SAMPLE OR SUGGESTED CURRICULUM ALIGNED TO OUTCOMES BASED EDUCATION FOR BACHELOR OF ARTS IN COMMUNICATION

PROGRAM SPECIFICATIONS

1. **Program Description**

   1.1 Degree Name

   The degree name under this program shall be called **Bachelor of Arts in Communication** (BA Communication).

   1.2 Nature of the Field of Study

   Communication as a field of study covers the various ways by which humans communicate. It focuses on how verbal and non-verbal messages are used to create meanings in different contexts using diverse media platforms. It includes a broad range of subject matter ranging from the study of communication in interpersonal relationships, groups, organizations, and cultures.

   1.3 Program Goals

   This program aims to equip students with the knowledge and skills in the theory and practice of communication applicable in various professions and contexts, with focus on the media professions.

   1.4 Specific Professions/Careers/Occupations for Graduates

   Graduates of this program may find employment as public and corporate communication/information officers, social science and communication researchers/analysts, communication/media planners and managers, program/project development officers, public relations and advertising practitioners, media practitioners, learning system designers, multimedia designers, and allied/related professions.

   1.5 Allied Fields

   The allied programs for BA Communication are Development Communication, Journalism, Broadcasting, Multimedia (Digital Media) Studies, Public Relations, Advertising, and Integrated Marketing Communication.

2. **Program Outcomes**

   The minimum standards for the BA Communication program are expressed in the following minimum set of learning outcomes:

Common to all programs in all types of schools

- The ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. (Philippine Qualifications Framework or PQF level 6 descriptor)
- The ability to effectively communicate orally and in writing using both English and Filipino
- The ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- A recognition of professional, social, and ethical responsibility
- An appreciation of "*Filipino historical and cultural heritage*" (based on RA 7722)

Common to Social Sciences and Communication

Graduates of the Social Sciences and Communication programs are able to:

- Understand and apply social science concepts and theories to the analysis of social issues;
- Design and execute social research using appropriate approaches and methods; and
- Practice professional and ethical standards in the fields of social sciences and communication.

Specific to the Bachelor of Arts in Communication Program

Graduates of BA Communication are able to:

- Define and access information needs; assess and organize information and knowledge; produce, share and utilize information and knowledge;
- Communicate in different formats and platforms (print, broadcast, and online);
- Prepare communication/media plan;
- Conduct communication and media research and evaluation;
- Develop and produce communication materials in different formats and platforms;
- Demonstrate communication management and leadership skills;
- Develop entrepreneurial capabilities;
- Adhere to ethical standards and practices;
- Know and practice rights and responsibilities and accountabilities in the communication profession;
- Demonstrate a development orientation in communication work.
- Apply communication theories/models, principles, practices, and tools in development work.

Common to a horizontal type as defined in CMO 46 s 2012

1. For professional institutions: a service orientation in one's profession
2. For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
3. For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) must, in addition, have the competencies to support "national, regional and local development plans." (RA 7722).

A PHEI, at its option, may add mission-related program outcomes that are not included in the minimum set.

3. Sample Performance Indicators

Program Outcomes	Sample Performance Indicators
Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge.	Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques. Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories. Appropriate and responsible sharing and use of information and knowledge generated from different sources
Communicate in different formats and platforms (print, broadcast, and online)	Clear and effective writing for different formats and platforms. Clear, fluent, and engaging delivery of speeches, broadcast news and commentaries, and other oral presentations. Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication.
Prepare communication/media plan	Evidence-based situational analysis Audience-specific communication objectives and strategies Concrete monitoring and evaluation indicators

Conduct communication and media research and evaluation	Comprehensive literature review and exhaustive research Appropriate research or evaluation framework Sound research or evaluation design
Develop and produce communication materials in different formats and platforms	Creative and innovative conceptualization and design of audience-specific communication materials Skillful and responsible use of relevant technical equipment and software Skillful use of gender and culture -sensitive and politically-correct language in message development
Demonstrate communication management and leadership skills	Efficient and effective use of resources Sound design of communication programs and projects Competent use of planning, monitoring, and evaluation (controlling) tools
Develop entrepreneurial capabilities	Skillful business analysis and identification of communication-driven business opportunities Innovative and creative engagement in business ventures Effective use of marketing communication strategies
Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system Clear understanding of professional codes of conducts, standards, and practices Ethical in making choices and decisions professionally
Know and practice rights, responsibilities, and accountabilities in the communication profession	Clear understanding of freedom, rights, and responsibilities Observance of communication media laws Clear understanding of the role of media in a democratic society
Demonstrate development orientation in communication work	Clear understanding of local, national, and global development issues and agenda Clear understanding of development theories and paradigms

