THOUGHTS – AN OVERVIEW   9

Western Political Thought: Plato, Aristotle, Machiavelli, Hobbes, Locke, John S. Mill, Marx, Gramsci, Hannah Arendt - Indian Political Thought : Dharamshastra, Arthashastra and Buddhist traditions - Political Ideologies: Liberalism, Socialism, Marxism, Fascism, Gandhism and Feminism. Political economy of communications, Sociological theory - Agenda Setting Theory, Uses & gratification theory and Dependency theory

UNIT II   CLASSICAL AND CONTEMPORARY IDEOLOGIES   9

Concept of power, hegemony, ideology and legitimacy - Democracy: Classical and contemporary theories; different models of democracy representative, participatory and deliberative - Direct democracy, Representative democracy, Presidential democracy, Parliamentary democracy, Authoritarian democracy, Participatory democracy & Social democracy

UNIT III   POLITICS AND PARTICIPATION   9

Political Strategies of India's Freedom Struggle: Constitutionalism to mass Satyagraha, Non-cooperation, Civil Disobedience; Militant and revolutionary movements, Peasant and workers movements - Perspectives on Indian National Movement: Liberal, Socialist and Marxist; Radical humanist and Dalit – Social Movements: Civil liberties; women's movements; environmentalist movements. Manufacturing Consent, Media bias, Media imperialism.

UNIT IV   POLITICAL SYSTEM AND STRUCTURE   9

Salient Features of the Indian Constitution: The Preamble, Fundamental Rights and Duties, Directive Principles; Parliamentary System and Amendment Procedures; Judicial Review and Basic Structure doctrine - Statutory Institutions/Commissions - Federalism: Constitutional provisions; changing nature of centre-state relations; integrationist tendencies and regional aspirations; inter-state disputes - Grassroots Democracy. Executive - Multiparty System, Coalition Government, Judiciary and Legislature

UNIT V   MEDIA AND PUBLIC AFFAIRS   9

Party System: National and regional political parties, ideological and social bases of parties; patterns of coalition politics; Pressure groups, trends in electoral behavior; changing socio-economic profile of Legislators - History, Ownership and Media Regulation Mass media: Political culture and perceptions, complexity of political issues in media - Role of cinema in politics – Media, Public Opinion and Consequences - The Roles of Media in Democracies and Authoritarian Regimes - Internet and social media in the modern information age and the profound effect it has on media coverage, campaigns, and privacy. Media Relation, PR and Media Relation, and Building Relationship.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course students will be able to
- Understand the importance of political communication
- Get insights on the political strategies of Indian freedoms struggle
- Explore the salient features of the Indian Constitution
- Get to know about the political party system and its role in India
- Understand the importance of PR and media relations for effective political communication.
- Get familiarized with the political theories.

REFERENCES

1. An Introduction to Political Communication by Brian McNair, Routledge, 2011.
2. Mass media and Political perceptions, Narendra Nigam, 2004
3. Political Campaign Communication: Principles and Practices, Judith S Trent, Robert V.Friendenberg, Praeger, 2000.
4. Political Communication in Asia, Lars Willnat , Annette Aw, Routledge, 2009.
5. The Handbook of Election news coverage around the world, Jesper Stromback, Lynda Lee Kaid, Routledge, 2009.
6. The Sage Handbook of Political Communication by Holli A Semetko, Margaret Scammell, 2012.
7. The Tamil as a Medium of Political communication, Karthik civatampi, New Century Book house, 1981.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

SOCIAL MEDIA   **L T P C**
                                                                        3 0 0 3
OBJECTIVES
- Understand social media fundamentals
- Create a social media campaign
- Publish social media updates and engage with a community
- Understand social media advertising
- Manage and measure social media accounts
- Create and follow a social media policy

UNIT I   INTRODUCTION TO SOCIAL MEDIA   9
Evolution of online communities - History and Evolution of Social Media- Social Media vs. traditional media - Social Media Audience and Goals for using Social Media - Understanding Social Media: Strong and weak ties – Influencers - How ideas travel – Viralness - Social theory and social media - technological determinism in popular discourse on social media technologies.

UNIT II   SOCIAL MEDIA TOOLS   9
Overview of current social media tools and the history of its use – 4 zones of social media: Social Community: Activities and Multimedia Applications; Sites: Ello, Google+, Facebook, LinkedIn, Twitter, Reddit, Path, Mylife - Social Publishing: Activities; Multimedia Applications; Sites: Tumblr, Instagram, Pinterest, Wikipedia, Vine, Orkut, StumbleUpon - Social Entertainment: Activities and Multimedia Applications; Sites: Friendster, MySpace, Second Life, YouTube, Flickr, Tagged - Social Commerce: Activities and Multimedia Marketing Applications; Sites: Yelp! Groupon, 4Square, TripAdvisor, MeetUp, Banjo

UNIT III   SOCIAL MEDIA CONTENT PLANNING AND TACTICS   9
Social Media Engagement-Social Media Editorial Calendar- Writing for Social Media: Knowing & Reaching Your Audience - Location-based Tools and the mobile social web - Text messaging/mobile/ experimental applications - Photos in Social Media-Video in Social Media-Social Media for Business -Social Media's impact on crisis communication

UNIT IV   COMMUNITY BUILDING AND MANAGEMENT   9
Science of Social Media - Keys to Community Building - Promoting Social Media Pages- Linking Social Media Accounts-The Viral Impact of Social Media-Digital PR-Encourage Positive Chatter in Social Media - Identity in social media: formation of identities, communities, activist movements, and consumer markets - Social Media as business.

UNIT V   SOCIAL MEDIA POLICIES AND MEASUREMENTS   9
Social Media Policies-Etiquette, Privacy- ethical problems posed by emerging social media technologies - The road ahead in social media- The Basics of Tracking Social Media - social media analytics- Insights Gained through Social Media- Customized Campaign Performance Reports - Observations of social media use
                                                                  TOTAL: 45 PERIODS
OUTCOMES
- The students will be able to enhance the social media skills.
- The students will get introduced to Digital PR, Social Media Promotion and Content planning tactics.
- The students will be able to develop a mass communication strategy and guide campaigns
- Critically evaluate the potential for social media technologies to facilitate the formation of identities, communities, activist movements, and consumer markets.
- Students will be able to know about the social media policies and measurements.

REFERENCES
1. Content Marketing Strategy – Alice in Wonderland Style, Optimize, Lee Odden, 2013.
2. Social Media in Business and Governance, Sterling Publishers, K.M. Shrivastava, 2013
3. Social Networking: Make Money Online, V & S Publishers, Bittu Kumar. 2012.
4. The Connected Company, O'Reilly, Dave Gray & Thomas Vander Wal, 2012
5. The Fusion Marketing Bible, McGraw-Hill, Lon Safko, 2012
6. The Impact Equation, Portfolio Hardcover, Chris Brogan & Julien Smith, 2012

STATISTICS FOR MEDIA RESEARCH **L T P C**
3 0 0 3

OBJECTIVES
- To make the students acquire a sound knowledge in statistical techniques that model problems.
- The Students will have a fundamental knowledge of the concepts of probability.
- To develop the application of statistical techniques in social sciences research.

UNIT I   INTRODUCTION TO STATISTICS   9
Introduction : Definition of statistics, Nature of Statistics, Uses of Statistics, Types of statistics-Descriptive and Inferential, Types of Data, Variables, Statistics in relation to social sciences, Fundamental of statistical method – Law of statistical regularity, Law of inertia and large numbers.

UNIT II   SAMPLING AND DATA COLLECTION   9
Definition and scope, Introduction to Sampling- Definition- Different methods of sampling- Different types of data collection methods- Collection, organization and classification of data- Presentation of data – Editing, coding and tabulating data – Frequency distribution- Diagrammatic and Graphic representation of data..

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

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

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

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course
- Students will do statistical analyses
- Students will do small projects, data interpretation on their own
- Students will be able to produce more in-depth data outputs
- Students will learn to classify the data for analysis.
- Students will learn to work data s using different software's
- Students will develop knowledge of different statistical approaches in media research

REFERENCES
1. Elhance, D.N. Fundamentals of Statistics. Allahabad: KitabMahal. 2000.
2. Johnson, R.A. and Gupta, C.B., "Miller and Freund's Probability and Statistics for Engineers", 8th Edition, Pearson Education, Asia, 2011.
3. Joseph F. Hair Jr. William C. Black Barry J. Babin Rolph E. Anderson. Multivariate Data Analysis. Pearson New international edition. Pearson education limited, 2013.
4. Keith A. Carlson & Jennifer R Winquist An introduction to statistics: An active learning approach, Sage Publications, 2014.

5. Milton, J. S. and Arnold, J.C., "Introduction to Probability and Statistics", 4th Edition, 3rd Reprint, TataMcGraw Hill, New Delhi, 2008.
6. Statistical Methods by S P Gupta, Sultan Chand & Sons, 2011.

XM5006	BUSINESS JOURNALISM LAB	L T P C
		0 0 4 2

OBJECTIVES
- To get familiar with the nuances of following and practising business / corporate trends
- To practice hands-on business writing skills

UNIT I   **12**
Business Communication Skills – How to do a business correspondence – Review business section of various newspapers and prepare a report.

