Master of Science in Communication Media for Children

MASTER'S PROGRAM IN
COMMUNICATION MEDIA FOR CHILDREN

Program Objectives:

To develop expertise in:

i)   The identification and evaluation of the nature of and value of messages and their impact on children.
ii) Production of media material for children and also for parents, teachers and others about children.
iii) Understanding the nature of relationship between children and media.
iv) Understanding the recreational and educational value of various media for children.
v)   Identification of the needs of children vis-à-vis various media

Eligibility: Graduate from any discipline from UGC/AICTE recognized institution with 50% or B grade are eligible with interest in or experience in working with children and media.

Course Work: 96 credits

Duration: 2 years.

Masters Program in Communication Media for Children

2 YEARS   96 Cr

SEMESTER-I

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks	Univ/ Internal
15101	Introduction to Communication Studies	4	3	1	50	50	100	U
15102	Understanding & Communicating with Children	4	3	1	50	50	100	U
15103	Social Psychology of Recreation	4	3	1	50	50	100	U
15104	Audio Production	4	-	4	50	50	100	C
15105	*Creative Activities, Puppetry & Drama*	*4*	*-*	*4*	*50*	*50*	*100*	*C*
15106	Visual Communication	4	2	2	50	50	100	U
	Total	24	13	11	300	300	600	

SEMESTER-II

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks	
15201	Research Methodology	4	3	1	50	50	100	U
15202	Writing for Media	4	2	2	50	50	100	C
15203	Media Research & Ethics	4	2	2	50	50	100	U
15204	Introduction to New Media	4	3	1	50	50	100	U
15205	Communication Initiatives 1	4	-	4	100	-	100	C
15291	*Women & Media*	*4*	*2*	*2*	*50*	*50*	*100*	*C*
	Total	24	12	12	350	250	600	

SEMESTER-III

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks	
15301	Research and Statistical Application	4	3	1	50	50	100	U
15302	Children and Media	4	3	1	50	50	100	U
15303	Video Production	4	-	4	50	50	100	C
15304	Children's Literature & Writing for Children	4	3	1	50	50	100	U
15305	Seminar - Issues & Concerns in Media for Children	4	-	4	100	-	100	C
15391	*Media Appreciation*	*4*	*3*	*1*	*50*	*50*	*100*	*U*
	Total	24	12	12	350	250	600	

SEMESTER-IV

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks	
15401	Dissertation	8	-	8	100	100	200	U
15402	Internship	8	-	8	100	100	200	C
15403	*Media, Society and Audience*	*4*	*3*	*1*	*50*	*50*	*100*	*U*
15404	Communication Initiatives	4	-	4	100	-	100	C
	Total	24	-	32	350	250	600	

Subjects in italics indicate subjects for CBCS

SEMESTER I

15101	**INTRODUCTION TO COMMUNICATION STUDIES**
15102	**UNDERSTANDING and COMMUNICATING WITH CHILDREN**
15103	**SOCIAL PSYCHOLOGY OF RECREATION**
15104	**AUDIO PRODUCTION**
15105	**CREATIVE ACTIVITIES , PUPPETRY & DRAMA**
15106	**VISUAL COMUNICATION**

INTRODUCTION TO COMMUNICATION STUDIES

Course Code : 15101   Sem I : M.Sc (CMC)

About the course

The course is designed to introduce basic concepts in Mass Communication. Also, familiarize students with various models and theories of Media and Society, so as to enable them to understand the role of media in the society.

Module No	Contents
Module 1 - Cr 1 **Objectives:** Student will :- a. Know about the basic concepts in Communication b. Gain understanding of different models used in communication theory.	**Principles of Communication** 1. Definitions of Communication 2. Functions of Communication 3. Types & Levels of Communication 4. Barriers in Communication. **Models in Communication** 1. Basic Models in Communication : Lasswell's formula, Shanon & Weaver mathematical model, Osgood & Schramm's model, Berlo's SMCR model. 2. Models of Mass Communication : Defluer, Ball & Rokeach dependency model; Gerbner's general model of mass communication; Comstocks psychological model of TV effect; Schramm's model of mass communication, Westley & MacCleans model of Communication research, Katz & Lazarfeld's 2 step flow of Communication model, Spiral of Silence
Module 2 – Cr 1 **Objectives:-** Student will gain understanding about basic concepts and terminology used in semiotics.	**Semiotics** 1. Nature of 'meaning' in communication 2. Use of semiotics in understanding messages 3. Models in semiotics- Pierce, Ogden & Richard's, Saussure & Jacobson. 4. Denotation, connotation and levels of signification in media.
Module 3 – Cr 1 **Objectives:-** Students will gain information on growth of different media and it's role in society.	**Growth and Development of media** 1. Folk Media – role of folk media in society 2. Press - its roles and values in society. 3. Radio - its role and value in society. 4. Cinema - its role and value in society

	5. Television - its role and value in society
	6. New Media- internet - its role and value in society
Module 4 - Cr 1 **Objectives:-** Students will understand the issues of convergence, representation, propaganda and ethical issues in media studies.	**General Issues in Mass Communication** Unit 1: Convergence Unit 2: Representation Urban/rural, minorities, marginalized people, women, children, handicapped etc. Unit 3: Propaganda and Advertising Unit 4 : Ethical Issues in Media

References/Recommended Readings

- Berger C.R. & Chafee S.H. (eds.) 1987. Handbook of Communication Science. Beverly Hills & London. Sage Publications.
- Fiske J. 1982. Introduction to Communication Studies. London; Methuen.
- Gamble M. & Gamble T.W. 1989. Introducing Mass Communication. (International Edition). McGraw Hill. Singapore
- Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.
- Mcquail D & Windhall S. 1981. Communication Models for study of Mass Communication. London & New York; Longman
- Mcquail D. 1984. Introduction to Mass Communication Theory (3rd edition) New Delhi, Beverly Hills & London; Sage Publications.
- Mehta D. (1994). Mass Communication and Journalism in India. New Delhi.
- Schrank J. 1986. Understanding Mass Media. Washington; National Textbook Company.

"Readings for course –Introduction to Mass Communication" available with the teacher/ Resource Center)
Websites, which will be given in the class.

UNDERSTANDING and COMMUNICATING WITH CHILDREN

Course Code: 15102   Sem I: M.Sc. (CMC)

About the course:

The course seeks to familiarize students with basic concepts in child development in a manner that will enable them to apply these to field situations as well as in the context of developing appropriate material for children. Certain flexibility will be maintained in the focus of class discussions keeping in mind the heterogeneity and academic backgrounds of different students.