	Deft integration of development issues and concerns in communication projects
Apply communication theories/ models, principles, practices, and tools in development work	Skillful use of participatory strategies in planning, implementing, and evaluating communication programs. Skillful use of communication strategies in mediation, negotiation, and resolution.

CURRICULUM

4. Curriculum Description

The curriculum for BA Communication includes general education courses, core courses, required courses, electives, and thesis/special project. Courses that would generate a particular track, concentration, or area specialization may also be offered.

General Education Courses essentially prepare the students for the study of communication with exposure to the other social sciences, the humanities, and the natural sciences, based on CHED CMO on General Education (CMO 59, s. 1996).

Core Courses provide an overview of the discipline.

Required Courses introduce the student to the subfields of communication.

Electives expose students to various fields of inquiry in the field of communication as well as in the social sciences (e.g., psychology, anthropology, sociology, history, political science) and the humanities (e.g., arts, literature, theater).

Internship provides the students a hands-on experience in the use of communication in the industry.

Thesis/Special Project enables students to apply research skills, from conceptualization of a research topic to data gathering, report writing, and presentation of findings or production of a creative work. The student takes this course in the final year.

Curriculum Guidelines

1. Required courses and electives have prerequisites to ensure maximum appreciation and understanding of the courses. These should be followed, except in cases where the faculty adviser/instructor decides that these could be waived.

2. The BA Communication curriculum requires an internship course with a minimum of 200 hours of communication-related work preferably in

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a communication media organization. This may be taken during the summer after the student's third year.

3. The institution may offer particular major courses in Communication, depending on its strengths and areas of concentration, in addition to the minimum core and required courses in this CMO.

4. Electives in the social sciences and humanities are included in the curriculum to enrich the student's understanding of communication as a field of study, and to highlight the multidisciplinary nature of communication.

5. HEIs are free to enhance and follow different patterns and modalities based on their areas of strengths and the needs of their clients; provided minimum program outcomes have been integrated, and required prerequisites have been satisfied.

5. Sample Curriculum

5.1. Components:

Courses	No. of subject	Equivalent Units Per Subject	Total Units
General Education Courses	**21**		**63**
Language & Literature	8		24
English	3	9	
Filipino	3	9	
Literature	2	6	
Mathematics & Natural Sciences	5		15
Mathematics	2	6	
Natural Sciences	2	6	
Science Elective	1	3	
Humanities & Social Sciences	6		18
Arts		3	
Philosophy		3	
Basic Economics (with Taxation and Agrarian Reform)		3	
General Psychology		3	
Politics and Governance (with Philippine Constitution)		3	
Society and Culture (with Family Planning)		3	
Mandated Subjects	2		6
Life and Works of Rizal		3	

Philippine History		3	
Core Courses	**7**		**21**
Introduction to Communication Media		3	
Communication Theory		3	
Communication Research		3	
Communication, Culture and Society		3	
Communication Media Laws and Ethics		3	
Communication Planning		3	
Communication Management		3	
Required Courses (Any six from the following subjects based on Institutional or Program Outcomes)	**6**		**18**
Journalism Principles and Practices		3	
Broadcasting Principles and Practices		3	
Social Media Principles and Practices		3	
Advertising Principles and Practices		3	
Public Relations Principles and Practices		3	
Integrated Marketing Communication		3	
Introduction to Film		3	
Development Communication		3	
Cross-Cultural Communication		3	
Knowledge Management		3	
Electives (based on Institutional or Program Outcomes)*	**9**		**27**
*HEIs may propose their own cluster featuring a unique set of related electives.			
A. Communication-Related Electives (Any 4 subjects from only one of the following clusters:)	4	12	
1. Political Communication			
Civic Engagement and Participatory Communication			
Public Information Principles and Practices			
Political Economy of Communication			
Peace Communication			