UNIT II   **12**
Elements of business news (identify news elements by watching business news) - Business reporting - Detail report of any business organization with all news elements - Summarizing a Business letters/reports

UNIT III   **12**
Writing a news or feature story or broadcast report for a Business or economic issue in a local, national or international arena - Feature story of a business leader/company of your choice - Performance report for a company or business organization

UNIT IV   **12**
Well-researched Business narrative of any renowned business man - Business reporting subjected to legislative acts - Portrayal of small business in newspapers or magazines

UNIT V   **12**
Practical knowledge of understanding Company income and financial statements - Identify Financial and business events for writing news story

TOTAL: 60 PERIODS

OUTCOMES
- Students will get an exposure to work in business news rooms.
- Students will be able to cover various business news stories.
- Student becomes efficient in identifying the basic areas in business journalism and how to write about them creatively.
- Students will able to undertake basic analysis on a variety of business sectors.
- Be able to read a company result report and know where to look.
- Understand and write about wider economic issues, government budgets, industrial relations, how firms communicate.

REFERENCES
1. Arora D,D., 'Business Journalism' , Mohit Publication, Delhi, 2010
2. Darren Kelsey, ' The Discourse of Financial crisis ' Routledge Publication, USA, 2017.
3. Ibrahim Shaw' 'Business Journalism 'Taylor and Francis, 2017.
4. Keith Hayes, 'Business Journalism: How to Report on Business and Economics', A press 2010.
5. Kinsey, Marie, "Financial Journalism – Money matters"Routledge, UK, 2014.
6. Whitwell, Clare, " Business Writing Essentials " Asia-Pacific Publication, 2013

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5009   **DATA JOURNALISM LAB**   **L T P C**
                                                                        0 0 4 2

OBJECTIVES
- Developing the aptitude and knowledge in handling the data's through news articles
- Understand the structure, format of data interpretation and writing
- To practice data visualisation tools and techniques.

UNIT I   DATA COLLECTION   12
Identify stories using data analysis and finding data to report stories, Evaluating the strengths and weakness of data sources and methods.

UNIT II   SCRAPING AND CLEANING   12
Acquiring data through public sources and by scarping websites and PDFs, Cleaning (fix mistakes in) data through open refine, Excel and Access.

UNIT III   DATA ANALYSIS   12
Analysing data to find patterns and avoid erroneous conclusions, Basic calculations, summary statistics, and Writing SQL queries in access to evaluate data and join databases.

UNIT IV   DATA VISUALIZATION   12
Creating basic data visualizations using Excel, Data Wrapper, Pictochart, Tableau, Mapping CARTO, Tableau Public and Tableau Public Dashboard

UNIT V   DATA PUBLISH   12
Joining and analysing geographic data in ArcGIS, Publishing a meaningful story based on acquiring and analysing data
                                                        TOTAL: 60 PERIODS
OUTCOMES
- Student will understand the importance of using data in news reports
- Students will gather knowledge on implementing and writing the different data's in news.
- Students will learn the various data collection methods.
- Students will learn the data analysis and visualization techniques.
- Students will develop the capacity to use the data in news reports.
- Students will learn the different software packages used for data analysis and visualization.

REFERENCES
1. Data for the Public Good, By Alex Howard, 2012.
2. Digital Journalism: Emerging Media and the Changing Horizons of Journalism edited by Kevin Kawamoto, 2003.
3. Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age, By Daniel Reimold, 2013.
4. Practising Global Journalism: Exploring Reporting Issues Worldwide, By John Herbert, 2013.
5. Practising Journalism: Values, Constraints, Implications edited by Nalini Rajan, 2005.
6. The Data Journalism Handbook, edited by Jonathan Gray, LilianaBounegru, Lucy Chambers, 2012.

XM5011   **DEVELOPMENT REPORTING LAB**   **L T P C**
                                                                        0 0 4 2

OBJECTIVES
- The main objective is to train students on the art of development reporting by first sensitizing them on its need and impact and by providing them with the tools required to present impactful news stories.
- To train students to improve their investigative and research skills.
- To develop a strong subject knowledge in the areas of economic thought, planning and development

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I   DEVELOPMENT REPORTING - GENERATING IDEAS –
RESEARCH AND INVESTIGATIVE JOURNALISM   12

Purpose, Objectives and Principles of Development Reporting - Finding Story Ideas - Poverty, unemployment, child labor, government schemes – News Values in Development Reporting - Mapping story idea – Research and analysis techniques - Searching for proof, evidence - Case Study Analysis of Development Reporting with investigative analysis

UNIT II   WRITING FOR PRINT MEDIA   12

Finding Sources – Gathering Information – Field Visit - Fact Checking – Proof Reading – Preparing Reports - Collaborative Reporting – Photographs and Infographics - Publish a Newspaper in Groups with Development Articles - Drafting and editing the news copy, Designing the newspaper and testing it with a Target Audience

UNIT III   DEVELOPMENT REPORTING FOR RADIO AND NEW MEDIA   12

Identify case studies of Radio Stations and Online News organizations and Agencies engaging in Development Journalism - Producing Development news item for radio - Focus on use of Community Radio - Finding development issues - Script writing - Recording news bulletin - Idea generation for development reports in new media – Create an e-magazine in groups – Develop articles and photo stories

UNIT IV   DEVELOPMENT REPORTING FOR TELEVISION   12

Coverage of Development issues in Television - Identifying news – Field Reporting - Interviewing sources - script writing – Sound bytes - Vox pop Shooting - editing and publishing news – Analyzing solution for the selected issue – Panel Discussion – Covering and Simplifying Facts and Data - Shoot a news story based on a Report of a Leading International Development Agency

UNIT V   PRACTISING DEVELOPMENT REPORTING   12

Publish a Magazine with cover story, articles, interviews, investigative reports, infographics, photo story, etc. – Produce an expository documentary on a development news story in your city.

TOTAL: 60 PERIODS

OUTCOMES

- Students will understand the importance of covering development issues in media.
- Students gain knowledge on the development reporting
- Students will be able to identify the development issues in society.
- Students understand the importance of research, subject knowledge and investigative journalism tools in development reporting.
- Students can write and produce news content on different development issues.
- Students will be exposed to use strategies to cover development issues in different medium.

REFERENCES

1. Arulchelvan, S., Nuclear Energy Concerns in India – Media Reportage and Public Awareness, Published by LAP LAMBERT Academic Publishing GmbH & Co. KG, Germany. 2012.
2. Bhanawat, S., & Kothari, K. S. Development journalism: The way forward. Jaipur: Centre for Mass Communication, University of Rajasthan. 2016.
3. Chalkley, A. B. A manual of development journalism. Delhi: Vikas Publications. 1970.
4. Murthy, D.V.R., Development Journalism, Dominant Publishers. 2001.
5. Sustainable development reporting, Bert Heemskerk, Pasquale Pistorio, Martin Scicluna, World Business Council for Sustainable Development, World Business Council for Sustainable Development, 2002
6. Writing for development, Juan F. Jamias, College of Agriculture, University of the Philippines Los Baños, 1991

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5013	**INVESTIGATIVE REPORTING LAB**	**L T P C**
		0 0 4 2

OBJECTIVES
- The students will be exposed to various investigative tools which aids investigation.
- The students will also be aware the importance of privacy, and ethical issues
- The students will also be made to understand the legal and safety precaution while investigating major issues.

UNIT I   **12**
- Brainstorming – responding to anonymous letters - What advantages and disadvantages can you see to working with a partner on your investigation?
- What steps could you take to determine whether this information is true and what the fuller story behind it is?
- What would be the benefits and drawbacks of keeping this information secret while you investigated it further?
- If you shared this information, who would be affected and how?

UNIT II   **12**
Discuss as a class:
- What advantages and disadvantages can you see to working with a partner on your investigation?
- Share the tips, Plan for investigation and plan for distributing information.
- Discuss the potential impact of the story.
- Discuss familiar investigative stories
- Discuss the difference between investigative journalism and other types of journalism

UNIT III   **12**
- Watch investigative videos and discuss how political leaders, business people and the wealthy elite around the world se off shore entities to avoid taxes and cover up wrong doing.
- How to make the story interesting among the many other investigative stories.
- After watching the investigative videos work individually or with a partner and create short summary of the report and why it was important.

UNIT IV   **12**
- How would you define a story of public interest?
- Work along with a partner and bring out behind the scenes of an investigative report.
- How would you describe the day-to-day work of an investigative journalist, based on what the video showed?
- What are their workplaces like? Did anything surprise you?
- What skills do you think are essential for an investigative journalist to have, and why?
- How does the job differ for journalists in different countries?
- What are some of the dangers of investigative journalism, and how do journalists cope with them?

UNIT V   **12**
- Use of cartoons in Investigative reports
- How to give convincing information
- Using photographs in investigative report
- Conceptualize, report and write Investigative news stories-in-depth article
- Identifying the target audience.
- Can you identify any audience(s) these stories are unlikely to reach as a result of the ways it is currently being told?
- What additional ways would it be possible to tell these stories?
- Each group should share their main takeaway(s) from their conversation with the class.
- Prepare a report for hypothetical examples individually keeping in mind the ethics of investigative reporting.

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course the student will be able to –
- Think critically about the issue they cover and report
- Grasp and understand the mechanics of investigative stories
- Debate issues of ethics , fairness, and accuracy
- Examine 'neglected' or 'under reported' stories
- Produce investigative stories for various media.
- Can understand the importance of sources in investigative reporting.
- Can learn the strategies of reporting unique information's.