Module No	Contents
Module 1 **Objective: The student will** • Explore and study the areas and principles of development • Identify the influential areas of development and their significance during the childhood	**Developmental Stages** 1. Principles of development/Developmental tasks/milestones 2. Factors influencing development 3. Overview of theoretical perspectives
Module 2 – **Objective: The student will** • understand how children develop at different stages of life and studying different theories related to these development • study that both the process and product of creative expression have value for children.	**Areas of Development** 1. Physical/Motor Development 2. Language & Cognitive Development 3. Socio-emotional Development **Learning Processes & Creative Expression** 1. Information Processing 2. Development & expression of creativity
Module 3 **Objective: The student will** • Explore ways and ideas for working with children in different age groups Study various regulations and laws while working with children at various age levels • Study various techniques of observing and assessing child progress and help	**Guidelines for Working with children** 1. Basic communication skills (verbal, non-verbal) 2. Sensitivity training 3. Handling difficult situations 4. Involvement of caregivers 5. Ethical Issues in working with children **Observation and Interpretation of Children's Behavior** 1. Methods of observation, Distinguishing between

design new techniques according to the subject.	observation & interpretation 2. Assessment - purpose, methods, communicating results of assessment **UN Declaration of Rights of children.**

Module 4 **Objective: The student will** • study the theoretical aspect of target planning and understanding the learning phases of every child. • Identify various areas of media that can be included for making learning a creative experience for both age related and special children activities.	**Planning** 1. Principles of planning 2. Objectives - behavioral outcomes 3. Preparation of activity plans **Activity Planning for Varied target groups** 1. Age related activity planning 2. Planning for "special" children 3. Planning for groups vs. individuals in different settings 4. Interpersonal communication and other communication strategies - their significance

References/Recommended Readings

• Axline, V. M. (1947). Play therapy. New York: Ballantine Books.
• Axline, V. M. (1964). Dibs in search of self. New York: Ballantine Books.
• Blackham, G.J. & Silberman, A. (1980). Modification of child and adolescent behavior. Belmont: Wadsworth.
• Brammer, L. M. (1985). The helping relationship: Process & skills. New Jersey: Prentice-Hall.
• Brown, J. (1982). Curriculum planning for young children. New York: NAEYC.
• Cohen, D.H. & Stern, V. (1958). Observing and recording the behavior of young children. New York: Bureau of Publications Teachers College - Columbia University.
• Corey, G.; Corey, M. S. & Callanan, P. (1979). Professional and ethical issues in
• Cormier, W.H. & Cormier, L.S. (1979). Interviewing strategies for helpers: A guide to assessment, treatment, and evaluation. Monterey: Brooks/Cole.
• counseling and psychotherapy. Monterey: Brooks/Cole.
• Decker, C.A. & Decker, J.R. (1976). Planning and administering early childhood programs. Columbus: Charles E. Merrill Publishing Company.
• Dworetzky, J. P. (1981). Introduction to child development. St. Paul, Minnesota: West Pub. Co.
• Hackney, H. & Cormier, L. S. (1979). Counseling strategies and objectives. New Jersey: Prentice Hall.
• Hetherington, E. M. & Parke, R. D. (1979). Child psychology: A contemporary viewpoint. N.Y.: McGraw-Hill.

- Hohmann, M.; Banet, B. & Weikart, D.P. (1979). Young children in action. Michigan: High/Scope Press.
- Jangira, N.K.; Ahuja, A.; Kaur, C. & Sibia, A. (1990). Functional assessment guide: A handbook for primary teachers. New Delhi: NCERT.
- Kuroyanagi, Tetsuko (19). Totto-chan: The little girl at the window.
- Landau, E.D.; Epstein, S. L. & Stone, A. P. eds. (1972). Child development through literature. New Jersey: Prentice-Hall.
- Lask, B. (1985). Overcoming behavior problems in children: A practical guide. New York: Arco Publishing, Inc.
- Lavatelli, C. S. & Stendler, F. (1972). Readings in child behavior and development. N.Y. Harcourt, Brace Jovanovich.
- Lefrancois, G. R. (1980). Of children: An introduction to child development. Belmont, California: Wadsworth.
- Lewis, D. & Greene, J. (1983). Your child's drawings…Their hidden meaning. London: Hutchinson.
- Long, N.J.; Morse, W.C. & Newman, R.G. (1980). Conflict in the classroom: The education of emotionally disturbed children. Belmont: Wadsworth.
- McCracken, J. B. (ed.) (1986). Reducing stress in young children's lives. Washington D.C.: NAEYC.
- Metcalfe, L. (1997). Parenting towards solutions. New Jersey: Prentice Hall.
- Muralidharan. R. & Asthana, S. (1991). Stimulation activities for young children. New Delhi: NCERT.
- Okun, B. F. & Rappaport, L.J. (1980). Working with families: An introduction to family therapy. Belmont: Wadsworth.
- Saraswati, T.S. & Kaur, Baljit. (1993). Human Development and family studies in India: An agenda for research and policy. New Delhi: Sage.
- Schell, R. E. & Hall, E. (1979). Developmental Psychology today. N.Y.:Random Hall.
- Spock. B. (1985). Raising children in a difficult time. New York: Pocket Books
- Stevens, J.H. & King, E. W. (1976). Administering early childhood education programs. Boston: Little, Brown and Company.
- Thiagarajan, S. & Semmel, M.I. (undated). Instructional development for training teachers of exceptional children: Module 5 How to develop structured role-play materials. Bloomimgton: Center for Innovation in Teaching the handicapped Indiana University.
- Thomas, R. M. (1979). Comparing theories of child development. Belmont: California.
- Thornburg, H.E. (1975). Contemporary Adolescence: Readings. Belmont: Wadsworth.
- Tilak, D. (1994). Destination unknown: A case description of a mentally handicapped daughter. Bombay: TISS.

SOCIAL PSYCHOLOGY OF RECREATION

Course Code: 15103   Sem I: M.SC (CMC)

About the course:
The course is a corollary to the practical course communication initiatives. The course is designed to give students insight into children's use of leisure time and understand the recreational behavior of children.

No	Content
Module I The student will: 1. be adept with the definitions of work, leisure and recreation; 2. understand the need and value of recreation 3. be able to analyse the various theories propounded by psychologists.	**Work, Leisure and Recreation interrelationship.** 1. Definitions of work leisure and recreation. 2. Historical context of work, leisure and recreation. 3. Theories of recreation. 4. Theories of leisure. 5. Theories of play.
Module II The student will: 1. learn to appreciate the values and benefits derived from recreation; 2. develop a sensitivity towards the varying leisure needs of people; 3. be aware of the various factors that influence leisure participation	**Need for planning for leisure.** 1. Values of leisure and outdoor recreation- personal 2. benefits, societal benefits and economic benefits. 3. Leisure and peoples needs. 4. Factors that influence participation of people and children.
Module III The student will: 1. explore the various forms of recreation; 2. develop a understanding of how recreational facilities vary from place to place. 3. get hands on experience to plan a recreational activity for children.	**Organization of recreational facilities for children.** 1. Role of recreation in development of the child. 2. The social context in which recreation is provided. 3. Forms of recreation available - active, passive, public and private recreational industries. 4. Recreational facilities for children in cities, towns and villages. Economic and civic factors.

	5. Recreational possibilities for special groups of children
Module IV The student will: 1. gain an insight into stages and functions of event management; 2. be equipped with knowledge to organise a recreational centre; 3. learn about the role of the recreation worker/ leisure manager;	**Organization of recreational centers & events management.** 1. Need for organizing recreational centers. 2. Recreational center worker's role in operational and managerial functions. 3. Socio-cultural perspective on Indian situation – 4. resources, community attitude, voluntary effort and their 5. significance. 6. Characteristics and functions of major events. Events planning stages and organization.

References/Recommended Readings

- Chaudhari,P.. Child Welfare and Development. Atma Ram & Sons. New Delhi. 1985.
- Dunn, M. Games & Activities for Juniors. 1970
- Gordon, A.Games for Growth.
- Mason B, Mitchell, D. Social Games for Recreation. Barnes & Co. New York. 1939
- NIPCCD - Play and Child Development. New Delhi.
- Puri, P. Recreation and Social Education. Vora & Co. 1962
- Reynold C, Deppe, T, Maclean,J. Recreation in American Life. Wadsworth. Belmont. 1963
- Sponsoller - Play as a learning medium. NAEYC. Washington D.C. 1981
- Stanley R. Lieber and Daniel R. Fesenmaier - Recreation Planning and Management. Venture Publications. 1983.
- Swaminathan, M. Play Activities for Young Children. UNACC.
- Tarapore, F. Child's Right To Play.- Joint
- Torkildsen, George. Leisure and Recreation Management. University Press, Cambridge. London. 1983
- UNICEF. Rights of the Child – World Declaration and Plan of Action from the World Summit for Children. UNICEF India Country Office. New Delhi. 1991

AUDIO PRODUCTION

Course Code: 15104   Sem I: M.Sc. (CMC)

About the course:
This course is designed to inculcate basic audio production skills in students. The course provides hands on experience with equipment and in producing programs in studio settings.