Communication in the ASEAN Setting			
2. Creative and Performing Arts			
Introduction to Theater Arts (Survey of the world of performing arts with emphasis on the history of the Dramatic arts)		3	
Digital Imaging (e.g. Photography, Videography)		3	
Performance Media (Integration of media and communication technologies in performing arts)		3	
Game Development (Digital and Non Digital)		3	
Creative Writing		3	
3. Communication and Socio-Cultural Change			
Organizational Culture and Communication		3	
Science and Health Communication		3	
Risk and Humanitarian Communication		3	
Behavioral and Social Change Communication		3	
Creative Cultural Content Development		3	
4. New Media			
Multimedia Storytelling		3	
Social Media and Mobile Technology for Communication Campaigns		3	
Digital Learning Materials Development		3	
Web Content Management		3	
Digital Publishing		3	
B. Social Sciences/Humanities Electives* *	5	15	

** Electives in the Humanities and/or Social Sciences will be based on communication-related clusters of applied communication chosen by the student as follows:
1. Those whose major electives are in Political Communication should take additional 15-unit electives in Political Science, History or Public Administration.
2. Those whose major electives are in Creative and Performing Arts should take additional 15-unit electives in Theater, Speech and Drama or Multimedia Arts.

3. Those whose major electives are in Communication and Socio-Cultural Change should take additional 15-unit electives in Sociology, Anthropology, Psychology, History, Social Work, Community Development or Economics.			
4. Those whose major electives are in New Media should take additional 15-unit electives in Multimedia Arts.			
Thesis/Special Project & Internship	**2**		**6**
Thesis or Special Project		3	
Internship		3	
Physical Education (PE)	**4**		**8**
National Service Training Program (NSTP)	**2**		**6**
Total	**51**		**149**

Note: The Core Courses are non-negotiable. HEIs may select Required Courses based on their institutional expertise. Communication-related Electives Clusters may be modified based on the Institutional and Program Outcomes. Please be guided by the definitions of Required Courses and Electives in this CMO.

5.2. Program of Study

First Year – 37 units

First Semester		Second Semester	
Subject	Unit	Subject	Unit
English (GE)	3	English (GE)	3
Filipino (GE)	3	Filipino (GE)	3
Mathematics (GE)	3	Mathematics (GE)	3
Natural Sciences (GE)	3	Natural Sciences (GE)	3
Philippine History (GE)	3	Humanities – Arts (GE)	3
PE	2	PE	2
NSTP	3		
Total	20		17

Second Year - 40 units

First Semester		Second Semester	
Subject	Unit	Subject	Unit
English	3	Literature (GE)	3
Introduction to Communication Media	3	Communication Theory	3
Literature (GE)	3	Sociology (GE)	3
Science Elective (GE)	3	Humanities – Philosophy (GE)	3
Politics & Governance (GE)	3	Communication Research	3
PE	2	Required Course 1	3
NSTP	3	PE	2
Total	20		20

Third Year - 36 units

First Semester		Second Semester	
Subject	Unit	Subject	Unit
Communication, Culture, and Society	3	Required Course 4	3
Required Course 2	3	Required Course 5	3
Communication Elective 1	3	Communication Elective 2	3
Filipino (GE)	3	General Psychology (GE)	3
Required Course 3	3	Basic Economics (GE)	3
Social Science/Humanities Elective 1	3	Social Science/Humanities Elective 2	3
Total	18	Total	18

Summer	
Subject	Unit
Internship	3

Fourth Year – 33 units

First Semester		Second Semester	
Subject	Unit	Subject	Unit
Life and Works of Rizal (GE)	3	Thesis	3
Communication Planning	3	Communication Management	3
Required Course 6	3	Communication Elective 4	3
Communication Elective 3	3	Communication Media Laws and Ethics	3
Social Science/Humanities Elective 3	3	Social Science/Humanities Elective 5	3
Social Science/Humanities Elective 4	3		
Total	18	Total	15

5.3 Sample Curriculum Map

The curriculum map is a tool to validate if a match exists between core program outcomes (competencies) and the content of a curricular program (on a per course or subject basis). The following letter symbols have been used:

L – whether subject course facilitates learning of the competency (input is provided and
      competency is evaluated)

P-   whether subject course allows student to practice competency (no input but competency is
      evaluated)

O - whether subject course is an opportunity for development (no input nor evaluation, but competency is practiced).