REFERENCES
1. Bob Woodward and carl Bernstein, 'All the president's men' Simon& Schuster press, 1984.
2. Goldstein, Norm Ed The AP Style book and briefing on media law, the associate press , new york 2005.
3. Houston, Brant and Len Bruzzese: The investigative reporter's handbook – A guide to document, database and techniques, Boston, st Martin, 2002.
4. Michael B., "Just the facts: Investigative report writing, Pearson Publication, USA, 2016.
5. Soori S, Investigative journalism: Context and Practice, Axis Publication, New Delhi , 2010.

XM5015	SPORTS JOURNALISM LAB	L T P C
		0 0 4 2

OBJECTIVES
- To expose the students about the importance of reporting sports / games passionately with accuracy.
- To stress the significance of statistics and history while reporting.

UNIT I   12
- Discussion in class every week about sports media and how they cover the news.
- Content Analysis of sports writing in newspapers and sports magazines.
- Comparison of news stories related to particular sports in various national dailies
- Writing a game story.

UNIT II   12
- Profile writing for a sports person of your choice
- Live reporting of sports
- Report on a game – what happened, who, how and why, approximately 500 words

UNIT III   12
- Writing jingles
- Punch lines for sports coverage in radio
- Catchy Headline writing for sports section of newspaper

UNIT IV   12
- Selection of photos for Sports page
- Sports news for print, electronic, online and social media
- Covering – reporting, & writing – a story solely through Twitter

UNIT V   12
- Feature writing for sportsperson
- Creating of sports news reports
- Techniques of sports reporting
- Approximately 900-1000 word long form feature, about an athlete, coach, team, event or issue from the community – it can be issue- or topic-oriented, investigative, or a profile [You may be required to include other media, possibly photo, video, audio].

TOTAL: 60 PERIODS

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

OUTCOMES
- Students will write sports stories, in short form and long form
- Students will gather the sports information, at games, practice, through social media, and interviews
- Students will report the sports stories, in all media forms: print, audio, visual, online, social media
- Students will understand the role race, gender and culture play in sports coverage and in newsrooms
- Students will understand the relationship between hard-news and opinion-based presentations in sports journalism, in print and in other media
- Students can learn personal branding and entrepreneurial sports journalism

REFERENCES
1. Hoshiyar Singh: Sports Journalism and Mass Media; Khle Sahitya Khendra; 2017.
2. Joe Gisondi, Field Guide to Covering Sports, CQ Press, ISBN: 978-1-60426-559-0, 2017.
3. Kathryn T. Stofer, James R. Schaffer, Brian A. Rosenthal, Sports Journalism: An Introduction to Reporting and Writing, Rowman & Littlefield Publishers, ISBN: 978-0-7425-6173-1, 2010.
4. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications, 2015.
5. Scott Reinardy & Wayne Wanta, The Essentials of Sports Reporting, Publisher: Routledge ISBN: 978-0-8058-6447-2, 2015

XM5017	TAMIL JOURNALISM LAB	L T P C
		0 0 4 2

OBJECTIVES
- To understand the Tamil journalism history and present industry
- To know the news gathering, writing and presenting techniques
- To identify the news, regional importance of the Tamil journalism.
- To develop an understanding of the skills necessary for news reporting; to understand the concept of gate keeping and its importance to responsible reporting and publishing.

UNIT I   INTRODUCTION   12
Read Tamil mainstream newspaper, magazine, Television and Online & analysis the contents, weekly discussion about the new analysis.

UNIT II   SCRIPT WRITING   12
Prepare script for various media like, Radio, Print, TV and Online Media

UNIT III   GENRES OF REPORTING   12
Provide content for preparing news reports on various topics on crime, sports, art and culture, accidents and politics etc.

UNIT IV   WRITING   12
Writing obituary and reporting of day today events, personal profiles, prepare list of questions for interview, interview personalities and prepare reports.

UNIT V   PRODUCTION   12
Produce script or report for Journal, Newspaper, Magazine, Radio, Tv Prime Time News reporting, online and Citizen Journalism.

TOTAL: 60 PERIODS

OUTCOMES
- After this course the students will able to understand the context of Tamil journalism
- Students can write and make news articles in Tamil for different media
- They can practice good Tamil journalism with regional importance and development
- Students can produce report in different layout
- Students can understand the current trending genres of reporting
- Students will understand the value of journalism in development of society.

Attested

140

Vnf

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES

1. Antony Friedman, Writing for Visual Media, Focal Press, April 2001.
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. Bill Kovach and Tom Rosenstiel, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, New York: Crown Publishers, 2001.
4. Kumar, Tamil Journalim, Mullai Pathippgam, 2010.
5. M.V. Kamath, The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
6. Robert L.Hilliard , Writing for TV, Radio, and News Media, Thomson Learning, 2005.

XM5021	DIGITAL STORY TELLING LAB	L T P C
		0 0 4 2

OBJECTIVE
- Develop the story ideas
- This course will introduce to the student the skills needed to sketch out the narrative and formal flow of an animation using a storyboard
- To make students understand the rule of describing story.

UNIT I   DEVELOPMEN THE IDEA   12
Creativity-creativity myths- Rule of third, Foreground, Middle and background, Developing drawing skills, Shot angles, Layout of storyboard, Perceptive.

UNIT II   UNDERGOING THE RESEARCH   12
Research, Brainstorming the ideas, Developing the brain storm idea, Black and white drawing, Drawing human in action, human proportions, Light shadows, light sources, Depth of field,.

UNIT III   RULE OF DESCRIBING THE STORY   12
Reader, Way of capturing the ideas, Acton, character, Theme, Structure. Introduction to screen grammer, Shot and scene description, Shot breakdown using different shot. Match and jump cut, 180 degree rule. Different type of lead to introduction, Story plot patterns, Creative dialogue, action scenes

UNIT IV   DRAFTING THE STORY   12
Story – Protagonist, Motivation, Antagonist, Conflict. 8 Steps of writing - Find a small idea, Explore the structure, Define your world, character and problem, Beat it out, Write the first draft, Find a critical friend, Write the second draft, Write the third draft. Goals and rules, communication through story.Positive and negative criticism.

UNIT V   FINALIZING WITH SHOTS   12
Scripting – story board scripting, Different type of story board. Visualization, Montage, Sequence, Editing, special effects, Extreme wide shot, wide shot, full shot, close up, chocker shot, extreme close up, over the shoulder, point of view, reaction shot, insert shots, A real world animatics. Emotions to your move,

TOTAL: 60 PERIODS

OUTCOMES
- Students will be able to develop the story
- Students will understand the work of different character in a story
- Students will adopt a creative screenplay techniques and write a story on their own
- Students will learn the different production techniques for digital medium.
- Students will be able to write scripts for the production.
- Students will produce the web series independently.

REFERENCES

1. Francis Glebas, "Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation", Focal Press, 2009.
2. Harold Whitaker, John Halas, Tom Sito, "Timing for Animation", Focal Press, 2009. Attested
3. John Hart, "The Art of the Storyboard: Storyboarding for Film", TV, and Animation, Focal Press, 1999.

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

XM5023	DOCUMENTARY PRODUCTION LAB	L T P C
		0 0 4 2

OBJECTIVES

- Students will learn the language of documentaries and the application of creative concepts in production of factual program.
- Students will learn the fundamentals of developing, producing and directing a short documentary.
- Research, shoot and edit a documentary
- Investigate relevant funding and distribution channels for a documentary
- Effectively develop a proposal and pitch it for funding for their documentary project
- Use digital media platforms to promote viewing of the documentary

Students will be guided by the Course Instructor, in step by step procedures in making a documentary on a topic of their choice. The class will be divided into small teams and each team will create a complete documentary film by the end of the semester. This group authored documentary film will be submitted along with the periodical dossier containing the entire production process, working stills, research record, a proposal, a treatment, and a script. The students will also ensure the exhibition of their films for reviews.

Throughout the semester, student will devote time to developing and pre-producing his/her final documentary in and outside the classroom. Substantial Production and Post-production hours outside of class time are necessary to successfully complete the documentary project. Students will be guided through the fundamental concepts of documentary production like research, ideation, treatment, story, pitching, negotiating access, proposal writing, budgeting, scheduling, documentary ethics, structuring the story, selecting the crew and equipments, shooting, editors role, narrative styles, developing websites & finding distributors, working out a festival strategy.
Labs will concentrate on hands-on technical instruction and critiques of student work.

EXERCISES

1. Research, ideation & treatment
2. Scripting the story – Point of view & evidence
3. Proposal writing & Pitching
4. Budgeting & scheduling
5. Team & crew
6. Filming
7. Post production
8. Online or public/festival screening

TOTAL : 60 PERIODS

OUTCOMES
At the end of the course, students will be
- Able to gain adequate skills to produce a documentary for either broadcast or social media.
- Research & develop a proposal for a film project
- Gain adequate field experience in factual programme production
- Able to handle equipments in the field and also learn post production techniques for documentaries.
- Will work together in a teams to produce a documentary film
- Able to understand and apply principles of factual program production in their future productions

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007.
2. Clifford Thurlow. Making Short Films: The Complete Guide from Script to Screen (2nd Edition), Oxford International Publishers, 2008.
3. Filming, and Editing Documentaries, Henry Holt and Company, 2007.
4. 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.
5. Michael Rabiger. Directing the Documentary, Focal Press, 2004.
6. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group,New York, 2006.