No	Content
Module 1 Objectives – Student will 1. Listen, review and research audio programs and listening habits	**Understanding Audio/Radio** 1. Listening to audio programs of different kinds and analyzing the same. 2. Reviewing listening habits, radio channels and role of audiotapes and radio in today's media scenario.
Module 2 Objectives – Student will 1. Understand the characteristics of sound. 2. Will be able to identify types of microphones, their use. 3. Be able to edit using sound software.	**Sound & Audio Techniques** 1. Nature and characteristics of sound. 2. Creating audio space 3. Types of microphones 4. Mixers 5. Online/offline editing
Module 3 Objectives – Student will 1. Be able to understand and identify different types of music. 2. Understand role of music in audio video production.	**Music** 1. Types of music – classical, Popular 2. Types of music – Indian, Western 3. Music in audio production – background score, title music, effects . 4. Creating Audiospace
Module 4 Objectives – Student will 1. Be able to script and produce different types of audio programs	**Producing Audio Programs** Process of production - Preparation of scripts (research, preparing the audio script with narration and music and sound effects). Producing a five-minute interview program (issue based). Producing a ten-minute program for children.

References/Recommended Readings

- Atkin, G. 1990. Sound Technics for Video and Television. London & Boston. Focal Press.
- Huber, D.M. 1987. Audio Production Techniques for Video. McMillan.
- Mott, R. 1990. Sound Effects for Radio and Television. Boston & London. Focal Press.

CREATIVE ACTIVITIES, PUPPETRY & DRAMA

Course Code: 15105   Sem I: M.Sc. (CMC)

This course develops awareness towards the strengths of group media with special reference to children. It further provides opportunities for preparation as well as experimentation with performing skills. The "Activities for children" module is skill based and practical in its orientation. Its primary focus is to ensure that theoretical understanding translates into skills related to preparation, testing for feasibility and use of appropriate material for children. Additionally, the course also seeks to develop an understanding of the use of these activities in varied settings in conjunction with other traditional as well as electronic media. The puppetry component has the added significance of being low cost and flexible allowing for exploration with different aims in varied settings.

No	Content
Module 1 Objective - The student will: 1. learn various activities which will foster creative expression among children 2. Prepare and test games and toys for children	**Art and Craft Activities** 1. Painting (blow, block, wax, etc.) 2. Collage making from varied materials 3. Clay modeling 4. Mask making 5. Origami and paper folding 6. Making simple toys and playthings **Preparation of developmentally appropriate kits & games** 1. Developing concept games 2. Testing of games & kits 3. Evaluation and modification in prepared games and kits
Module 2 The student will: 1. develop story telling skills using various aids; 2. learn voice modulation for effective rendition of the stories	**Story telling** 1. Importance and Techniques of story telling 2. Use of aids in storytelling(books, sand tray, flashcards, puppets, and role-play, masks) 3. Making of aids for story telling 4. Action songs, music & rhythm activities, voice modulation

Module 3	Puppetry
Objectives - The student will: 1. gain deeper knowledge of the history of puppetry as a form of folk media; 2. learn to create different puppets from resources that are easily available; 3. be trained to use effectively her writing skills to develop a script and then merge it with other elements like music, sound effects and backdrop	1. Historical overview of the growth of puppetry as a form of folk media 2. Elements of puppetry 3. Kinds of puppets 4. Use of puppets for purposes of education, therapy and community development **Puppetry Skills.** 1. Puppet making (from waste material, paper, glove, 2. sticks, bottle, rod, finger, shadow, socks etc. 3. Manipulation exercises related to techniques of puppet manipulation) 4. Script writing for puppet skit 5. Preparation of puppets, backdrop and sound effects required for puppet shows 6. Presentation of show to target audience
Module 4	Theatre
Objectives-The student will: 1. learn the importance of theatre in a child's life; 2. gain insight into the scenario of children's theatre in India; 3. learn the about therapeutic aspect of theatre	1. Growth of children's theatre 2. Elements of theatre 3. Present state of children's theatre (with a special focus on Indian projects) (a) Role of theatre in the development of a child's potential(b) Theatre in Education(c) Use of theatre for therapeutic and sensitization purposes 4. Folk form of theatre and their significance **Creative Drama** 1. Theatre exercises relating to concentration, 2. observation, use of body to communicate, team building, 3. trust games 4. Development of idea and script for drama presentation 5. Exposure to varied theatre performances followed by evaluative group discussions.

References/Recommended Readings

- Allen, John. (1979). Drama in schools: Its theory and practice. London: Heinemann Educational Books.
- Barry, S. A. (1984). Tricks and stunts to fool your friends. New Delhi: Pustak Mahal.

- Bhatia, J.: Athavale, S. & Acharekar, D.Y. (1997). Party games: Exciting step by step games for children. Mumbai: Navneet.
- Campbell, A. (1993). Great games for great parties. New Delhi: Orient Paperbacks.
- Cassin-Scott, Jack. (1992). The amateur dramatics handbook: A practical guide. London: Cassell.
- Contractor, M. (1984). Creative drama and puppetry in education. New Delhi: National Book Trust.
- Davis, D. (1997). Interactive research in drama in education. UK.: Trentham Books.
- Dreikurs, S. E. (1986). Cows are purple too: My life and art therapy. Illinois: Alfred Adler Institute of Chicago.
- Fitzgerald, B. S. (1964). World tales for creative dramatics and story telling. New Jersey: Prentice Hall.
- Fleming, Michael. (1994). Starting drama teaching. London: David Fulton Publishers.
- Godbole, Shrirang. (1993). Chhan-chhote, Vaite-mothe! Nako re baba! Pune: Theatre Academy.
- Gooch, P.H. (1972). Ideas for art teachers. New York: Van Nostrand Reinhold.
- Jellicoe, Ann. (1987). Community plays: How to put them on. London: Methuen.
- Kernodle, G., Kernodle, P. & Pixley, E. (1984). Invitation to the theatre. New York: Harcourt Brace Jovanovich, Publishers.
- Khanna, S. Joys of making Indian toys. New Delhi : National Book Trust.
- King, C. E. (1978). Encyclopedia of toys. London: Quarto
- Kripalani, S. (undated). Fun games for parties and all occasions.: Author
- Lanze, Hiraman. (1993). Marathi rangbhumi: Ugam ani vikas. Bhandara: Vivek Prakashan.
- Lowenfeld, V. Brittain, W. L. (1975). Creative and mental growth. New York: Macmillan.
- National Book Trust. (1987). Together in dramaland: Children's dramas from Asia and the Pacific. New Delhi: Author.
- Newson, J. & Newson, E. (1979). Toys and playthings: A practical guide for parents and teachers. New York: Pantheon Books
- Nightingale, Benedict. (1998). The future of theatre. London: Phoenix
- Peseschkian, Nossrat. (1982). Oriental stories as tools in psychotherapy. New Delhi: Sterling Paperbacks.
- Raha, Kironmoy. (1978). Bengali theatre. New Delhi: NBT.
- Robson, D., & Bailey, V. (1995). Games and Activities: Puppets. New Delhi: Pustak Mahal.
- Sangeet Natak Akademi (1989). Contemporary Indian theatre: Interviews with playwrights and directors. New Delhi: Author.
- Singh, R. (1991). Party games. Calcutta: Rupa & Co.
- Supraner, R. (1981). Great Masks to make. New Jersey: Troll Associates.
- Swaminathan, Mina. (1990). Drama and the young child. New Delhi: NCERT.
- Theodorou, Michael. (1989). Ideas that work in drama. Cheltenham: Stanley Thornes Publishers.

