

CD419 Development Journalism

(L2+T1+P2= CH7) 5 credits

Course Outcomes

On completion of the course the student would be able to -

1. Demonstrate a comprehensive understanding of the profession and practice of Journalism.
2. Exhibit the skills of journalistic news gathering, editing and writing in multiple formats of print, web, photo and other convergent media platforms.
3. Identify, analyze and interrogate the development imperatives of events, policies and other documents to develop it into journalistic writing.

Course Content

Unit I

Development Journalism: Origins of development journalism, Concept and types of Journalism, Duties and responsibilities of the journalist, Role and importance of development journalism-national and international perspectives, evaluation of the concept of development journalism, market driven media vis-a-vis development journalism, Changing trends in journalism, News gathering techniques.

Unit II

Writing for Print: Principles of news writing, News values, News story, News structure, concept of inverted pyramid, lead paragraph, quotations and back grounding, Headlines and caption writing. Feature writing, types of feature, profiles, writing columns. News sources, skills of research for development reporting, freelance. Development writing for magazines

Unit III

Writing for broadcast and web: Writing for eyes and ears. Characteristics of web writing, technical writing, blogs, online journalism for development cause. Freedom of Expression, Restrictions on publications, ethics and responsibility, defamation, libel, Citizen Journalism.

Unit IV

Photojournalism: Introduction to photography, Types of camera and lenses, Focal length, F-Stop, Shutter speed, Depth of Field, Perspective and angle of view, Special Purpose lenses, Colour temperature; Setting White balance, Modes of light metering, Use of camera flash, Shooting in diverse light, Sensitivity: use of ISO, Using color and image correction software

Textbooks

1. Batty Craig and Cain Sandra (2010). Media Writing: A Practical Introduction. Palgrave Macmillan.

2. Stovel J. (2006). Writing for Mass Media, 6th edition. Allyn and Bacon.

Suggested Readings

1. Melvin Mencher (2006). News Reporting and Writing. 10th edition. McGraw-Hill.
2. Strunk, William & White, E.B. (1999). The Elements of Style. Longman.
3. Clark, Roy Peter (2006). Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown.
4. Raman, Usha (2009). Writing for the Media, OUP.

CD420 Introduction to Audio and Video Production

(L2+T1+P2=CH7) 5 credits

Course outcomes

On completion of the course the student would be able to -

1. Demonstrate the skills to use audio and video as a medium for effective communication for information, entertainment and social change
2. Produce different types of radio and television programs.
3. Write scripts for multiple formats of radio and television programmes
4. Edit audio and video files to develop finished program packages

Course Content

Unit I

Introduction to radio: Characteristics of Radio, Basic principles of audio production - Making of a radio station, Understanding the techniques of radio productions, Field and studio recording.

Unit II

Writing for Radio: Key elements of radio writing, anchoring, Radio Jockey - Formats of Radio programs - Announcement, talks, features-documentaries, plays, dialogue, writing, newsreel, discussion, interviews, news-writing, commercial/jingles, music.

Unit III

Sound Editing: Sound in Radio Production, Recording Console, Microphone, Recording Software, Editing Software, Sound Editing Techniques, Microphones, Radio Programmes, Multi-track recording, Special sound effects, Sound Aesthetics/Treatment, audio control, cables, connectors, Sound Mixing.

Unit IV

Introduction to television: Characteristics of Television, Types of Camera, Parts of Video Camera, Operations of Camera, Video formats, Types of lenses, Single Camera Productions, Multi-camera productions, Television programs and formats.

Unit V

Visual Compositions: Stages of Television Production, Compositions, Shot Scene Sequences, Rules of Compositions, Lighting design, Types of lighting, Importance of lighting, Sound design, Sound effects, Set and props design. Floor Plan.

Unit VI

Video Editing: Editing Techniques, Linear and Non Linear editing, Video Transitions dubbing and subtitling sound bites, signature tune, packaging.

Textbooks

1. Wilby, Pete (1996). The Radio Handbook. London: Rutledge.
2. Mcleish, Robert (2005). Radio Production. Focal Press.
3. Zettl,H.(2006) Handbook of Television Production, Wadsworth.
4. Shelley, S.L. (1999) A Practical Guide to Stage Lighting, Focal Press.