XM5025	ELECTRONICS FOR RADIO AND TELEVISION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To make students aware of the semiconductor devices and circuits.
- To learn about radio transmission and reception.
- To impart knowledge on troubleshooting, and repair of electronic equipments.
- To introduce them the basic principles of television
- To get to know about the maintenance of electronic equipments.

UNIT I   SENSOR BASED EXPERIMENT   12
Voltage and Current Detection Circuit, Temperature and Pressure Detection Circuit, Water flow and Level detection Circuit, Proximity sensors, Humidity sensor, Rainfall and Soil moisture Sensor, Motion sensor.

UNIT II   TRANSMITTER BASED EXPERIMENT   12
Design FM Transmitter, Design AM Transmitter.

UNIT III   RECEIVER BASED EXPERIMENT   12
Design FM Receiver and Design AM Receiver.

UNIT IV   MICRO PHONE BASED EXPERIMENT   12
Design Wireless Micro Phone and its Transponder, Design Wireless Headphone.

UNIT V   COMMUNICATION BASED EXPERIMENT   12
Design Dual Tone Multi Frequency, IR Wireless Underwater Communication System, Design GSM, Design GPRS

TOTAL : 60 PERIODS

OUTCOMES
- The students will come to know about the applications of digital electronics.
- The students will understand the basic principles of television
- The students will be able to understand the basic principles of television and radio transmission and reception.
- The students will have be able to troubleshoot, and repair the electronic equipments.
- The students will be able to have an extensive knowledge on the maintenance of electronic equipments.
- The students will be able to design transmitters and receivers.

REFERENCES
1. Graham Jones, A Broadcast Engineering Tutorial for Non-Engineers, Focal Press, 2005.
2. John D Kraus Antennas McGraw Hill, 2002.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

3. P K Patil and M M Chitnis, "Applied And Digital Electronics" Phadke Prakashan, 2017.
4. Tokheim R.L., "Digital Electronics – Principles and Applications", Tata McGraw Hill, 1999.
5. Simon Haykin, 'Communication Systems', 4th Edition, McMaster University, 2009.
6. Sharma, S P, "Basic Radio and Television", McGraw-Hill Publishing Co. Ltd, Second edition, 2003

XM5027	EDUCATIONAL CONTENT DEVELOPMENT LAB	L T P C
		0 0 4 2

OBJECTIVES
- To learn the basic concepts and need of the educational media
- To learn the production process and techniques of the educational programme
- To produce the effective educational programmes for different field

UNIT I   EDUCATIONAL PROGRAMME FORMATS   12
Prototype building for Educational content program, Type and format of program, Gathering of information, Developing contents with experts.

UNIT II   EDUCATIONAL PROGRAMME SCRIPT   12
Script writing for various educational programmes, platform- Television, Radio, Online.

UNIT III   PRE-PRODUCTION   12
Research, Planning, Budget, Schedule, Hiring of equipment.

UNIT IV   PRODUCTION   12
Production for education program for radio, television and online medium.

UNIT V   EVALUATION   12
Evaluation of educational content, Referring old works, comparing the new work with old.

TOTAL: 60 PERIODS

OUTCOMES
The students will be
- Able to understand the new trends and opportunities in technology enhanced learning systems.
- Familiarize the students with the management of e-content production.
- Develop an understanding on the present trends and future of e-content business.
- Get insights by practicing script writing for various educational programmes
- Produce educational programmes for radio, television and online medium.

REFERENCES
1. Elinor L. Brown, Anna Krŭsteva, Maria Ranieri , "E-learning & Social Media: Education and Citizenship for the Digital 21st Century", Information Age Publishing, Incorporated, 2016
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.
3. Jonas Köster, "Video in the Age of Digital Learning", Springer, 2018
4. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
5. Karen S. Ivers, Ann E. Barron, "Digital Content Creation in Schools: A Common Core Approach" ABC-CLIO, 2014.
6. Robin Manston and Frank Rennie.e-Learning: The Key Concepts, Routledge, London & New York, 2006.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PRESENTATION TECHNIQUES LAB   **L T P C**
                                                                                        0 0 4 2

OBJECTIVES
- To make students aware of the script presentation.
- To learn about radio and television production by presenting different genres.
- To impart practical knowledge on radio and television programme presentation.
- To make them understand sound and visual designing
- To introduce the innovations that can be done in presentation for electronic media

UNIT I   **12**
Practical exposure to the audio and video station's organizational structure, functions and management – Case study of radio and television stations - a critical review of programming content and style of presentation for various genres.

UNIT II   **12**
Presentation of the concept - Presentation of some of the radio and video formats such as Jingles, Soap operas, Vox-Pops, Documentaries and Features, Interviews, News, Discussion Programmes, SpecialityProgrammes etc – Recording using audio-video software – The mix down – Editing – The final master.

UNIT III   **12**
Practicing innovative presentation techniques – Application of infotainment/edutainment content in the existing formats – New radio/video genres – Production of special audience programmes – Working with musical instruments.

UNIT IV   **12**
Practicing the managerial techniques in three phases of production: Pre production, production, post production – Budget planning and execution – Team work and personnel management – Analysis of existing formats - Promotion of radio/video programmes.

UNIT V   **12**
Presentation of interactive radio programmes – Application of different radio/video genres in educational and informational programmes – Field visit to community – Research on need based content – Presentation of campus/community based programmes.

                                                                          TOTAL : 60 PERIODS

OUTCOMES
- The students will be writing scripts for various radio and tv programmes.
- The students will practically learn and produce radio and tv programmes and attempt different presentation styles.
- The students will be learning the techniques of radio and tv production management while they produce radio programmes.
- The students will be able to design various domains of sound and visuals
- The students will get practical exposure while producing programmes
- The students will practice the innovative ways of presenting electronic media programmes

REFERENCES
1. All India Radio, Audience Research Unit, Prasar Bharat, 2002
2. How to do community radio – Louie Tabing and UNESCO 2002
3. Kathryn Wolfe. The TV Presenter's Career Handbook: How to Market Yourself in TV Presenting, Focal Press, 2014.
4. Michele Hilmes and Jason Lovigilio, eds., Radio Reader: Essays in the Cultural History of Radio (Routledge, 2002).
5. Neelamalar M. Radio programme production (PHI, 2018).
6. The Radio Handbook – Carole Fleming 2nd edition, Routledge, 2002.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5031	MEDIA COMMERCIALS LAB	L T P C
		0 0 4 2

OBJECTIVES
- To make acquainted with different formats of TV commercials.
- To develop writing and creative skills for television, radio and web commercials.
- To have a critical assessment of the commercials broadcast in various media.

UNIT I   TYPES OF COMMERCIALS   12
Commercials: Meaning and definition, historical development, social and economic benefits – Elements of a good commercial – types and importance of commercials in electronic media: lifestyle, slice of life, demonstration, product's self promotion - new trends like sequence, colours and teaser usage – Comparative of competing products –Sports and super bowl commercials – Fantasy commercials –political ads and Interactive indoor media TV and their functions.

UNIT II   MEDIA STRATEGIES   12
Commercials for consumer, corporate, Industrial, retail, national, trade, professional and social – Target audience: Brand image, brand umbrella, rebranding – Media selection – radio, television, web and films – Strategy, media budget, campaign planning – brand endorsements and brand ambassadors – positioning of sports materials in TVC - Commercials for children products, youngsters, women – commercials aimed with branding, sub-branding, re-branding - Copyright, label, trademark involved in commercial production- Surrogate commercials and benefits.

UNIT III   CREATING CONCEPTS   12
Concept, Ideation, Copywriting and production techniques for radio, television, web and films – Writing for commercials (jingles and spots) – Visualization & storyboard for TV commercials – Precautions to follow while making life insurance or stock market related commercials - Commercial genres - Adventurous, humour, automobile, jewellery, ethnic and cultural, traditional, tourism, apparels, beauty products - case study of international versus regional products.

UNIT IV   PLANNING AND EXECUTION   12
Research: Planning, execution, market research, ethical aspects, emerging trends – Advertising agency – Structure and functions – Creativity Relevance of TVC, infomercials and commotainment- positive and negative portrayal of men, women, children and animals in TVC – critical analysis of commercials - success stories and failure models – commercials promoting violence and proved as non-sensical and annoying in nature – Comparative ads and case studies pertaining to judicial problems – Seasonal ads and relevance.

UNIT V   WEB COMMERCIALS   12
Evolution of Web Commercials – Types – Web portals and commercial revenue – Production process – Online ads, function, types and use – Budget involved-Jingles, Flogos - Webisode-Commercials for social media- animated ads- Indoor media televised ads- commercials for smart phones and games – product placement in films and websites – spoof, parody and adapted commercials - future and longevity of a web commercial - Ambient ads creation and new trends followed for promotion.

TOTAL: 60 PERIODS

OUTCOMES
- Distinguishing and producing different types of commercials.
- The students will gain knowledge on copywriting and production techniques involved for radio, television, web commercials.
- Helpful in skilled professionalism work about producing every commercial format and genres.
- Students will be able to make web commercials and promote it in the web medium.
- Students will be master in making commercials for creative concepts by doing all production activities.
- Students will learn and understand the importance of team building in making media projects.