5.4 Sample Curriculum Map

	Define and access information needs, assess and organize info, etc.	Communicate in different formats & platforms (print, broadcast, & online)	Prepare communication and media plan	Conduct communication & media research & evaluation	Develop and produce communication materials in different formats and platforms	Demonstrate communication management and leadership skills	Develop entrepreneurial capabilities	Adhere to ethical standards & practices	Know and practice rights & responsibilities in the communication profession	Demonstrate development orientation in communication work
Introduction to Communication Media	P	P	O	O	O	O	O	O	O	O
Communication Theory	P	P	P	P	P	O	O	O	O	O
Communication Research	L	P	P	L	P	P	O	P	P	P
Communication, Culture and Society	P	O	O	P	O	O	O	P	P	P

Communication media Laws and Ethics	P	O	O	P	O	P	P	L	L	P
Communication Planning	L	L	L	L	P	O	O	L	L	L
Communication Management	P	P	L	L	P	L	L	P	P	P

5.5 Sample Means of Curriculum Delivery

The BA Communication curriculum adheres to learner-centered paradigm. It begins with a clear identification of competencies the student must acquire and demonstrate at the end of the four-year program. Appropriate teaching-learning strategies facilitate the acquisition of these competencies. Under this paradigm, the student is the subject of the learning process enabling the learner to achieve his/her full potentials. The teaching-learning process is interactive, participatory, collaborative and experiential. The teacher emphasizes the connection among relevant communication subjects to achieve a seamless integration towards holistic learning. For example, issues discussed in Communication, Culture, and Society can be related to relevant communication theories, media laws, and cross-cultural communication.

The teacher is transformed into a facilitator and collaborator.

The following methodologies/strategies may be utilized:

- Lecture-discussion
- Structured learning experiences
- Oral reports and reflections
- Individual or group projects with peer review
- Case analysis and resolution
- Individual & group exercises with group processing
- Class/public presentation with teacher and student feedback
- Games with guided discussion and processing
- Field work with course-relevant outputs
- Practicum with performance evaluation, journal and internship program assessment
- Digital/online activities as blended learning strategies
- Portfolio assessment

5.6 Sample Syllabi for Selected Core Courses

Course syllabi may vary in format but must include the following required components:

1. Course Title
2. Course Description
3. Course Prerequisites (if any)
4. Course Learning Outcomes
5. Course Content
6. Course Methodology
7. Course Assessment
8. Course Requirements (outputs matching the course learning outcomes)
9. References (both print and online sources)

5.7 Sample Syllabi

COURSE SYLLABUS

Course Title   **:** **Communication Theory**

Course Description **:** The communication process and the development of communication and media theories.

Course Prerequisite: Introduction to Communication Media

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

1. Trace the historical development and context of communication and media theories;
2. Identify the basic principles, strengths and weaknesses of various communication and media theories; and
3. Apply communication and media theories to situations, issues, forms, and practices of communication and media.

Course Content

I. Introduction

  A. Mass Media as a Product of Modernity
  B. The Development of Media as an Academic Discipline
  C. Defining Theory and Media Theory
  D. Organizing Communication Theory

II. Positivist Theories

  A. Theories of Individual Outcomes
   1. Magic bullet, hypodermic needle theories
   2. Two-step flow of media
   3. Reinforcement theory
   4. Expectancy-value theory
   5. Dependency theory
   6. Uses and gratification theory

  B. Theories of Cultural Outcomes
   1. Functions of mass media
   2. The diffusion of innovation
   3. Spiral of silence
   4. Cultivation analysis
   5. Agenda setting