Suggested Readings

1. Compesi, Ronald J et.al (1997) Video field Production and Editing, Allyn& Bacon
2. Burrows, Thomas D., et.al. (2000) Video Production: Disciplines and Techniques. McGraw-Hill
3. Stewart, Peter (2010). Essential RADIO Skills. A&C Black Publishers

CD421 Research, Monitoring and Evaluation

(L3+T1+P0= CH4) 4 credits

Course Outcomes

On completion of the course the student would be able to -

1. Appreciate and contextualize the need, role importance, functions and ethics of domain research as well as interdisciplinary research.
2. Differentiate the various types of research according to their applicability during various phases of a C4D campaign
3. Use appropriate research methods and tools to collect quantitative and qualitative data
4. Establish the significance of research, monitoring and evaluation in conducting C4D projects.

5. Apply the theoretical knowledge of research to develop monitoring and evaluation plans for minor C4D campaigns.
6. Identify and apply appropriate indices, variables and indicators for a M&E plan
7. Use statistical methods to analyse data and develop reports for empirical research

Course Content

Unit I

Definition and Types of Research. What is research? Research methods and approaches in Social Sciences. Why research is important in C4D? Understanding C4D research in the context of Social Ecological Model (SEM). Research at different stages of a C4D programme cycle – Formative, Process, Summative. Different research designs – Descriptive, Exploratory, Analytical, Experimental, Action research designs. Quantitative and Qualitative approaches in research.

Unit II

Quantitative research for situation analysis: Identification of research problem, review of literature, drawing hypothesis/research questions, variables and indicators. Survey method. Types of survey – longitudinal, panel, cohort studies. Sampling techniques – probability and non-probability sampling. Tools of data collection. Designing of questionnaire and schedule.

Unit III

Qualitative research for situation analysis: Inductive and deductive logic in research. Ethnography, ethno methodology, Qualitative research tools – observation method, case studies, focus group discussions, interview techniques. Participatory research as a distinct approach in C4D.

Unit IV

Monitoring and evaluation (M&E) – Need for M&E – correlating objectives and indicators, Internal and external M&E. Programme Cycle Management and M&E. Different approaches in M&E – Programme Evaluation and Review Technique (PERT), Critical Path Analysis (CPA), Logical Framework Approach (LFA).

Unit V

Data Analysis and Reporting – data analysis techniques – coding and tabulation – non-statistical methods – descriptive– statistical analysis – univariate, bi-variate, multi – variate tests of significance — central tendency –preparation of research reports/project reports/dissertations, Referencing and Citation Style. Other modes of reporting data – infographics, audio-visual reporting. Ethical perspectives in research and reporting.

Textbooks

1. Lindlof TR and Taylor BC. (2002). Qualitative Communication Research Methods. Sage.
2. Babbie, Earl. (2007) The Practice of Social Research. Thompson Wadsworth.
3. Fink, Arlene. (2005) How to Conduct Surveys: A step-by-step guide. Sage.

Suggested Readings

1. Reinard, John C. (2006). Communication Research Statistics, California State University: Sage publication.
2. Merrigan, and Gerianne and Carole L. Huston.2009. Communication Research Methods. Oxford University Press.
3. Byrne, Ailish. (2009). Evaluating social change and communication for social change: New perspectives. Available at http://archive.cfsc.org/pdf/evaluating_social_change_and_communication_for_social_change_new_perspectives_by_ailish_byrne.pdf
4. Lennie, June and Jo Tacchi. 2011. Researching, Monitoring and Evaluating Communication for Development: Trends, Challenges and Approaches.http://www.unicef.org/cbsc/files/RME-RP_Evaluating_C4D_Trends_Challenges__Approaches_Final-2011.pdf

CD422 Participatory Audio and Video Production

(L2+T1+P3= CH9) 6 credits

Course Outcome

On completion of the course the student would be able to -

1. Illustrate the characteristics of Participatory media and explain how it is distinct from the mass/ mainstream media.
2. Describe the role of Participatory media in reaching development outcomes.
3. Narrate the origins of Participatory Video and Community Radio and infer the need for the emergence of these media forms.
4. Explain about the work and contribution of some of the CR and PV initiatives undertaken globally and in India towards empowering people's voices.
5. Demonstrate the skills required for facilitating the production of participatory radio and video projects with community groups.
6. Plan and implement a PV project in a nearby community.
7. Facilitate the production of participatory radio productions with members of a nearby community.