REFERENCES
1. Barrie Gunter; Caroline Oates, Mark Blades, Advertising to Children on TV: Content, Impact, and Regulation, Lawrence Erlbaum Associates, 2012
2. Hooper White, How to produce effective TV commercials, McGraw-Hill, 2010.

3. Ivan Cury, TV Commercials – How to Make Them, Focal Press, 2012.
4. Lary Elin and Alan Lapides, Designing and Producing the Television Commercial, Pearson, 2013.
5. NamitaUnnikrishnan and ShailajaBajpai, The Impact of Television Advertising on Children, Sage Publications, 2012.
6. Pete Barry, the Advertising Concept Book: Think Now, Design Later, Thames & Hudson Ltd; 2nd revised edition, 2012.
7. Tom Duncan, Principles of Advertising & IMC, McGraw-Hill, 2011.

XM5033	MEDIA SOAPS AND SOCIETY LAB	L T P C
		0 0 4 2

OBJECTIVES
- To develop writing, directing and editing effective serial drama for radio and television.
- To make acquainted with different formats of drama and fictions.
- To have a critical assessment of the dramas broadcast in various media.

EXERCISES
The following commercials to be created after developing the script for individual assignment.

UNIT I   SCRIPT WRITING   12
To prepare script for monologue and multi characters in a serial for broadcast drama. The writing skills shouls be imparted towards radio and television dramas where listening and visual words and pictorial description is must.

UNIT II   GENDER SENSITIVITY   12
Scripting and producing serials where gender sensitization is authored and programme-makers should work to design, write and direct popular radio or television drama serials which can help to raise public awareness and change attitudes on issues to do with the development of their societies.

UNIT III   CHARACTER DEVELOPMENT   12
Production of a serial where one or few characters will be role models through their act, dialogues and expressions. Importance will be given in bringing life to the script where the direction will have feel for reality.

UNIT IV   APPLYING MEDIA THEORY   12
The script must have adapted with some media theory and at the end of the programme content should be able to be realized with all and persuading in bringing social change and strengthening understanding of drama theory.

UNIT V   MESSAGE CONVEYING   12
Attention will be given to mapping target audiences in relation to relevant social issues; to developing ideas, credible characters and storylines; to breaking down storylines into scenes; writing effective dialogue; to directing actors and to preparing and recording long-running serial drama.

TOTAL: 60 PERIODS

OUTCOMES
- Familiarity with Drama theory and its application for radio and television.
- Mapping the attitudes of target audiences in relation to specific social issues
- Developing ideas and storylines for broadcast serial drama with an educational aim.
- Can identify the concepts and write scripts for different soap operas.
- Can learn the team building skills.
- Learn the implication of media theories in practical context and use the soap operas to convey different social message to the audience.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Ali Mohammadi and Annabelle Sreberny-Mohammadi (eds) Questioning the Media, Sage, Thousand Oaks, 2005.
2. Freedman, J, Media violence and its effect on aggression.: Assessing the scientific evidence. University of Toronto Press, 2012.
3. Freedman, Media violence and its effect on aggression: Assessing the scientific evidence, University of Toronto Press, 2012.
4. Mark P. Orbe, Media and Culture:The "Reality" of Media Effects, Western Michigan University, sage publications,2012.
5. Mary Desjardins, Gender and Television, the Museum of Broadcast Communications, 2007.
6. Meyrowitz Joshua, Mediating Communication: What Happens, Pearson, 2012.

XM5040	INTEGERATED MARKETING COMMUNICATION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To understand the different advertising and marketing strategies used in the industry.
- To understand the role of media in marketing.
- To understand the integrated communication strategies used in media for marketing and promotion.

UNIT I ADVERTISING 12
- Create a customer profile for two different age groups and compare the differences.
- Select a product that is advertised exclusively through print using a long copy format. Write a 30-second radio and a 30-second TV spot for that product. Present the work to the class along with an analysis of how the message design changed when you moved from print to radio and TV.
- Put together a portfolio of ads for a product category targeted to a college audience set up a focus group with participant's recruited among your friends and ask them to evaluate the ads. Ask the focus group participants to analyze the headline, the visual and the brand identification of each ad. How do the two ads compare in terms of their ability to get attention and lock the brand in memory.
- Produce a 30-second commercial introducing a new product to the market.

UNIT II SALES PROMOTION, DIRECT MARKETING & DIGITAL MARKETING 12
- Develop a sales promotion strategy for a children's product. Design the packaging of the product to reflect the new promotion and design a print ad highlighting this promotion.
- Create a direct marketing campaign for any luxury product and produce a direct marketing kit.
- Design two-internet pop up ads for two different target groups.
- Write an analysis that compares any two-banner ads and explain why students think one is effective and the other is not.

UNIT III PUBLIC RELATIONS 12
- Analyze case studies on how big brands successfully overcame big crises with good PR strategies. Identify lessons for application during future crisis.
- Identify a PR problem in your University. How will you tackle the problem? Write a press release addressing the problem and providing a solution.
- Develop a CSR campaign for a new product under an existing brand and explain how you will tie it up with existing promotional activities. Develop a print and video AD for the same.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT IV   BRANDING, MEDIA PLANNING   12

- Interview customers of any popular local brand to gather information on their image of the shop, feedback on service, variety, frequency of purchase, typical spend, etc. Do a SWOT analysis of the brand. Create a new product for the brand and develop an IMC strategy to introduce the product.
- Maintain a diary and track for a week how any product of your choice is being advertised in the print and television media. Identify the duration, placement and frequency of the ads. For TV ads analyze during prime time, the ad presence on any two channels on alternative days. Discuss and compare the findings of different products in class.
- Consider an FMCG product and analyze which media should be used to maximize the reach of that product and explain the timing and duration of the ad improving the reach of that product.

UNIT V   INTEGRATED MARKETING COMMUNICATION CAMPAIGN   12

- Develop a complete IMC Campaign for a product of your choice. Use at least three promotional mix elements.

TOTAL: 60 PERIODS

OUTCOMES

- Students will develop their creativity and critical thinking skills.
- Students will gain practical skills and exposure in the area of marketing.
- Students will work with all elements of the marketing mix.
- Students will gain the practical skills to execute a full-fledged campaign.
- Students will acquire the knowledge in understanding the importance of Advertising in marketing.
- Students will create a different marketing communication strategy for the product.

REFERENCES

1. Advertising Planning and implementation, Sangeetha Sharma, Raghuvir Singh, PHI Pvt. Ltd. 2008.
2. Advertising principles and practice, Wells Moriarty Burnett, Pearson, 2008
3. B2B Brand Management, Philip Kotler, Waldemer Pfoertseh Springes, 2006
4. Brand Management, Malim Sagar, Deepali Singh, D.P. Agarwal, Achintya Gupta, Ane Books Pvt. Ltd. 2009.
5. Creative Advertising, Dreuniany.Jewler, Cengage Learning, 2008
6. Media Planning and Buying, Arpita Menon, Tata Mccraw Hill Education Pvt. Ltd. 2010.
7. The Advertising Hand Book, Sean Brierly, Routledge, 2002

PROGRESS THROUGH KNOWLEDGE

XM5042	ADVANCED WEB TECHNOLOGIES LAB	L T P C
		0 0 4 2

OBJECTIVES

- To explain the interaction with databases through queries.
- To explain the server side scripting languages and ways to create various web and desktop applications.
- To describe how to design and implement dynamic websites integrating with databases.

EXERCISES

UNIT I   DATABASE CONCEPTS   12

1. Working with commands of Data Definition Language
2. Working with Data Manipulation commands
3. Working with Data Retrieval Commands

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT II   SQL   12
1. Working with SQL joins
2. Working with Union
3. Views and Functions
4. Creating a PL/ SQL Blocks

UNIT III   SERVER SIDE SCRIPTING LANGUAGE   12
1. Design and Develop a Calculator as Web Application and Windows Application
2. Creating AdRotator, Validators
3. Developing a Calendar with navigating months

UNIT IV   DOT NET CONCEPTS   12
Design and Develop
1. Sign in Page
2. Sign Up Page
3. Edit Profile
4. Delete Profile
5. Forgot Password Screen
6. Search page
7. File Upload

UNIT V   APPLICATIONS   12
1. Online Examination System
2. Chat Room Application
3. Simulating Forum / Discussion Page
4. Simulating Twitter Application

TOTAL : 60 PERIODS

OUTCOMES
At the end of the course, the students will be able to
- Express their understanding on database concepts
- Fetch data from databases through query language.
- Design and implement dynamic websites integrating with databases
- Develop and debug the real time application using Visual Studio
- Practically develop various web application in different platforms

REFERENCES
1. Gupta PK, KRISHNA PR. Database management system Oracle SQL and PL/SQL. PHI Learning Pvt. Ltd.; 2013.
2. Kingsley-Hughes, Kathie Kingsley-Hughes, Daniel Read, "VBScript", John Wiley & Sons, 2011.
3. Paul Lomax, "Learning VBScript", O'Reilly Media, 1997
4. Pranab Kumar Das Gupta, Ramprosad , "Developing Web Applications Using Asp.Net And Oracle", PHI Learning, 2013.
5. Steve Lydford, "Building ASP.NET Web Pages with Microsoft WebMatrix", Apress, 2011.