- Time Life Books. (undated). Music & Art. Hong Kong: Author
- Vanarase, Shyamala. (1997). Ghashiram Kotwal: Ek Abhyas. Mumbai: Popular Prakashan.
- Watts, I. N. (1991). Great theme parties for children. New Delhi: Orient Paperbacks.
- Whanslaw, W.H. (1957). Everbody's theatre: And how to make it. Surrey: Wells, Gardner, Darton & Co.
- Wood, D. & Grant, J. (1997). Theatre for children: A guide to writing, adapting, directing and acting. London: Faber & Faber.
    Wood, D. (19). Meg and Mog: Four plays for children. London: Puffin Books (Penguin).

VISUAL COMMUNICATION

Course Code: 15306   Sem I: M.Sc. (CMC)

About the course: The course is designed to enrich student's media sensitivities and understand the importance of visual imagery in various media.

No	Content
Block I **Objective – Student will** 1. Understand the difference between seeing and perception. **2.** Learn basics of visual theory.	**Introduction to visual communication theory** Unit 1: How and why we see Unit 2: The concept of visual literacy Unit 3: Sense and Perception of images
Block II **Objective – Student will** **1.** Learn and apply basic principles of design and visual imaging.	**Elements and Principles of design** Unit 1: Understanding visual art Unit 2: Visual aesthetics Unit 3: Balance and harmony Unit 4: Patterns of arrangement and object placement Unit 5: Contrast
Block III **Objective – Student will** 1. Learn to apply elements of typography and color in visual image.	**Typography** Unit 1: Science of signs, images and words Unit 2: Readability Unit 2: Packaging and visuals Unit 3: Effective use of color
Block IV **Objective – Student will** 1. Use of design principles in moving images like animation, film.	**Graphics and Animation** Unit 1: Layout and design Unit 2: Design principles in movies and television Unit 3: Computer-generated images Unit 4: Computer animation in film and television Unit 5: Special effects in film and television

References/Recommended Readings

- Aitchinson, Jim : 2001. Cutting Edge Commercials. Prentice Hall. Singapore.
- Berger,Arthur. 1992. Media Analysis Techniques, Beverly Hills, Calif.Sage.
- Butterworth,M. 1980. Architecture. London.
- Carter David (ed). 2000. Creating Logo Families. Harper Collins. N.Y.

- Lester,,P. 2000. Visual Communication Images with Messages(2nd Edition). Wadsworth.
- Mcluhan,,Marshall. 1964. Understanding Media. Signet.
- Pavitt, Jane . 2000. Brand New. V&A Publ. London.
- Pink S. 2001. Doing Visual Ethnography. Sage. California.
- Porter Tom & Greenstreet Bob . 2002. Manual of Graphic techniques: Mediums & Methods.
- Rose, Gillian. 2001. Visual Methodologies. Sage.
- Shaw Jefferey & Weibel Peter. 2003. Future Cinema. Imaginary after Film. The MIT Press. Canbridge.
- Stoltze Design: 2000. Letterhead and Logo Design 6. Rockport Publ. Gloucester, MA.

Websites : As indicated in the class
Reading Material files available in the Resource Center.

15201	**RESEARCH METHODOLOGY**
15202	**WRITING FOR MEDIA**
15203	**MEDIA RESEARCH & ETHICS**
15204	**INTRODUCTION TO NEW MEDIA**
15205	**COMMUNICATION INITIATIVES 1**
15291	**WOMEN & MEDIA (ELECTIVE I)**

RESEARCH METHODOLOGY

Course Code: 15201   Sem II: M.Sc. (CMC)

Objectives:

This course will enable students to:

1. develop a scientific approach and know the processes of research
2. develop the competence for selecting methods and tools appropriate for research topics

Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
CC6	Research Methodology	4	2	2	50	50	100

No	Content
Module 1 Objective: The student will be able to differentiate between different types of research and their application in Home Science.	**The Research Process** a. Scientific approach to enquiry in comparison to native, common sense approach b. Knowledge, theory and research c. Role, need and scope of research in the discipline of Home Science **Assignment** : *Differentiate between investigative reporting and research report (with examples to be brought by students as exercise)* **Steps in Research Process and Elements of Research** a. Identifying interest areas and prioritizing Selection of topic and considerations in selection b. Review of related literature and research c. Variables- types of variables including discrete and continuous variables Conceptual definitions and operational definitions d. Concepts, hypotheses and theories e Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis Hypothesis testing- null hypothesis, sample distribution, level

	of significance, critical regions, Type I and Type II errors
	f. Research Design
	Research questions, objectives and assumptions
	Assignment: *Types of variables*
	Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion
	Ethics in Research
Module 2 Objective: • The student will be able to identify the various elements of research, apply its knowledge in reading research articles and apply them in their own research work.	**Types of Research** a. Basic and Applied research, Qualitative and Quantitative research (brief review of differences) b. Historical research c. Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research d. Analytic studies- pre-experimental, experimental research, quasi experimental research e. Qualitative research, Ethnography f. Evaluative research- general characteristics, use of qualitative methods in enquiry Scope and importance in Home Science **Assignment:** *Differentiate between (a) basic and applied research (Exercise to be based on actual research papers published in accredited journals) (b) qualitative and quantitative research* *Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples*
Module 3 • The student will be able to formulate different tools for data collection, use them to collect data and code data. • The student will be able to	**Sampling** a. Rationale, characteristics- meaning, concept of population and sample, and utility b. Types of sampling and generalizability of results c. Probability sampling - simple random sample, systematic

differentiate between various sampling techniques and understand their use in research.	random sample, stratified random sampling etc - random and non-random samples, random numbers and use d.. Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples e.. General consideration in determination of sample size Assignment: prepare research proposal.
Module 4 Objective: • The student will be able to compute and apply the various statistical methods and use them in research.	**Tools for Data Collection** a. Primary and secondary methods of data collection b. Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation c. Development of tools, estimation of reliability and validity of tools d. Procedure for preparation of the tool, administration of tools for data collection e. Procedure for data collection f. Planning for data analysis-coding of responses **Assignment :** *Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales* *For a given topic students to frame and discuss the different possibilities of methods and tools*

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20. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
21. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
22. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
23. Nagar, A.L. and Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi.
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26. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.
27. Shenoy, G.V. and Pant, M. (2006) "Statistical Methods in Business and Social Sciences", MacMillan India Ltd., Delhi.
28. Singh, D. (2001) "Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations", Vol. I & II, Atlantic Pub., New Delhi.
29. Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
30. Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.
31. UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission.

WRITING for MEDIA

Course Code: 15202   Sem II: M.Sc. (CMC)

About the course:

The course will provide students with an opportunity to explore and create innovative media writings. It would help the students understand the theoretical perspective and the practical inculcation of various writings developed in contemporary media settings. The analysis of the media material would help combine literature to give the heterogeneous class an opportunity to explore their areas of writings.