Course Content

Unit I

Participatory media: Introducing participatory media, Characteristics of participatory media, distinction from mainstream/ mass media, different types/ forms of participatory media, role of participatory media in the development process

Unit II

Participatory Radio: Historical origins of the struggle for the democratization of airwaves in India - different commissions set up for the review of broadcasting in India and their recommendations, Supreme Court judgement of 1995 and the struggle for Community radio thereafter; Concept, Philosophy and Policy of Community Radio in India, Role of CR in development, Select Case Studies of CR initiatives in India – Sangham Radio, Ujjas Radio, Namma Dhvani, Radio Namaskar, Brahmaputra Community Radio Station and others

Unit III

Participatory Video: What is PV? Origins of PV, Don Snowden and the Fogo Process, Why PV? Understanding the PV process, Tools and techniques of PV, Case studies of PV initiatives – Insightshare, DDS Community Media Trust, Video Volunteers, Video SEWA, Sangwari Khabariyas and others

Unit IV

Planning and implementing PR and PV projects: Students plan and implement a PV project in a nearby community. They also facilitate the production of participatory radio productions with members of a nearby community.

Textbooks

1. Tabing, Louie. (2002). How to do community radio, Unesco Publication, New Delhi.
2. Lunch, Nick and Lunch, Chris. (2006). Insights Into Participatory Video- A handbook for the field. Insightshare.

Suggested Readings

3. Pavarala, Vinod and Malik, Kanchan K. (2007). Other Voices. Sage Publications.
4. White, Shilley A. (2003). Participatory Video – Images that Transform and Empower. Sage Publications.
5. Gumucio-Dagron, Alfonso. (2001). Making Waves. The Rockefeller Foundation

CD424 Media Message Designing for Development

(L2+T1+P2= CH7) 5 credits

Course Outcomes

On completion of the course the student would be able to -

1. Design and produce communication materials in various formats individually and collectively on developmental themes.
2. Produce individuals and group outputs – posters, leaflets, PSAs in print and audio-visual media, merchandizing ideas.
3. Apply message design principles for designing communications campaigns for various development activities.
4. Strategize communication approaches for motivating and furthering social change.

Course Content

Unit I

Communication Channels: Various communication channels. mediated and non-mediated forms – print and audio-visual media, out-of-home media, folk and community media, digital and social media, Interpersonal Communication; channel characteristics – reach, adaptability, cost, possibility for interactive use, suitability of various communication channels to specific message types

Unit II

Message design framework, appeals and formats: What is message design; components of a message; message design framework – understanding the factors that affect the persuasiveness/ effectiveness of a message - source, receiver, channel, content, context; message appeals – awareness appeals, instruction appeals, persuasion appeals; designing message appeals to tap into social incentives; message framing; message formats, i.e ‘how’ the message is delivered - ‘who’ delivers the message, delivery platforms/ communicative places, styles of presentation – factual/ narrative

Unit III

Message development, testing and material production: Developing messages and producing materials in various forms/ formats – slogans, Public Service Announcements (PSA) in print/ audio-visual media, posters, leaflets, brochures, interactive games, training modules, merchandises; understanding the creative process - idea generation, copywriting/ drafting the message text, using images/ illustrations, layout and design principles, scripting and storyboarding; pre-testing messages using various methods – self-administered questionnaires, intercept interviews, focus groups, gatekeeper reviews; understanding participatory message designing

Unit IV

Dialogue-based methods and materials – Purpose and goals of dialogic communication; community dialogue and fostering ‘safe’ spaces, tools and techniques of CD – community networks, mapping exercises, transect walks, focus groups, materials to stimulate open-ended discussions between different groups of stakeholders; steps for successful community dialogue

Textbooks

1. Dua, M. R & Gupta, V.S. Media and Development: Themes in Communication and Extension. New Delhi: Har Anand Publications, 1987
2. Mody, B. (1991). Designing messages for development Communication, New Delhi; Sage Publications. Rice, R. E., & Atkin, C. K. (Eds.). (2012). Public communication campaigns. Sage.