XM5044	DATABASE MANAGEMENT SYSTEMS LAB	L T P C
		0 0 4 2

OBJECTIVES
- To understand data definitions and data manipulation commands
- To learn the use of nested and join queries
- To understand functions, procedures and procedural extensions of data bases
- To be familiar with the use of a front end tool
- To understand design and implementation of typical database applications

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT I
- Data Definition Commands, Data Manipulation Commands for inserting, deleting, updating and retrieving Tables and Transaction Control statements
- Database Querying – Simple queries, Nested queries, Sub queries and Joins

UNIT II
- Views, Sequences, Synonyms
- Database Programming: Implicit and Explicit Cursors

UNIT III
- Procedures and Functions
- Triggers

UNIT IV
- Exception Handling
- Database Design using ER modeling, normalization and Implementation for any application

UNIT V
- Database Connectivity with Front End Tools
- Case Study using real life database applications

TOTAL: 60 PERIODS

OUTCOMES
Upon completion of the course, the students will be able to:
- Use typical data definitions and manipulation commands.
- Design applications to test Nested and Join Queries
- Implement simple applications that use Views
- Implement applications that require a Front-end Tool
- Critically analyze the use of Tables, Views, Functions and Procedures

REFERENCES
1. Aditya Kumar Gupta, Taxonomy of Database Management System, Firewall Media, 2007.
2. Michael M. Gorman, Database Management Systems: Understanding and Applying Database Technology By Butterworth-Heinemann, 2014.
3. Monelli Ayyavaraiah, Arepalli Gopi, Database Management System by Horizon Books, 2017.
4. Pranab Kumar Das Gupta, p. Radha krishna, Database management system oracle sql and pl/sql, PHI Learning Pvt. Ltd., 2013.
5. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-Hill Higher Education, 2000.
6. Rajesh Narang, Database Management Systems by PHI Learning private Limited, New Delhi, 2011.

XM5046	MOBILE APPLICATION DEVELOPMENT LAB	L T P C
		0 0 4 2

OBJECTIVES
- To educate students about the fundamentals of mobile application development
- To expose students in components and design aspects in mobile application development.
- To train students in creating mobile application for android platforms.

UNIT I   12
Android Environment setup - Android SDK, Installing Java, and ADT bundle, Creating Android Virtual Devices, Introduction to software interface, Introduction to layout editor – Palette, Component tree, Preview tool bar, Design editor, Attributes and Text area.

UNIT II   12
Creating activity, Using view and view group components - Textview, Button, Image view, Scroll view, Switch, Grid view, Fragments, Display webpage, Time Picker, Date Picker, Using Linear Layout, Relative Layout, Frame Layout, Table Layout, Using List View, Linking Activities.

UNIT III   **12**

Phone calls from application, Auto-answering incoming call, Displaying Call Log, Sending SMS through built-in message application, Capturing using built-in camera application, Using flashlight, Scanning Barcodes.

UNIT IV   **12**

Displaying Google Maps in the app, Google Maps – Zoom in and out, Change Map mode, Navigation to particular location and Adding Markers, Using GPS, Wi-Fi.

UNIT V   **12**

Saving Files, Attaching files to the project, Publishing Android Application – Exporting app as an APK file, Deploying app through email, web, SDcard and specifying application installation location.

            TOTAL: 60 PERIODS

OUTCOMES
- Students will learn the principles of mobile application development
- Students will learn the android platform components which is essential for mobile application development
- Students will understand the importance of UI in mobile app development
- Students will be exposed to various tools associated for the creation of mobile applications.
- Students will be able to create the mobile application independently.

REFERENCES
1. Beginning Hybrid Mobile Application Development by Mahesh Panhale, 2016.
2. PeopleSoft People Tools: Mobile Applications Development by Jim Marion and Sarah Marion, 2015.
3. Soft Skills: The Software Developer's Life Manual, 1st Edition by John Sonmez, 2014.
4. Android Application Development Cookbook- Second Edition by Rick Boyer and Kyle Mew, 2016.
5. Mobile Apps Made Simple: The Ultimate Guide to Quickly Creating, Designing and Utilizing Mobile Apps for Your Business, 2nd Edition by Jonathan McCalliste, 2014.
6. Advanced Android™ Application Development, Fourth Edition, Developer's Library, 2014.

XM5048	CHARACTER ANIMATION LAB	L T P C
		0 0 4 2

OBJECTIVES
- To work with high and low poly character models
- To create the emotions for the character
- To understand the concept of rigging
- To educate the various rig joints
- To create the walk through animation

UNIT I   **3D SURROUNDINGS**   **12**
- Creating a simple object.
- Working with Weight, Solidity, Force, ball animation
- Creating Environment

UNIT II   **CHARACTERS**   **12**
- Creating of animal character
- Working with four legged construction
- Four type of animal locomotion – walking, trotting, cantering and galloping,
- Walk cycle or run cycle

Attested

152

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT III HUMAN ANATOMY 12
- Understanding Basic human anatomy – spine, rib cage, pelvic girdle, skull, shoulders
- Creating the basic human character - Skin, Bones, Parent and child relation in bones
- Working with Pivot joints, Hingle joints, Ball and socket joints, saddle joints,

UNIT IV PHYSICS IN 3D 12
- Creating emotions for the character - pressing, flicking, wringing, dabbing, slashing, gilding, thursting, floating.
- Body language – body postures, basic modes, palm, hand arm and leg gestures

UNIT V EMOTION FOR THE CHARACTER 12
- Working with emotions for the character – happy, sad, smile anger, fear, disgust, pain.
- Eye movements,
- Lip movement – M,B,P,F,V. Vowels - O, AR, A, E,
- Teeth and tongue movement.
- Basic rigging concept IK and FK concept.

TOTAL: 60 PERIODS

OUTCOMES
- Students will develop the sketched character digitally
- Students will understand the anatomy of the character
- Students will understand and implement the basic physical principles of a character
- Students will create the emotions in the character
- Students will animate the different types of character
- Students will create the walkthrough for a character

REFERENCES
1. Anatomy for 3D artists: the essential guide for CG professionals. Worcester: 3DTotal Publishing; 2016.
2. Andy Beane, "3D Animation Essentials", John Wiley & Sons, Inc. 2012.
3. Steve Roberts, " Character animation fundamentals" Focal press, 2011.
4. Vaughan W. Digital modeling. New Riders; 2011 Dec 27.
5. Vaughan WC. The Pushing Points Topology Workbook: Volume 01. CreateSpace Independent Publishing Platform; 2018.
6. Williams R. The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators. Macmillan; 2012.

XM5050	VIRTUAL AND AUGMENTED REALITY LAB	L T P C
		0 0 4 2

OBJECTIVES
- To understand the physiology in virtual reality(VR).
- To understand the perceptions in VR.
- To understand the tracking processes in VR.
- To understand modeling and rendering objects involved in VR development.
- To create a VR interface with light and sound.

UNIT I 12
- Interface creation
- Birds-eye view
- Geometric modeling

UNIT II 12
- Transforming models
- 3D rotations and yaw, pitch and roll
- Eye transforms

Attested

153

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT III
12

- Setting of lights
- Lighthouse approach
- Camera tracking

UNIT IV
12

- Filtering
- Create Sounds for VR
- Sound perception and localization

UNIT V
12

- Interaction with environment in VR
- Interaction with objects in VR
- Create locomotion
- Simple VR game

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to

- Understand to work with VR development tool.
- Model objects to create VR.
- Design interface for VR.
- Add lights and sounds for VR.
- Create bird-eye view in VR.
- Design and develop different VR environments.

REFERENCES

1. Future Cyborgs: Human-Machine Interface for Virtual Reality Applications by Robert R Powell. 2012.
2. George Mather, Foundations of Sensation and Perception:Psychology Press; 2 edition, 2009.
3. Peter Shirley, MichaelAshikhmin, and Steve Marschner, Fundamentals of Computer Graphics, A K Peters/CRC Press; 3 edition, 2009.
4. The history of the future: Oculus, Facebook and the Revolution that swept Virtual Reality, by Blake J. Harris, 2019.
5. Virtual Reality by Steven M. LaValle. Cambridge University Press. 2019.
6. Virtual Reality Technology by Grigore C. Burdea and Philippe Coiffet, Edition-2, 2006.
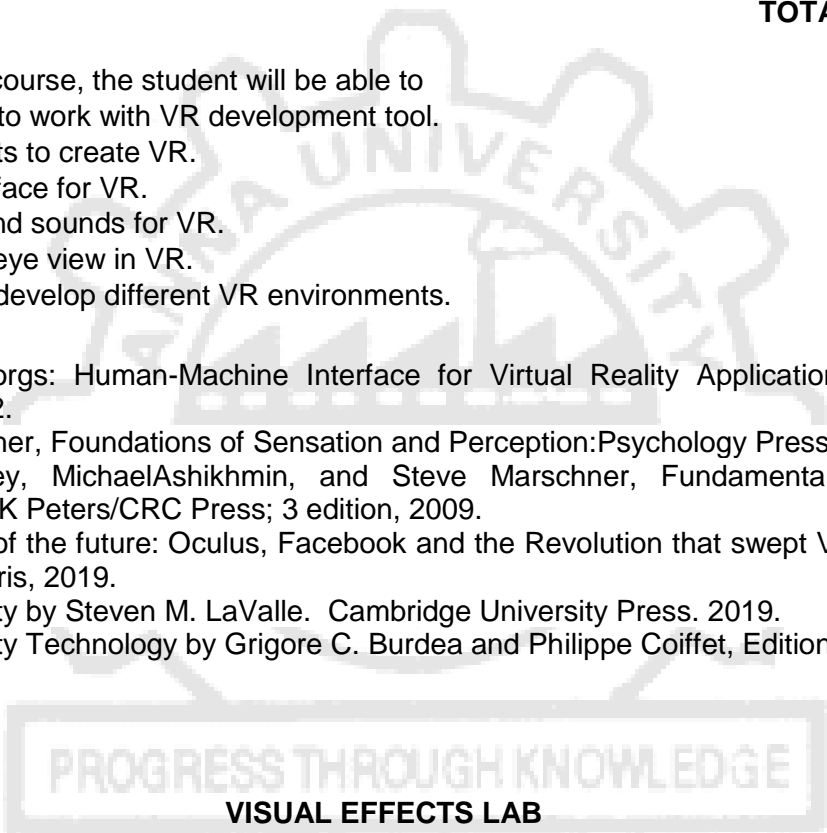
XM5052	VISUAL EFFECTS LAB	L T P C
		0 0 4 2

OBJECTIVES

- To understand the pipeline of visual effects.
- To study the new technique involved in visual effects.
- To understand the working practices of visual effect shot.