III. Cultural/ Critical Theories

   A. Cultural Analysis
     1. Ritual rather than transmissional perspectives
     2. Macroscopic vs. microscopic theories
     3. Framing and frame analysis
   B. Linguistics-Based Theories
     1. Semiotics and semiology
     2. Structuralist theory
     3. Poststructuralist theory
     4. Narrative theory
     5. Postmodern theory

   C. Critical Cultural Analysis
     1. Marxism and related theories (Frankfurt, British-colonial, political economy and hegemony and power theories)
     2. Psycho-analytical theories
     3. Critical theory of technology
     4. Postcolonial theory
     5. Reader-oriented theories
     6. Gender theories (feminist, gay, lesbian and queer theories)

IV. Other Schools

   A. Toronto School
   B. Social Construction of Reality
   C. Interactionism: Chicago and Iowa Schools
   D. Message Reception and Production
   E. Special Topics (to be tailored to students' interests)

V. Developing a Framework for Philippine Media

   A. Sikolohiyang Pilipino
   B. Pantayong Pananaw
   C. Pagkataong Filipino
   D. Others

VI. Integration

   A. Communication Science vs. Culture-Centered Paradigm
   B. The Blurring of Disciplinal Boundaries

Course Methodology

Lecture-discussion

Individual and/or group presentations with teacher and student feedback
Individual and group exercises with group processing

Course Assessment

Tests
Rubrics

Course Requirements

Passing the mid-semester examination
Active and informed participation in individual and/or group
presentations/activities
Reflection papers on communication/media theories
Critique of communication models/theories and their applications

References

Baran, S. & Davis, D. (1995). *Mass communication theory: Foundations, ferment and the future.* Belmont: Wadsworth Publishing Co.

Burrell, G. & Morgan, G. (1985). In search of a framework. In *Sociological paradigms & organizational analysis* (pp. 34-48). London: Gower.

Fiske, J. (1990). *Introduction to communication studies* (2nd Ed.) (pp. 39-114). London & New York: Routledge.

Griffin, E. (2000). *A first look at communication theory (4th ed)* New York: McGraw-Hill Higher Education.

Jensen, K.B. (Ed.) (2002). *A handbook of media and communication research.* London: Routledge.

Lasswell, H. (1960). The structure & function of communication in society. In W. Schramm (Ed.), *Mass communications* (pp. 117-130). Urbana, IL: University of Illinois Press.

Littlejohn, S. (2002). *Theories of human communication* (pp. 2-33). London: Wadsworth.

McQuail, D. (2000). *Mass communication theory.* London: Sage.

McQuail, D. & Windahl, S. (1987). *Communication models.* New York: Longman, Inc.

Severin, W. & Tankard, J. (2001). *Communication theories: Origins, methods and uses in the mass media.* New York: Longman.

Rosengren, K.E. (1983). Communication research: One paradigm, or four? *Journal of communication,* 33(3), 185-207.

COURSE SYLLABUS

Course Title: Communication Research

Course description: The course provides the student with a landscape of communication research, its beginnings and development, its process, as well as its applications both in the media and in organizational and developmental contexts.

Course Prerequisite: Communication Theory (or may maybe taken concurrently)

Course Learning Outcomes:

At the end of the semester, the student is expected to be able to:

1. Articulate the beginnings, scope, and relevance of communication research;
2. Identify the various steps in the communication research process;
3. Explain the different approaches to communication research;
4. Apply the principles of communication research in a research project.

Course Content:

A. The landscape of communication research
1. Foundations of inquiry about communication
2. History of communication research
3. Traditions and paradigms in communication research
4. Status, problems and issues in the scholarship and practice of communication research

B. Steps in the communication research process
1. Conceptualization
a. Problem formulation
b. Objective setting
c. Review of the literature
d. Framework: theory in research
e. Research design
• Quantitative methods
• Qualitative methods

2. Data collection/construction
3. Analysis and interpretation
4. Writing
5. Dissemination of research findings

C. Applications of communication research

1. Research in the media
    a. advertising research
    b. internet research
2. Communication research in organizational and developmental contexts
    a. communication evaluation
    b. organizational communication
    c. stakeholder analysis

D. Ethics and politics in communication and media research

Course Methodology

- Lecture-discussion
- Oral reports and reflections
- Individual or group projects with peer review
- Individual and group exercises with group processing
- Class/public presentation with teacher and student feedback
- Field work with course-relevant outputs

Course Assessment

Tests
Rubrics
Benchmarking

Course Requirements

Mid-semester examination
Active and informed participation in individual and/or group presentations/activities
Individual exercises
Group research paper

References

Anderson, J. (1987). *Communication research: issues and methods.* USA: McGraw-Hill Inc.