Suggested Readings

3. Mefalopulos, P. (2008). Development Communication Sourcebook. The World Bank.
4. Moffitt, M.A. (1999). Campaign Strategies and Message Design: A Practitioner's Guide from Start to Finish. Praeger Publishers.
5. McPhail, T. L. (2009). Development communication: Reframing the role of media. UK: Wiley Blackwell.

Semester III CD425 Campaign Planning

(L2+T0+P3= CH8) 5 credits

Course Outcome

On completion of the course the student would be able to -

1. Apply the concept of campaign planning and planning models.
2. Distinguish the phases in the communication strategy planning process and explain links among strategic steps.
3. Execute a Communication based assessment (CBA) in the context of a development issue and identify programmatic goals.
4. Implement a participant analysis by identifying appropriate participant groups/ target audiences/ stakeholders to address.
5. Perform a Communication Channels Analysis and mapping of communication channels and their characteristics.
6. Identify and apply suitable communication strategies for specific target audiences to fulfil specific communication objectives.

7. Identify the appropriate communication design/ strategy mix for different communication contexts and plan communication activities against specific communication objectives.
8. Produce communication materials/ productions as appropriate to the campaign.

Course Content

Unit I

Intro to Campaign Planning: Campaign – the concept; Planning Models – ACADA, P Process, COMBI, MOA; Understanding the phases of a communication campaign plan – 1. Communication based assessment, 2. Strategy Design, 3. Implementation, 4. Monitoring and evaluation. (Phases 1 and 2 only will be detailed as part of this course. Phases 3 and 4 will be elaborated within other courses)

Unit II

Communication Based Assessment (Phase 1): Understanding CBA, doing the Situation analysis/ assessment, application of the SEM model in situation analysis, participant/ analysis and identifying appropriate target audiences/ stakeholders, setting communication goals/ objectives (SMART goals) at multiple levels, Communication practices/ media channels analysis

Unit III

Strategy Design (Phase 2): Introduction to key strategic communication approaches - Advocacy, Social Marketing, Media Campaigns, Entertainment Education, Peer Education, Capacity Strengthening, Social Mobilization, Dialogue-based approaches, SBCC approach; Understanding each of these approaches, context for their use, their components, applicable communication tools etc; Deciding on the appropriate strategy design; Selection of appropriate communicative platform/ tool/ channel; Preparing the Communication Action Plan.

Unit IV: Case Studies of Communication Campaigns

Textbooks

1. Mefalopulos, P. (2008). Development Communication Sourcebook. World Bank. Available at <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/752011468314090450/development-communication-sourcebook-broadening-the-boundaries-of-communication>
2. Rice, R. E., & Atkin, C. K. (Eds.). (2013). Public communication campaigns. Fourth Edition. Sage.

Suggested Readings

1. Mefalopulos, Paolo and Chris Kamlongera. (2004). Participatory Communication Strategy Design: A Handbook. Available at <http://www.fao.org/3/y5794e/Y5794E00.htm>
2. Jethwaney, J. (2016). Social Sector Communication in India – Concepts, Practices and case Studies. Sage.

3. Writing a Communication Strategy for Development Programmes. (2008). UNICEF Bangladesh

CD426 Folk and Community Media

(L2+T0+P3= CH8) 5 credits

Course outcomes

On completion of the course the student would be able to -

1. Critically evaluate the importance of community and folk media for dialogical communication processes.
2. Summarize and compare different formats and forms of peoples' media practiced in India and abroad, with special emphasis on street theatre, theatre of the oppressed and puppetry.
3. Conduct and facilitate sessions of participatory theatre to forge discussion around issues of social importance.
4. Plan, script and execute puppetry shows for facilitating community dialogue around issues of common interest.
5. Hand-hold and train community groups to use participatory theatre and puppetry for fostering dialogue around issues of social change

Course Content

Unit I

Community: Definitions, concept and characteristics of a community; Community norms, customs and institutions in contemporary India. Community social capital. Communities as stakeholders in development. People's participation in development - nature, type and levels. Role of groups, community institutions and people's participation in programmes and initiatives of social change.