UNITI   LEANING THE BASIC VISUAL ELEMENTS
12
Understanding the UI of software, viewer, metadata, Creating sticky nodes, postage stamps, Working with tracking – single , double, four point tracking- rotation and scaling. Understanding the x and y axis of footage. Stabilizing the running footage. Match move the object to the footage, rendering.

UNIT II   INTRODUCTION TO ROTOSCOPING
12
Understanding and working with rotoscoping, Bezier, B-Splines, shapes, feather. Compositing with different footage using roto, Exporting and importing the alpha channel, Retouching with the Rotopaint, Working with wire removal shots, Creating and working with clean plate, Working with Graph editors, Understand and working with match move process.

154

UNIT III   MATTE AND COLOUR CORRECTION   12

Working with blue/green matte footage, Using different keyers, IBK color, Key light, Chroma key, Alpha key, Create a garbage mask. Matching light space and adjusting for brightness and colour, Copying channel and working with shuffle channel options, Adding noise in the live action videos, Removing grain and dust, Creating and working with titles, Particles in compositing, Create the digital crowd Colour correction and Grading the footage Time warping
Understanding and working with the distorted image and videos

UNIT IV   WORKING WITH 3D   12

Working with 3D space in compositing, Creating the multiple pass render, Working with camera tracking, Applying the camera movement to footage, Create an external geometry, Importing camera data and normalize it, Use HDRI images to light the source, Work with keyframe, Create a Matte paint, Create and merge the set extensions object to live action, Obtain the clean plate from the footage, Merge the multi pass render to a single output, Match the Lights and shadows

UNIT V   ADDING ELEMENTS   12

Create the depth map, Understand the Z-Depth, Composite stereoscopic 3D, Working with particles, Create particle simulation, Working with smart vectors, Understand and working with to deep compositing, Animate using python script

TOTAL: 60 PERIODS

OUTCOMES
- Student will understand the visual treat in the films.
- Helpful in creating the new visual effects for their production
- Students will develop the 3D Environment
- Students will merge a live action Footage with the visual effects
- Students will stimulate particle items
- Students will code Python scripts for Visual Effect

REFERENCES
1. Dinur E. The Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors and Cinematographers. Focal Press; 2017.
2. Ganbar R. Nuke 101: professional compositing and visual effects. Peachpit Press; 2014.
3. Higgins S, North D, Monticone P, Rogers A, Polan D, Turnock J, Wright B, Overpeck D, Purse L, Dhir M, Allison T. Editing and Special/visual Effects. Rutgers University Press; 2016.
4. Hornung E. The art and technique of matchmoving: solutions for the VFX artist. Focal Press; 2013.
5. Lanier L. Advanced Visual Effects Compositing: Techniques for Working with Problematic Footage. Focal Press; 2017.
6. Lanier L. Aesthetic 3D Lighting: History, Theory, and Application. Focal Press; 2018.

XM5054	3D GAME DEVELOPMENT LAB	L T P C
		0 0 4 2

OBJECTIVES
- To develop programming skills using software environment of a game engine and its scripting language.
- To inculcate 3D concepts for game play, modeling and programming.
- To divulge the overall game design and development process.

UNIT I   12
- Installing 3D game engine
- Start a new project
- Introduction to user interface
- Create player characters
- Interactions with object in the game

Attested

155

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

UNIT II   12
- Understand and implement the law of physics
- Create Ticker-Taker game
- Create ball and hitter
- Add light
- Add physics to the game
- Create a MouseFollow script

UNIT III   12
- Create Robot Repair game
- Set up two scenes
- Create GUI
- Create button UI control
- Build the card flipping function
- Prepare the clock script
- ID the cards, compare IDs and check for victory

UNIT IV   12
- Create The Break-up game
- Create spark material, light, camera, apartment
- Add and script the character
- Create particle system
- Add sounds

UNIT V   12
- Create Shoot the moon game
- Duplicate the game project
- Add and tweak the character
- Add two cameras and lights
- Setup camera rig
- Animate the bouncer
- Animate the runner
- Deploy the game

TOTAL: 60 PERIODS

OUTCOMES
- Students will be able to understand all the concepts behind 3D Games.
- Students will understand the 3D Game environment.
- Students will understand the 3D Game character development.
- Students will learn how to publish and share 3D Game.
- Students will develop idea for 3D game.
- Students will develop the Script for 3D game

REFERENCES
1. Alan Thorn, "Practical Game Development with Unity and Blender", CENGAGE Learning Custom Publishing, 2014.
2. Alex Okita, "Learning C# Programming with Unity 3D", CRC Press, 2014.
3. Daniel Schuller, "C# Game Programming: For Serious Game Creation", CENGAGE Learning Custom Publishing, 2011
4. Jeff W Murray, "C# Game Programming Cookbook for Unity 3D", CRC Press, 2014.
5. Jeremy Gibson Bond, "Introduction to Game Design, Prototyping, and Development", Addison-Wesley Professional, 2014.
6. Stefan Zerbst and Oliver Duvel, "3D Game Engine Programming", Premier Press, 2004.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

XM5891	**CLIMATE CHANGE COMMUNICATION**	L T P C
		3 0 0 3

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

UNIT I   EARTH SYSTEM   9
Components of the earth system: atmosphere, hydrosphere, lithosphere, biosphere – Radiation and planetary energy exchange – Atmospheric temperature and heat – Formation of clouds, fog, dew, frost, hailstorms – Precipitation and atmospheric optics – Activity: understanding the greenhouse effect – Interactions in a multi-component system: origin, solar system, earth, atmosphere, ocean.

UNIT II   CLIMATE   9
Difference between weather and climate – Climate system – The energy balance of the earth – Activity: Modelling the greenhouse effect – Climate change 1,00,000 years (glacial cycles) – thousands of years (interglacials, interstadial events) – Natural and anthropogenic causes and Impacts of changing climate – Ozone depletion, Photochemical ozone creation, Acid rain, Ambient air quality.

UNIT III   NATURAL CLIMATE CHANGE   9
Records of climate change: written history, glaciers and their deposits, ice cores, ocean sediments and corals, terrestrial deposits, sea level rise – Climate change and human health – Climate change and water resources: impacts and adaptation – Thermohaline Circulation.

UNIT IV   GREENHOUSE GASES AND GLOBAL WARMING   9
Greenhouse gas concentration trends – Global temperature trends – Global distribution of emissions – Intergovernmental Panel on Climate Change (IPCC) – Activity: sources of CO_2 in the atmosphere, CO_2 emissions – Carbon cycling – Impacts of climate change – Ecosystems and species interaction – Role of methane – Climate change and ecosystems – Evidence of past & recent climate change – Climate change in South Asia including the Maldives – Carbon capture.

UNIT V   MEDIA AND CLIMATE   9
Societal issues and global warming – Indigenous versus Scientific knowledge – Different concerns of rich and poor countries – Low carbon energy technologies and renewable energy technologies – Mitigation and adaptation – Climate change policy of India – Worldwide effects of climate change and media coverage – The precautionary principle – The polluter pays principle – Community participation – Indigenous knowledge and folk media.

TOTAL: 45 PERIODS

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

REFERENCES
1. John Houghton. Global Warming, Cambridge University Press, 2009.
2. Mike Mike Hulme. Why We Disagree about Climate Change, Cambridge University Press, New York, 2009.
3. P.R. Shukla, Ashish Rana, Amit Garg, Manmohan Kapshe and Rajesh Nair. Climate Policy Assessment for India: Applications of Asia-Pacific Integrated Model, Universities Press, Hyderabad, 2004.

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

4. Silvia Serrao-Neumann, Anne Coudrain and Liese Coulter. Eds. Communicating Climate Change Information for Decision-Making, Springer, Chem, Switzerland, 2018.
5. Susanna Priest. Communicating Climate Change: The Path Forward, Palgrave Macmillan, London, 2016.
6. Thomas E. Lovejoy and Lee Hannah (Eds.). Climate Change and Biodiversity, TERI Press, New Delhi, 2006.