No	Content
Module 1 **Objective: The student will** • study the history of texts and the theoretical dimension of writing as coding a language. • understand the elements of writing • Explore the difference and similarities of writing as an art and science in various languages	**Developmental Stages** 1. Historical background of writing 2. Elements of Writing 3. Writing as coding of contents 4. Language for mediated communication Assignments - Writing letters, reports etc.
Module 2 **Objective: The student will** • Study the rules of writing for different media along with their roots of grammatical formation used within languages. • Study the rules of translation from one language to another without changing the sole of the matter	**Principles of Writing** 1. Principles and methods of effective writing, rules of grammar, sentence construction, 2. Paragraphing, narration 3. Translating from one language to another Assignments - Translating from regional language to English and from English to another language
Module 3 **Objective: The student will** • Be able to write in styles customary for various professional and public purposes, as well as to subvert or modify those styles.	**Writing for Media – Print & Web** 1. Difference in formal styles for different media 2. Types of writing: Print, Radio, Television, content writing for websites Assignments - Print reporting, Print copy writing, Content writing for web

Module 4	Writing for Media – Radio & Television
Objective: The student will	1. Writing reports on current events
• Apply professional ethical ways while writing for different media and develop practical understanding them and creating them.	2. Writing reviews of film, radio etc
	Assignments:
	Writing TV and Radio News
• .	Fiction writing
	TV and Radio Commercials

References/Recommended Readings

- Bronfeld, S. 1981.Writing for Film & Television. Simon & Schuster. New York.
- Chris Frost, 2003, Designing for Newspapers and Magazines, Routledge.
- David Spark, Geoffrey Harris, 2011 , Practical Newspaper Reporting, SAGE Publications Ltd
- Fred Bayles, 2011, Field Guide to Covering Local News: How to Report on Cops, Courts, Schools, Emergenices, and Government, Cq Press
- Jones, A.F. & Pollinger, L. (1996). Writing for children: And getting published. London: Hodder Headline.
- Kenneth Kobre, 2012, Videojournalism - MultiMedia Storytelling , Elsevier Science
- Loup Langton, 2009, Photojournalism and Today's News : Creating Visual Reality, Wiley & Sons
- Ryan Thornburg , 2010, Producing Online News: Digital Skills, Stronger Stories, Cq Press
- Stewart Clark, 2003, Word for Word, OUP Oxford.
- Swain Dwight. 1981. Scripting for Video and audio- visual. Focal Press.
- Swain, D. 1982. Film Scriptwriting: A practical Manual. Focal Press. London.
- Terhi Rantanen, 2009 When News Was New, Wiley-Blackwell
- Tim Holmes & Liz Nice, 2012 Magazine Journalism, Sage
- Wayne R. Whitaker, Janet E. Ramsey, Ronald D. Smith, 2012, Mediawriting: Print, Broadcast, and Public Relations (4th edition), Routledge

MEDIA RESEARCH and ETHICS

Course Code: 15203   Sem II: M.Sc. (CMC)

About the course:

The course is designed to orient students in some of the media related research techniques. It will acquaint students with media related laws and legislations in the country and international ones which impact the media scenario. It will also familiarize students to the various ethical issues of concerns with regard to media.

No	Content
Module 1 Objective: The student will • learn about the vast scope of research in print and electronic media	Areas of Media Research 1. Research in Print media- readership, format & layout studies, reading ease studies. 2. Research in Electronic media- ratings & non-ratings research 3. Media Content Research - Content Analysis , Content Development Research

Module 2
Objective:
 	
• The student will develop a deeper perspective of audience research;
• learn audience behavior and effects of the media
	Areas of Media Research
	4. Audience Research
	    a. Critical Perspectives
	    b. Goals of audience research
	    c. Alternative traditions of Research- The Structural tradition of audience measurement.
	    d. The behaviorist tradition – media effects and media users,
	    e. The Cultural tradition and reception analysis.
	5. Cultivation research

Module 3 Objective: • The student will gain proficiency in the laws related to media in the country	Media Law 1. Constitution of India – freedom of speech and expression and their limits – directive principles of state policy, provisions of declaring emergency and their effect on media – provisions for legislature reporting; parliamentary privileges and media. 2. Media related Laws in India – History of press laws in India. Laws relating to defamation –

	provisions in the Indian Penal Code – laws dealing with obscenity – official secrets act- Press and Registration of Books Act- Cinematograph Act, 1953, Prasar Bharti Act, WTO agreement and intellectual property right legislations, - copyright laws- patent laws- convergence legislations including cyber laws and Cable & Television Act- public interest litigation. 3. Legal provisions vis a vis children and Media.
Module 4 Objective: The student will • learn about the importance and necessity of media ethics • understand the role of the various regulatory bodies	Ethics 1. What are Ethics – why are ethics important- how ethics determine action – Potters Box analysis. 2. Need for a code of ethics for Indian print , electronic media.- codes for print, radio, TV and cyber. 3. Role of Press council, Advertising Council and other regulatory bodies. 4. Issues of ethics and child audience.

References/Recommended Readings

1. Anderson. Communication Research. McGraw Hill. New York. 1987.
2. Berelson, B. Content Analysis in Communication Research. Glencoe, Free Press. 1949
3. Berger, Arthur Asa. Media Analysis Techniques
4. Berger, Arthur Asa. Media and Communication Research Methods : An Introduction to Qualitative and Quantitative Approaches. Thousand Oaks. Sage. 2000.
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7. Dorr, A. & Palmer E. Children and Faces of Television. Academic Press. New York.
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15. Priest, S.H. Doing Media Research: An Introduction. Thousand Oaks. Sage. 1996.

16. Williams et.al. Research Methods and the New Media.
17. Wimmer & Dominick. Mass Media Research: an Introduction.(7th ed). Thomson – Wadsworth.Belmont. 2003

INTRODUCTION TO NEW MEDIA

Course Code : 15204   Sem II : M.Sc (CMC)

About the course

The course is designed to introduce basic concepts in New Media. Also, familiarize students with various models and theories of New Media, so as to enable them to understand the role of new media in the society.

Module No	Contents
Module 1 - Cr 1 **Objectives:** Students will:- ▪ understand the concept of digital technology with its role in new age communication ▪ Study the creation of digital communication technologies, focusing on the emergence and the concepts in use. ▪ Critically analyze the new media with theoretical bearing along understanding its importance and constraints.	I. Understanding New Media 1) Digital Technologies and Society a. Digital technology and Communication b. New media history c. Introduction to concepts:- E-mail, Chatting, New graph, BBS and IP d. Voice Fundamentals of internet: WWW, IP, Web page, search engine, browsers etc 2) New media communication as a form of communication a. Social Construction of Technology b. Social theories, Critical theories, Group theories and Analytical theories c. New media power and limitations

Module 2 – Cr 1
Objectives:-
Students will: -
▪ Analyze the relation between users and digital communication technologies/new media content how society uses technologies for social change.
 	
Understand various media forms as a medium of research.
	II. New Media, Social Networking & Identity
	1) Social Media and 'Community Culture'
	   a. Audience centric systems
	   b. Community Culture: Facebook, Twitter, Blogs, Orkut, Linkedin, Friend Finder etc
	   c. Online Dairies, Video Conferencing, SMS, MMS, Mobile Communication
	   d. Issues of online identity
	   e. Social Media as tool for Research

Module 3 – Cr 1 **Objectives:-** Students will: -	1. New Media and Popular Culture 2. Characteristics of New Media and Industry 3. Concept of Convergence

▪ Understand the social and cultural force that shapes communication structure. ▪ Study the use and challenges of new media in digital marketing. ▪ Understand the formation of digital content with its cultural dimensions of participation.	4. Theories and Practice of New Media Convergence, Feedback system, Narrative and multimedia 5. New Media Industry: Software–Marketing, PR, Advertising, Video Games etc. 6. Creating Collaborative Content a. Learning in Participatory Culture b. Ethics of participation
Module 4 - Cr 1 **Objectives:-** Students will: - ▪ Identify and critically asses the usage of media among the generation next. ▪ Understand the information policy, and the governance of digital content and infrastructure.	**General Issues/ questions in New Media** 1. Do new media facilitate different type of learning? 2. How computer games help children learn 3. Issues of Copyright and intellectual property

References

- Christina Prell, 2011, Social Network Analysis: History, Theory and Methodology, Sage Publications, London
- Jill Walker Rettberg, 2008, Blogging, Polity Press
- John Hartley, 2012, Digital Futures for Cultural and Media Studies, Wiley-Blackwell.
- Mary Celeste Kearney (ed), 2011, The Gender and Media Reader, Routledge.
- Robert Hassan, 2008, The Information Society, Polity Publications. NJ
- Ryan Thornburg , 2010, Producing Online News: Digital Skills, Stronger Stories, Cq Press
- Vincent Miller, 2011 , Understanding Digital Culture, *SAGE Publications Ltd*

WOMEN and MEDIA

Course Code: 15291   Sem II: M.Sc. (CMC)

About the course:

The course is designed to provide insights into the field of women and media, bringing together perspectives from gender studies in understanding the role and representation of women in media.