Babbie, E. (2004). *The practice of social research* (12th ed.). California: Thomson/Wadsworth.

Berger, A. (2011). *Media and communication research methods: an introduction to qualitative and quantitative approaches.* California: Sage.

Feliciano, G. (1994). *Communication Research for Beginners: Methods and Applications*. Quezon City: IEC Enterprises.

Guy, R. (1987). *Social Research Methods: Puzzles and Solutions*. New York: Allyn and Bacon, Inc.

Mercado, C. (1994). Conducting and Managing Survey Research: The Asian Experience. Quezon City: Local Resource Management Services.

Pernia, E. (2004). Communication Research in the Philippines: Issues and Methods. Quezon City: University of the Philippines Press.

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COURSE SYLLABUS

Course Title: Communication Planning

Course Description: This course introduces the students to the nature, scope, and principles of communication planning. It involves both theory and practice by equipping the students with analytical frameworks as well as methods and tools used in strategic communication planning.

Course Prerequisites: Communication Research, Communication Theory

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

1. Articulate the concepts of communication planning and its importance in various fields of communication;

2. Describe communication models and theories as foundations for communication planning;
3. Understand the various steps involved communication planning based on research and analysis; and
4. Develop a communication plan.

Course Content

A. Introduction
    1. Overview of the course
    2. Setting of expectations

B. The nature of communication planning
    1. Applications of communication planning
    2. Basic concepts and tools

C. Communication Theory to Communication Planning

    1. Diffusion of Innovations Theory
    2. Elements of Communication and Theories
        a. The Sender: Two-Step Flow of Information
                Source Credibility Theory
        b. The Receiver: Uses and Gratifications Theory
                    Reception Theory
        c. The Message: The Agenda-Setting and Framing Theories
        d. The Medium: Medium Theory
                    Media Richness Theory
        e. Effects: The Limited and Cultivation Effects Theories
                Communication Planning Process

D. Situational and Audience Analysis

E. Defining Communication Objectives

F. Strategy Design

G. Identifying Communication Channels

H. Message Design

I. Scheduling and Budgeting

J. Materials Development

K. Monitoring and Evaluation

L. Issues and Trends in Communication Planning

Course Methodology

- Lecture-discussion
- Oral reports and reflections
- Case analysis and resolution
- Individual and group exercises with group processing
- Class/public presentation with teacher and student feedback

Course Assessment

Tests
Portfolios
Rubrics

Course Requirements

Individual case analysis
Mid-semester examination
Communication Plan

References

Dahnke, G., and Clatterbuck G. (Eds.) (1990). Human communication: Theory and research. California: Wadsworth Publishing Company.

Griffin E. (2003). A first look at communication theory (5th ed.). New York: McGraw-Hill Companies, Inc.

Lovelock, C., Patterson, P., and Walker, R. (1998). Services marketing: Australia and New Zealand. Sydney: Prentice Hall.

Maibach, E., and Parrott R.L. (Eds.) (1995). Designing health messages: Approaches from communication theory and public health practice. Thousand Oaks: Sage Publications.

McKee, N., Bertrand J., and Becker-Benton, A. (2004). Strategic communication in the HIV/AIDS epidemic. New Delhi: Sage Publications.

Percy, L. (2008). Strategic integrated marketing communication: Theory and practice. Oxford: Elsevier, Inc.

Percy, L., and Rossiter, J. (1980). Advertising strategy: A communication theory approach. New York: Praeger Publishers.

United Nations Children's Fund (2005). Strategic communication for behaviour and social change in South Asia. Nepal: Format Printing Press.

Valdez, V., and Fernandez, D. (Eds.) (1999). Risky Ventures: Readings on communicating health and environment news and issues. Quezon City: Ateneo de Manila University.

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