XM5892	PROFESSIONAL PHOTOGRAPHY	L T P C
		3 0 0 3

OBJECTIVES
- To create opportunities for professional and creative expression through the practice and art of photography.
- To inculcate aesthetic sense involved in creativity.
- To learn the various genres and techniques of photography.

UNIT I   INTRODUCTION TO PHOTOGRAPHY   9
Growth and development of Photography, Camera Obscura to Mirrorless camera, Various camera formats, working of an SLR and DSLR Cameras.Features and functions of SLR and DSLR and mirrorless cameras Cameras.Various camera controls.Zonesystem.Exposure. Image sensors. Different storage formats.

UNIT II   PHOTOGRAPHIC COMPOSITION   9
Different type of Lenses - Basic Shots and Camera Angles, Photographic Composition - View point and Camera angle-Eye Level, Low and High, Balance- Aspects of Balancing, Shapes and Lines, Pattern, Volume, Lighting, Texture, Tone, Contrast- and Colour, Framing, various Perspectives.

UNIT III   LIGHTS AND LIGHTING FOR PHOTOGRAPHY   9
Colour Theory, Colour Temperature, Electromagnetic spectrum, Different types of Lights based on Manufacturing and photography purpose, Different lighting patterns, Light equipments, Light Reflectors and Diffusers for Portraits and other genres of photography, Various metering modes,Light Meters and Light measurement Units. Uses of various Filters.

UNIT IV   ADVERTISING PHOTOGRAPHY   9
Introduction to Photoshop – Ethics in Editing –Establishing the colour Identity in commercials – use of natural and artificial lights – Product only shoots – product with models – Lightiing techniques for various subgenres of commercial photography – understanding the target audience and different mediums for various products.

UNIT V   GENRES OF PHOTOGRAPHY   9
Basic shooting and Lighting Techniques and Equipments required for different genres of Photography like Black and White, Landscape, Cityscape, Architecture, Fashion, Food, Automobile, Sports, Travel, Children, Portrait, Still Life, Event, Silhouette, Festival and Themes.

TOTAL : 45 PERIODS

OUTCOMES
- Students will learn the principles of good composition in photography.
- Students will develop an individual style in representing the society through photographs.
- Student will understand the leading line of photography
- Students will create theory of creating a photo
- Students will understand the function of camera.
- Students will develop an individual style in representing the society through photographs.
- Students will be able to understand the advanced camera operations.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

REFERENCES
1. Ansel Adams, The Negative, Little Brown, 2018.
2. Ben long, Complete Digital Photography, Charles River Media, 8th Edition, 2014.
3. Fil Hunter, Steven Biver, Paul Fuqua, Light-Science & Magic: an Introduction to Photographic Lighting, Focal Press,2007
4. John Hedgecoe,The Art of Digital Photography , First American Edition, 2006.
5. Langford Bilissi, Langford's Advanced Photography, focal press, Seventh Edition, 2008.
6. Scott Kelby, The Digital Photography Book, Peachpit Press, 2014.

XM5893	MEDIA AND INFORMATION LITERACY	L T P C
		3 0 0 3

OBJECTIVES
- To understand tools of persuasion.
- To recognize bias, spin, misinformation and lies.
- To discover the part of the story that's not being told.
- To evaluate media messages based on our own experiences, beliefs and values
- To become advocates for change in our media system

UNIT I   UNDERSTANDING MEDIA AND INFORMATION LITERACY (MIL)   9

MIL and civic participation; interacting with media and other information providers; understanding the news, media and information ethics: journalism and society, freedom, ethics and accountability, news development process.

UNIT II   REPRESENTATION IN MEDIA AND INFORMATION   9

News reporting and the power of the image; industry codes on diversity and representation; television, films, book publishing, representation and music videos; languages in media and information: reading media and information texts, print and broadcast news, film genres and storytelling.

UNIT III   NEW AND TRADITIONAL MEDIA   9

From traditional media to new media technologies; Advertising, revenue and regulation; advertising and the political arena; uses of interactive multimedia tools, digital games; challenges and risks in the virtual world.

UNIT IV   INFORMATION LITERACY SKILLS   9

Concepts and applications of information literacy; learning environments and information literacy; digital information literacy; learning theories and MIL – debunking fake news.

UNIT V   MEDIA TECHNOLOGY AND THE GLOBAL VILLAGE   9

Media ownership – socio cultural and political dimensions of globalized media; commoditization of information; the rise of alternative media.

TOTAL: 45 PERIODS

OUTCOMES
- The students will understand how media messages create meaning.
- The students will be able to recognize what the media maker wants us to believe or do.
- The students will know and recognize bias, spin, misinformation and lies.
- The students will discover the part of the story that's not being told.
- The students be able to create and distribute our own media messages
- The students will become advocates for change in our media system

REFERENCES
1. Ann Marlow Riedling. Information literacy, ABC-CLIO, 2016.
2. Carolyn Wilson et al Media and information literacy, UNESCO, 2011.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

3. Leaning Marcus. Issues in Information and Media Literacy: Education, Practice and Pedagogy. Andesite press, 2017.
4. Leaning Marcus. Media and Information Literacy. Elsevier Science & Technology. 2017.
5. Martin Hirst. Navigating Social Journalism: A Handbook for Media Literacy and Citizen Journalism. Routledge. 2018
6. Ulla Carlsson and Sherri Hope Culver. Media and Information Literacy. UNAOC, 2013.

AUDIT COURSES (AC)

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

OBJECTIVES

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

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

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

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

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

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

TOTAL: 30 PERIODS

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

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

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

AX5092	DISASTER MANAGEMENT	L T P C
		2 0 0 0

OBJECTIVES

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

UNIT I   INTRODUCTION   6

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

UNIT II   REPERCUSSIONS OF DISASTERS AND HAZARDS   6

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

UNIT III   DISASTER PRONE AREAS IN INDIA   6

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

UNIT IV   DISASTER PREPAREDNESS AND MANAGEMENT   6

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

UNIT V   RISK ASSESSMENT   6

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

TOTAL : 30 PERIODS

OUTCOMES

CO1: Ability to summarize basics of disaster

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

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

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

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

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

REFERENCES

1. Goel S. L., Disaster Administration And Management Text And Case Studies",Deep & Deep Publication Pvt. Ltd., New Delhi,2009.
2. NishithaRai, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "'NewRoyal book Company,2007.
3. Sahni, PardeepEt.Al. ," Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi,2001.

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

OBJECTIVES

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

UNIT I   ALPHABETS   6
Alphabets in Sanskrit

UNIT II   TENSES AND SENTENCES   6
Past/Present/Future Tense - Simple Sentences

UNIT III   ORDER AND ROOTS   6
Order - Introduction of roots

UNIT IV   SANSKRIT LITERATURE   6
Technical information about Sanskrit Literature

UNIT V   TECHNICAL CONCEPTS OF ENGINEERING   6
Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics

TOTAL: 30 PERIODS

OUTCOMES

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

REFERENCES

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

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

OBJECTIVES

Students will be able to

- Understand value of education and self-development
- Imbibe good values in students
- Let the should know about the importance of character

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TOTAL: 30 PERIODS

OUTCOMES

Students will be able to

- Knowledge of self-development.
- Learn the importance of Human values.
- Developing the overall personality.

SUGGESTED READING

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

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

OBJECTIVES

Students will be able to:

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

UNIT I   HISTORY OF MAKING OF THE INDIAN CONSTITUTION:

History, Drafting Committee, (Composition & Working)

UNIT II   PHILOSOPHY OF THE INDIAN CONSTITUTION:

Preamble, Salient Features

UNIT III   CONTOURS OF CONSTITUTIONAL RIGHTS AND DUTIES:

Fundamental Rights, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies, Directive Principles of State Policy, Fundamental Duties.

UNIT IV   ORGANS OF GOVERNANCE:

Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions.

UNIT V   LOCAL ADMINISTRATION:

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

UNIT VI   ELECTION COMMISSION:

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

TOTAL: 30 PERIODS

OUTCOMES

Students will be able to:

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

SUGGESTED READING

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

PEDAGOGY STUDIES **L T P C**
2 0 0 0

OBJECTIVES

Students will be able to:

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

UNIT I   INTRODUCTION AND METHODOLOGY:

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

UNIT II   THEMATIC OVERVIEW

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

UNIT III   EVIDENCE ON THE EFFECTIVENESS OF PEDAGOGICAL PRACTICES

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

UNIT IV   PROFESSIONAL DEVELOPMENT

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

UNIT V   RESEARCH GAPS AND FUTURE DIRECTIONS

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

TOTAL: 30 PERIODS

OUTCOMES

Students will be able to understand:

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

SUGGESTED READING

1. Ackers J, HardmanF (2001) Classroom interaction in Kenyan primary schools, Compare, 31(2): 245-261.
2. Agrawal M (2004)Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36(3):361-379.
3. Akyeampong K (2003) Teacher training in Ghana-does it count? Multi-site teacher education research project (MUSTER) country report 1.London:DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33(3): 272–282.

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025

5. Alexander RJ(2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. Chavan M(2003) Read India: Amass scale, rapid, 'learning to read' campaign.
7. www.pratham.org/images/resource%20working%20paper%202.pdf.

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

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

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

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

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

TOTAL: 30 PERIODS

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

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

Attested

DIRECTOR
Centre for Academic Courses
Anna University, Chennai-600 025