Unit II

Community media: Definition, meaning, purpose and importance. Community media as alternative to mainstream media. Role and trends of modern media business, limitations and advantages. Community media as public sphere. Nature of Traditional Media, History and forms of traditional media in India and Northeast. Culture and tradition -Meaning of culture, tradition, folklore, oral tradition. Different folk media in India and Assam, devotional and religious forms,

Unit III

People's Theatre: Street theatre as a tool for social change. Theatre of the oppressed, Forum Theatre. Distinction between proscenium and street theatre. Steps in the development of theatre

production. Various exercises (improvisation, voice exercises, movement, coordination). Research and scripting. Performance and feedback. Advantages of using participatory theatre for development messaging.

Unit IV

Puppetry: Nature of puppetry. Different kinds of puppets and puppet theatre. Story-telling techniques. Scripting and story board. Puppetry and new media. Strengths and limitations of puppetry.

Textbooks

1. Mason, Bim. *Street Theatre and Other Outdoor Performance*. London and New York: Routledge, 1992.
2. Meher R. Contractor, *Creative Drama and Puppetry in Education* (New Delhi: National Book Trust, 1984).
3. PutulYatra: An Exhibition of Indian Puppets, New Delhi: SangeetNatakAkademi, 1998
4. Durga Das Mukhopadhyay (1994), *Folk Arts and Social Communication*, Publications Division, Ministry of Information and Broadcasting, Government of India.

Suggested Readings

1. Meyerhold, Vsevolod. "The Fairground Booth." *Meyerhold on Theatre*. Translated and edited by Edward Braun. Hill and Wang, 1969.
2. *Street Theatre: Impressions and Images*. Education and Culture: Culture 2000
3. Rene Simmen, *The World of Puppets* (New York, 1972).
4. Cohen-Cruz, Jan. *Radical Street Performance*. Routledge, 1998.

CD427 New Media for Development

(L2+T0+P2= CH6) 4 credits

Course outcomes

On completion of the course the student would be able to -

1. Apply ICT theories to interpret the technological advances of convergent media within the context of Indian society
2. Compare and contrast the advantages and disadvantages of ICT mediated development initiatives within developing societies
3. Interrelate the competencies required to maneuver the advantages of new media
4. Develop content for social media platforms to further discussion around development issues

Course Content

Unit I

Understanding New Media and ICT: Concept of New Media, New media vs. old media, Concept of ICT, Functions of ICT, Different types of ICT, Understanding of Digital Media, Characteristics of Digital Media, Importance of customized media communication for specific target group with the help of ICT

Unit II

Social Media and development: Concept of social media; use of social media for development, Social networking site, Twitter, Blogs, YouTube, Citizen Journalism, Democratic and decentralized processes in development. Technology and culture: community and identity; participatory culture

Unit III

ICT and Development: Use of ICT for development; e-learning; Web commerce; Mobile telephony and Development: telecom industry in India.

ICT for Development its societal implications; Evolution of ICT in Development Endeavour; ICT and MDGs, SDGS, ICT Projects implemented in India and Northeast – Problems and Prospects.

Unit IV

Digital Revolution and Digital Communication: Basics of New media theories - Information Society; Surveillance society; Digital Divide, Knowledge society; Network society. Works of Machlup, Bell, Negroponte and Castells.