No	Content
Module 1 Objective: The student will • Demonstrate substantial knowledge of foundational and contemporary theoretical literature in the field of gender studies. • Analyze the construction and deconstruction of identity formation of women in media.	Perspectives on Gender studies a. The social construction of sex and gender b. Deconstructing social identity c. Construction of women and womanhood in media
Module 2 Objective: The student will • Study the portrayal of women in various forms of media. • Understand and practically analyze the portrayal of gender and reasons.	Representation of women in media a. Gender, representation and media b. Gender stereotyping in various media (print, TV, films. Advertising) Practical : Content analysis of various media to analyse and indentify women's representation/ stereotyping.
Module 3 Objective: The student will • Study the use of media by women • Study and critically understand the women in different forms of media.	Women's Media a. Understanding women's media consumption b. Women and Soap Operas c. Women's magazines d. Girls and Internet Practical: Survey of women's use of media
Module 4 Objective: The student will • Study the change in media workforce with representation of women in it. • Critically analyze the acceptance and positions women behold in media work	Women in Media • Women's representation in media workforce • Issues and problems women face at media work places. Practical: Interview 5 women working in the media on their experiences of working in a media organization.

place.	

References/Recommended Readings

- Barker, C.D. (1999) Globalisation and cultural Identities. Philadelphia. Oxford
- Blumenthal, D. (1997). Women and Soap Operas: A cultural feminist perspective. London. Praeger.
- Creedon, P.J. (1993) Women in Mass Communication. Newbury Park. Sage.
- Marris P & Thornham S. (2000) Media Studies – A Reader (2nd edition). New York. New York University Press.
- Mazzarella, S.R.(ed) (2005) Giirls, the internet and negotiation of identity. New York. Peter Lang Publishing.
- MumfordL.T.(1995). Love and Ideology in the Afternoon: Soap operas, Women and TV Genre. Bloomington. Indiana University Press
- Ross,K & Byerly, C.M. (2004) Women and Media : International Perspectives. Oxford. Blackwell Publishing.

"Readings for course –Women and Media" available with the teacher/ Resource Center)
Websites, which will be given in the class.

COMMUNICATION INITIATIVES I

Course Code: 15205   Credits: 4

This course allows the students to interact with different groups of children in different locations like schools, recreation centers, orphanages, remand homes, slums etc. and carry out communication, educational and recreational activities.

Objectives: The student will develop-
-         skills to plan and implement and evaluate, intervention programs for children depending on their age, ability and social milieu as per required needs.

Block I : Plan activities as per requirement of the agency or group of children in educational environment or recreational environment.
Block II: Plan activities as per requirement of the agency or group of children in community setting.

SEMESTER III

15301	**RESEARCH AND STATISTICAL APPLICATION**
15302	**CHILDREN AND MEDIA**
15303	**VIDEO PRODUCTION**
15304	**CHILDREN'S LITERATURE & WRITING FOR CHILDREN**
15305	**SEMINAR - ISSUES & CONCERNS IN MEDIA FOR CHILDREN**
15391	**MEDIA APPRECIATION (ELECTIVE II)**

RESEARCH and STATISTICAL APPLICATION

Course Code : 15301   Sem III : M.Sc (CMC)

Objectives:

This course will enable students to:

1. Discriminate between parametric and non-parametric tests
2. Learn to apply statistical tests for data analysis for both large and small samples
3. Know how to interpret the results of statistical analysis of data
4. Be able to summarize data and present it using tables and graphs
5. Develop skills for preparation of research proposals
6. Understand the components of a research report

Module No	Topics

1	**Introduction to Statistics**
	Definition, conceptual understanding of statistical measures, popular concepts and misuse of statistics
	
	Normal Distribution and its Properties
	a. Normal distribution
	b. Binomial distribution
	c. Probability, use of normal probability tables, area under normal distribution curve
	d. Parametric and non-parametric tests
	
	Data Management
	Planning for data analysis – coding of responses, preparation of code book
	Coding of data
	Use of statistical programs
	   - MS Excel
	   - SPSS

2	**Data Analysis** a. Quantitative analysis, descriptive statistics, inferential statistics : Uses and limitations, Summation sign and its properties b. Proportions, percentages, ratios c. Measures of central tendency-mean, median, mode-arithmetic mean and its uses, mid – range, geometric mean, weighted mean d. Measures of dispersion /variability- range, variance, standard deviation, standard error, coefficient of variation, Kurtosis, skewness Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, tertiles, ogive

	e. Large and Small Sample tests and interpretation
	    -. Z-test for single proportions and difference between proportions
	    -. Large sample test for single mean and difference between means
	    -. Small sample tests- 't'-test, paired 't'-test, 'F' Test

3	**Chi square test and its interpretation** a. General features, goodness of fit b. Independence of Attributes **Correlation and Regression and its interpretation** a. Basic concepts b Linear regression and correlation coefficient Regression and prediction c. Rank correlation, Product-moment method **Analysis of Variance and its interpretation** a. One-factor analysis of variance b. Two-factor analysis of variance **Design of Experiments** a. Completely randomized design b. Randomized block design c. Latin square design d. Factorial design

4	**Presentation of Data**
	a. Tabulation and Organization of data- frequency distributions, cumulative frequency distribution, contingency tables
	b. Graphical presentation of data- histogram, frequency polygon, ogive, stem and leaf plot, box and whiskers plot,
	Graphs for nominal and ordinal data- pie diagram, bar graphs of different types, graphs for relation between two variables, line diagram.
	Use of illustrations
	Cautions in visual display of data
	
	The Research Report
	Basic components of a research report- prefatory material, introduction and Review of Related Literature, Methodology, Results, Discussion, Conclusion, Summary, Abstract, Bibliography and Appendices
	Students to design a research study on a topic-
	   - specify type of research
	   - sample selection
	   - protocol/operationalization
	   - tools
	   - tests for statistical analysis
	
	 Preparation of a Research Proposal

References:

Research Methods

1. Bell, J. (1997): Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science, Viva Books, New Delhi
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
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7. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
8. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
9. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
10. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
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1. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi,
2. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed.,Macmillan India Ltd., Delhi,.
3. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi,
4. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi,
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15. Triola, M F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America,

17. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi,

CHILDREN and MEDIA

Course Code : 15302   Sem III : M.Sc (CMC)

About the course
The course pulls together theoretical frameworks of Child Development and Communication, in order to understand the role and impact of media in lives of children.