Textbooks

1. Fuchs, Christian. 2014. *Social Media: A Critical Introduction*. London: Sage.
2. Jenkins, Henry (2006). *Convergence Culture: Where Old and New Media Collide*. New York, London: New York University Press.
3. Hassan Robert (2004). *Media, Politics and the Network Society*, Open University Press.
4. Manovich, Lev. 2001. *The Language of New Media*. Cambridge, Massachusetts: MIT Press

Suggested Readings

1. Hassan Robert, Thomas Julian (2006). *The New Media Theory Reader*. Open University Press

CD428 NGO Participation and Management

(L-3-T0-P-0=CH-3) 3 credits

Course outcomes

On completion of the course the student would be able to -

1. Illustrate and compare the concept and functions of NGOs and other civil society organizations.
2. Identify and evaluate the organizational process, norms, values and strategies of NGOs and demonstrate their abilities and reflection in running an NGO
3. Analyze, plan, apply and demonstrate their skills and abilities in resource management and resource mobilization of the community.
4. Evaluate the legal prerequisites for the establishment of an NGO, and integrate and demonstrate the abilities of project planning and management.
5. Demonstrate the skills for reflections and adoption of strategies for advocacy programs of NGOs.

Course Content

Unit I

NGOs as part of the development debate: What is development?—overview of differing notions of ‘development,’ with specific reference to third world contexts.

Role of Development Organisations (DOs), both state and non-state; conceptualising the role of civil society. History and evolution of NGOs (as a type of DO); changing interface between state and civil society, government and Non-Government Organisations, from colonial to post-colonial times.

The role of NGOs in the initial period of Independence as part of nation-building in post-partition India; the impact of globalisation, neo-liberal policies of the state, and social media, on the NGO sector and people’s movements /campaigns in contemporary times.

The overall impact of NGOs on development perspectives: role of prominent NGOs such as PRADAN, Samaj Pragati Sahyog (SPS), Grameen Bank, and the like.

Unit II

The presence of NGOs on the ground: The magnitude and status of NGO sector in India: numbers, funds, resources at the disposal of NGOs, their increased role in decision making and policy formulation. The different types of NGOs, their relative merits and demerits—voluntary organisations, registered societies, cooperative societies, charitable trusts, producer companies, and the like.

Corporate Social Responsibility (CSR) as a recent development: examining its pros and cons through varied examples.

Prominent success stories (and failures) of NGOs from different sectors (E.g. Watershed development, livelihoods, forestry, art and crafts, health, peace and education)

Challenges and opportunities of the NGO sector: lack of visibility and ineffective communication, impacts of foreign funding, and restrained autonomy in the present-day political scenario.

Unit III

The role of NGOs in service delivery: Role of NGOs in institution building at the grass roots— processes of establishing egalitarian village level institutions, and self-reliant community based organisations. Role of NGOs in cultivating local leadership and enhancing local capacities through proper training and awareness building. Role of NGOs in popularising decentralised approaches and participatory development, particularly since the 1990s.

Role of NGOs in cases of specialised caregiving in institutions such as prisons, hospitals, asylums and juvenile homes. Role of NGOs in improving transparency and accountability of the welfare state and ensuring access to services; added role of NGOs in right-based work.

Unit IV

NGO Functioning—formation and management: Vision, mission, goals, development of core strategies and objectives. Procedures for registration under concerned legislation: Societies Registration Act, Companies Act, Public Trust Act, Cooperative Act, Income Tax (12A, 80G), and implications of FCRA. Understanding project cycles: charting project implementation in stage-wise manner from project conceptualisation to withdrawal.

Tools of NGO Management: micro-planning, strategic planning, LFA, other monitoring and evaluation tools, bookkeeping, procedures of institution grading, methods of fundraising, effective communication through media platforms, and proper budgeting. Design principles for proper institutional functioning; cardinal principles and good practices for ensuring the sustainability of village institutions.

Textbooks:

1. Dadarwala, N.H. 2005 Good Governance and Effective Boards for Voluntary/Non-profit Organisations, New Delhi: CAP.
2. Abraham, A. (2015). *Formation and management of NGOS*. Allahabad: Universal law publishing
3. PRIA 2000 Defining Voluntary Sector in India: Voluntary Civil or Non-profit, New Delhi: PRIA

Suggested Readings

1. Ostrom, E. (2015). *Governing the commons: the evolution of institutions for collective action*. Cambridge: Cambridge University Press
2. Brody, R. 2004 Effectively Managing Human Service Organizations, Sage Publications.
3. Bryson, J. M. 2004 Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and sustaining Organizational Achievement