Module No.	Content
Module No: 1 Students will:- ■ Study the vital aspects of media forms created for children and their understanding of those forms. ■ Gain an in-depth knowledge of what children watch and why. ■ Understand the role of media in the socialization pattern of children	Children and Media – Issues and concerns 1. Children as special audience – characteristics and concerns 2. Children's media usage – uses and gratifications. 3. Attention, comprehension of media formats and content. 4. Children's understanding of realism in media. 5. Media and Family
Module: 2 Students will: ■ Study the significant potential of media to capitalize on the children's ability to enhance development and learning. ■ Explore the dimensions of media in terms of its usage. ■ Learn to interpret the layers of meanings embedded in the media forms.	Media Influences & Impact 1. Media violence and growth of aggression 2. Learning gender roles and growth of Identity. 3. Media, cognition, Imagination and creativity. 4. Educational media – it's use and influences. 5. Advertising – content, comprehension and influences.
Module: 3 Students will: ■ Study the dynamics of media economics, analyzing the areas of concerns while structuring media for children. ■ Strategically execute ideas necessary to create children media and its material. ■ Critically study the constructive role of media in building up the prospects for children.	Children's Media Environment – Industries & Technologies 1. Economic structures of commercial electronic children's media industries 2. Children's television business – programming and structure 3. Digital media and future of children's media 4. Global children's media – perspectives and impact.

▪ Analyze the international and national media material, understanding its dynamics and influence.	
Module: 4 Students will: ▪ Identify and assess the need for critical knowledge and the analytical tools required by the children in understanding the media. ▪ Study the role of policies required to adhere by its media makers. ▪ Explore and understand the importance of media in the rapid shift of technology.	Media Education, Policy and Advocacy 1. Need for Media education – the literate consumer. 2. Theoretical frameworks for media education. 3. Public policy and private use – role of parents and others in monitoring media use of children. 4. Children's Media Policy – historical perspectives. 5. Media Advocacy and social responsibility.

Tutorials :

1. Review of Indian and foreign TV programs on air.
2. Review and analysis of films for children
3. Analysis of children's websites, games, CD's etc.
4. Analysis of children's media behavior.

References/Recommended Readings

Agarwal, B.C. & Aghi, M.B.(eds.) 1987. Television and the Indian Child : A handbook. New Delhi : UNICEF.

Berry, G.L. & Asamen, J.K. 1993. Children & Television : Images in a changing socio-cultural world. Newbury Park. Sage Publications.

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Palmer, E. (1987). Children in the Cradle of Television. Massachusetts: Lexington Books.

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Sparafkin, J & Liebert, R. (1988). The Early Window : Effects of Television on Children and Youth. New York. Pergamon Press.

Unnikrishnan, N. & Bajpai, S. (1996) Impact of Television on Children. New Delhi : Sage.

Ward, S. et. al.,(1986). Commercial Television and European Children. Aldershot : Avebury.

Wartella, E. (1979). Children Communicating : Media and Development of Thought, Speech and Understanding. London : Sage Publications.

VIDEO PRODUCTION

Course Code : 15303   Sem III : M.Sc (CMC)

About the course
The course is designed to help students understand the process of video production from concept to telecast.

Module No	Contents

Module 1 - Cr 1
Objectives:
Student will :-
c.   Know about the production process and people involved in it.
d.   Learn to use the camera and understand basics of creating videospace.
	Introduction to Television Production
	    1. Production team – roles and responsibilities
	    2. Stages in Production
	    3. TV formats and genres
	    4. Creating Videospace
	Practical work - Camera Exercises

Module 2 - Cr 1
Objectives**:**
Student will :-
a.   Gain understanding of different types of TV genres.
b.   Learn to write a basic script of 5 min and 15 minutes for children.
	Scripting and Research
	    1. Research in video production – content, formative, summative, evaluative.
	    2. Types of television scripts.
	    3. Format of TV script.
	    4. Elements of Scripting - Fact Programs/Fiction programs
	Practical work :
	Producing a 5 min concept program for children
	Writing script for PSA / 15 min program for children.

- Module 3 - Cr 1
Objectives:
Student will :-
a.   Learn about lighting and audio in video production.
b.   Will produce a PSA
c.   Will write a script for children's program
	Elements of Video Production - I
	    1. Lighting
	    2. Audio in video production
	Practical work : Producing PSA on child related issue.
	Writing script for 15 min production

Module 4 - Cr 1
Objectives:
Student will :-
d.   Learn about editing and graphics in video production.
e.   Will produce a program for children
	Elements of Video Production - II
	    1. Editing
	    2. Graphics
	Practical work : Producing 15 min program for children.

References/Recommended Readings

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Wurtzel, A. Television Production. McGraw Hill. New York. 1983

CHILDREN'S LITERATURE and WRITING FOR CHILDREN

Course Code : 15304   Sem III : M.Sc (CMC)

About the course
The course seeks to provide an exposure to and theoretical understanding of Children's
Literature, its value and importance in development of the child. The course will equip students
to become sensitive to children's need for appropriate literature and provide them with skills in
developing appropriate and relevant material of varied kinds.

Module No	Contents
Module No: 1 Students will:- ▪ Study the growth of children's literature and gain understanding of different types of children's literature. ▪ Gain an in-depth knowledge of how literature can be used to enhance development of children. ▪ Learn how to analyse children's books.	1. Historical overview of the development of children's literature in India and other countries. 2. Types of children's literature. 3. Role of literature in a child's development. Harnessing literature for Educational, therapeutic purposes & for the socialization of children. Assignment : Evaluation of available children's literature Review of 10 picture books
Module No: 2 Students will:- ▪ Gain an in-depth knowledge of importance of literature in lives of children. ▪ Learn to develop criteria for assessing books and other printed material for children ▪ Will create their own picture books	**Books for the young readers** 1. Values of books and reading in early years 2. Developing reading habits 3. Criteria for analyzing children's story books and stories Assignments : Analyzing children's newspapers, columns in newspapers and children's Magazines Making a original story picture book
Module No: 3 Students will:- ▪ Study and analyse books for older children ▪ Will create a magazine for children ▪ Write an original story for children.	Books for the older readers 1. characteristics of older readers 2. Analyzing existing literature for older children 3. Reviewing children's stories Assignment – Making a magazine for pre teen children Writing a original story for older children

Module No: 4 Students will:- ▪ Gain an in-depth knowledge publishing industry in India	Publishing Children's Literature 1. Economics involved in the production of children's literature. 2. Role of CBT and NBT and other Indian publishers in developing indigenous material for children Assignment – Case study of any one Indian Publisher Visiting a book store and analyzing available material for children Reviewing a book and film based on the book.

References/Recommended Readings

Arbuthnot, M.H. & Sutherland, Z. (1972). Children and books. Illinois: Scott, Foresman & Company.

Bettelheim, Bruno. (1977). The uses of enchantment: The meaning and importance of fairy tales. New York: Vintage Books (Division of Random House).

Edwards, M. A. (1969). The fair garden and the swarm of beasts: The library and the young adult. New York: Hawthorn Books.

Fitzgerald, Burdette,S. (1962). World tales for creative dramatics and storytelling. Englewood Cliffs, New Jersey: Prentice-Hall.

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Spagnoli C. The World of Indian Stories- A Teaching Resource of folktales from every state. Chennai. Tulika. 2003.

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SEMINAR : ISSUES and CONCERNS IN MEDIA FOR CHILDREN

Course Code : 15305   Sem III : M.Sc (CMC)

This course allows the students to undertake small researches on issues that are of interest to them concerning media, and children, also discuss current topics and concerns in media.

Objectives: The student will develop-

1. awareness of current issues in media with special reference to children.
2. skills of self study and analyze current literature and researches.
3. skill in presenting materials in an interesting manner using various presentation media.

No	Content
Block I	Critical evaluation of 2 research articles in the field of Media and Women & Children
Block II	Review of /content analysis of media available to children with special reference to issues like gender/ethnicity/ stereotyping etc.
Block III	Small research based project on impact of media on children or women
Block IV	On going discussion on current issues and debates on controversial topics

MEDIA APPRECIATION

Course Code : 15391   Sem III : M.Sc (CMC)

About the course
The course seeks to provide an exposure to and theoretical understanding of the various media that young people exposed to today. The course will equip students to become aware of the issues and techniques of the different media thereby making them sensitive and critical consumers of media.

Module No	Contents
Module 1 - Cr 1 **Objectives:** Students will:- ▪ Study different types of media forms and its meaning. ▪ Examine, critically analyze and study the media constructions forming a view about its creation. ▪ Seek crucial insights about the society and its reflection on the media and vice-versa.	**Key Concepts in Media** 1. Genre, Narrative, Representation, deconstruction 2. Format-form and content-meaning 3. The concept of form 4. Whole-part relationship 5. Engaging in review / analysis / criticism
Module 2 - Cr 1 **Objectives:** Students will:- ▪ Study the work of the experts and their creation along with the acceptance of the masses. ▪ Examine the popularity and origin of every genre of films and its role. ▪ Demonstrate a broad knowledge of film history, national, international and modes of production. ▪ Demonstrate that they understand the pre-production, production and postproduction filmmaking process.	**AV Media and Fiction** 1. Films: Short-feature, fiction-nonfiction, live action-animation, reportage, documentation, education, etc. 2. AV as spatio-temporal narration 3. Sequence and shot in AV (Film/TV) 4. Genres: Dramatic, narrative lyrical, aesthetic, ritual, ideological
Module 3 - Cr 1 **Objectives:** Students will:- ▪ Understand the reality of news making and news generating.	**News and Non-fiction** 1. Coverage versus construction of News 2. News Audiences 3. News and Democracy 4. Paid news and private treaties

▪ Study the formation of news audiences according the genres created in the news.	
Module 4 - Cr 1 **Objectives:** Students will:- ▪ Study the changing forms of entertainment packaged on television. ▪ Understand how new media has given rise to the phenomena of general readers to create and write news. ▪ Study the various government bodies and their importance in smooth functioning of media.	**Issues & Challenges for Contemporary Media** 1. Reality shows-docudramas etc as mixed formats 2. Social Networking and rise of 'personal' communication 3. Citizen Journalism 4. Propaganda-advertorials-Censorship-regulation

References/Recommended Readings

- Brosius, C. & Butcher, M. (ed.). (1999). Image journeys: Audio-visual media & cultural changes in India. New Delhi: Sage.
- Christina Prell, 2011, Social Network Analysis: History, Theory and Methodology, Sage Publications, London
- Cohen, & Mast, . (1985). Film theory and criticism. New York: Oxford University Press.
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- Mary Celeste Kearney (ed), 2011, The Gender and Media Reader, Routledge.
- Mitra A. 1999. India through Western Lenses – Creating National Images in Films. New Delhi. Sage.
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Lacay Nick. (2004) Introduction to Film Palgrave Mc. Millan, New York.

Semester IV

15401	**DISSERTATION**
15402	**INTERNSHIP**
15403	**MEDIA, SOCIETY AND AUDIENCE**
15404	**COMMUNICATION INITIATIVES**

DIssertation

Course Code :   15401   Sem IV : M.Sc (CMC)

Objectives

The student will develop:
1. Skills in planning and executing a research or production on a given issue.
2. Skills in presenting her research work effectively.

The student will:

1. Conduct original research on any issue of interest to her in the field of Children and
   Media and write a thesis in required format.
   OR
   Produce research based media material for children or about children for
   parents/teachers and others and write a report on the production of the same.
2. Student will have to defend her work in a open viva voce.

INTERNSHIP

Course Code : 15402   Sem IV : M.Sc (CMC)

Students will go for internship in any organization which has media department or is involved in
any media activity.

List of institutions for Internship

1. Any Radio Station – All India Radio, FM Channels (Radio Mirchi, Red FM etc). Community
   Radio
2. Any TV Channel – Star, Zee etc. (Preference will be given to those programming for
   children)
3. Any video production House.
4. Any Newspaper or Magazine
5. Any NGO which needs media professional.
6. Website developers.
7. Schools and Recreational Centers as media teachers/workers.

MEDIA SOCIETY and AUDIENCES

Course Code : 15403   Sem IV : M.Sc (CMC)

About the course:
The course is designed to create an awareness and sensitivity to the social implications of media exposure and use. It helps students examine varied media audiences.

Module No	Contents
Module: 1 Students will: ▪ Study the complexity of social, political and philosophical principles understanding the ideas about the relationship between the media and society. ▪ Study the theoretical perspective of media embedded in the society and its implication. ▪ Critically evaluate the issue of media power and its competence to revolutionize, along its role in society. ▪ Interrogate common sense assumptions of media influence against sociological explanations of the way the media works.	**Theories of Media, Culture & Society** Types of Media Society theories. Issues of Power, Social Integration and Change Normative theories of Media Performance & Social Scientific theories Issues of Freedom, Equality, Diversity, and Information Quality. Media Institutions, Structure & Performance Assignment: Presentations on media institutions in India – their structure and performance.
Module: 2 Students will: ▪ Study the significance of audiences and the concept of mass. ▪ Understand how the technology streamlines the audiences according to its forms. ▪ Explore the formation of audiences by studying different models.	**Media Audiences** Origin of Mass Audience Audience as a group & as Market Technology as source of change in audience formations A structural approach to audience formation. Functionalist Model- The uses & gratification model
Module: 3 Students will:	**Media and Culture** Culture, Ideology and Popular culture and Mass Culture

▪ Critically analyze media and cultural forms in relation to industries and organizations, public discourse and politics, technology, subcultures and globalization. ▪ Appreciate the significance of media and culture in contemporary social and political life.	Structuralism- Ferdinand Saussure- Roland Barthes (mythologies) Post Structuralism- Jacques Derrida - Jacques Lacan – Michel Foucault Marxism – Frankfurt School and Gramscian studies. Post Modernism- Jean Baudrillard- Fredric Jameson- Jean Lyotard
Module: 4 Students will: ▪ Study the changing features of media and its impact ▪ Critically analyze the impact of television on globalization. ▪ Understand key concepts, such as 'representation', 'ideology', 'political economy', 'and consumer culture '.	**Intercultural and Transnational Communication** Interrelationship between media, commercial interest and concepts of modernity. Issues of cultural imperialism due to globalization of television. Issues of transnationalisation, cultural imbalance and cultural identity in media content.

References/Recommended Readings

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- Nowall, D. Mass Communication Theory, London, Sage 1986.
- Sandra J. Ball-Rockeach AND Muriel G. Cantor, Media, Audience and social structure, London, New Delhi, Sage

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- Nowall, D. Mass Communication Theory, London, Sage 1986.
- Sandra J. Ball-Rockeach AND Muriel G. Cantor, Media, Audience and social structure, London, New Delhi, Sage

COMMUNICATION INITIATIVES II

Course Code : 15404   Sem IV : M.Sc (CMC)

This course allows the students to interact with different groups of children in different locations like schools, recreation centers, orphanages, remand homes, slums etc. and carry out communication, educational and recreational activities.

Objectives: The student will develop-
-        skills to plan and implement and evaluate, intervention programs for children depending on their age, ability and social milieu as per required needs.

Block I : Plan activities as per requirement of the agency or group of children in educational environment or recreational environment.
Block II: Plan activities as per requirement of the agency or group of children in community setting.