Political structure of all societies began to undergo radical changes since the arrival of enlightenment principles of which democracy assumes an important role. However the conventional wisdom in many developing countries latches its faith on electoral processes as an indicator of being/becoming a democratic polity. Thus, overcoming such misplaced notions and addressing the broader meaning and nuances of democracy in today’s changing context is not only a methodological necessity but also a popular requirement. This paper engages with not just the media’s representation of, and shaping by, political processes, but the salience of formal institutions in light of the challenges posed & opportunities provided by the present milieu of the media.

Module 1: Media and Democracy
1.1 Subject and Citizen
1.2 Media & Secularisation
1.3 Media & Plurality

Module 2: Ideology and Media
2.1 Characterising Ideology
2.2 Media & Hegemony
2.3 State & Information

Module 3: Democracy in Transition
3.1 State & Decentralisation
3.2 Governing Politics
3.3 Media & Democratisation

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

Different regimes have different reasons to administer and manage the media; these reasons, and their underlying aims, can be grasped through a systematic study of media policy. Keeping these two observations in mind, the principal learning objective of this paper is to comprehend the ways in which ‘media’ has become an object of policy making and a subject of policy study. Here, the students will get a historical overview of media policy in India from colonial to post independence period, up to 1990. Through an exposure to critical commentaries on shifting policy prescriptions through these decades, they would develop skills to decipher the impulse and implications of decisions on media, whether on content, structure or infrastructure.

The first module introduces the conceptual contours of ‘media policy’, and traces the emergence of press and cinema in the colonial period, and the key statutory measures and tussles therein over managing public opinion. The second module explores the continuities, as well as emergent issues and challenges in media policy in Independent India. It begins by looking at the peculiarities of managing technologies of transmission, through the case of radio. Thereafter, the debates and contests on newspaper policy in the 1960s and 1970s are brought to focus. The last module brings into view the trajectory of Television policy up to 1990, and the concomitant shifts, from welfare to commercial orientation -- a theme which remains at the heart of policy debates across many media sectors even today.

Module 1: Colonial Contexts and Contests

1.1 Media Policy: Contours and Concerns
1.2 Press, Politics and Regulation
1.3 Cinema, Propaganda and Policing

Module 2: Continuities and Challenges

2.1 Administering the Radio
2.2 Press as Infrastructure
2.3 Debates on Media Autonomy

Module 3: Tele-visions

3.1 TV for Development
3.2 Televising a Nation
3.3 Of Commerce and Control

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

17. Parthasarathi, V. (2014) ‘On the Constituted Contexts of Public Communication: Early Policy Debates on the Press in India’; Media International Australia (Themed Issue on Media and the Public Spheres in India) No.152 (pp. 77-86)
Recognising that ‘media studies’ lacks a cannon, and thus any grand theory, this paper traces the formulation of various positions and sub-positions over the years, as indicated in what scholars have deemed worthy of study. The paper will show how the subject of communication attracted the attention of scholars across disciplines, and received critical gaze by Marxists, existentialists, political economists and behavioral and cognitive scientists. Amidst these developments, communication has been obsessed with the perpetual question of its own legitimacy before it can make any disciplinary claims. Consequently, this paper is concerned with making students understand these various shifts in the transition of communication into a well defined area of inquiry. Besides the role of critical approach and political economy, the cultural turn in social sciences and humanities has played a key role in the understandings the entire notion of communication as culture. Lastly the paper studies, at length, the various approaches of meaning making in detail and therefore the idea of communication production as generation of meaning.

Module 1: Communication and Ideas
1.1 Flow, Bond, Space and Measure
1.2 Empiricism and Science
1.3 Information and transmission

Module 2: Communication, production and exchange
2.1 Political Economy
2.2 Mode of Production
2.3 Ideology and Communication

Module 3: Communication and Meaning
3.1 Semiotics and Communication
3.2 Sign & Symbols
3.3 Code and Signification

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

Module 1: Communication and Ideas

1.1 Flow, Bond, Space and Measure

4. 1.2 Empiricism and Science
8. 1.3 Information and transmission
12. Module 2: Communication, production and exchange
13. 2.1 Political Economy
16. C. Wright Mills - The Power Elite. Chapter- Mass Society
17. 2.2 Mode of Production
18. Mattelart_Armand_Siegelaub_Seth_eds_Communication_and_Class_Struggle_1_Capitalism_Imperialism_1979-2. Chapter-Mode of Production Structure and Superstructure p. 73-75
20. 2.3 Ideology and Communication
23. Module 3: Communication and Meaning
24. Hawkes, Terrence 1977. Structuralism and Semiotics, University of California Press Ch. 1 & 2
27. Further Readings
46. Communications” in Ralph Miliband and J. Saville (eds), *The Socialist Register 1973*, London:
47. Merlin Press, 205-34.
Method in Indian Intellectual History” Journal of Indian Philosophy, 36: 533-542
New York, Selected Chapters. □
50. Smythe, William Dallas Ecumenical nature of Communication as a Science
51. Williams, Raymond 1980, Selected articles from Problems in Materialism and Culture ‘Verso’
London.
CCMG-104: PUBLICS AND GOVERNANCE

This course offers a critical introduction to understand the concepts of publics, public sphere and governance. The focus of the course will be on how publics and citizens structure their opinion and what factors cause these opinions to change. At the same time, we will analyze how public opinion has a bearing on the issue of governance. We will start by examining how the notion of public sphere emerged in the European/Western contexts and critically analyze how it has evolved over the years and its applicability in the Indian context. The idea of publics, which is central to the concept of public sphere, will be the running theme of the course. How to distinguish between publics, citizens and crowd? Is there an emergence of “counterpublic”, and “vernacular publics”? If so, who are they and where are they located? To what extent the institution of media have helped in mediating the voice of these groups? Can these groups propel the market driven news media to change their agenda and rethink what is 'newsworthy'? To what extent these groups been able to intervene in the mass media public sphere and place their agenda in parallel with the existing dominant discourse? At the same time, the course will engage with the idea of governance and how media have facilitated or enabled the participation of various groups in the process of governance.

Module 1: Publics and Public Sphere
1.1. Publics, crowd and citizen
1.2. Historicizing the public sphere
1.3. Subaltern counter publics and vernacular publics

Module 2: Publics and Public Opinion
2.1. Public sphere and opinion formation in colonial India
2.2. Public sphere in postcolonial India
2.3. Globalization, soft power and counter publics

Module 3: Governing Publics
3.1. Understanding governance
3.2. Civil society, NGOs, development
3.3. Publics and the New Media

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

CCMG-105: CULTURE, MEDIA AND SOCIETY* CBCS

Module 1: Making Sense of Culture and Communication
1.1 Culture: Single Concept, Diverse Meanings
1.2 Culture and Communication
1.3 Culture in Everyday Life

Module 2: Culture, Representation and Contestations
2.1 Class Contestations and Communication
2.2 Identity, Culture and Nation
2.3 Gender, Image and Representation

Module 3: Media, Culture and Consumption
3.1 Culture, Consumption and Production
3.2 Mediation and Consumption
3.3 Culture, Consumption and Pleasure

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List
24. Williams, Raymond (1983). Keywords: A Vocabulary of Culture and Society, Fontana.
CCMG-201: MEDIA AND MODERNITY

The idea of modernity remains pivotal to the knowledge production virtually in all fields including media. Recognising that the organisation of communication was not only constituted by the dynamics of modernity but was also constitutive of them, enables grasping how specific techno-commercial configurations emerged, and how they altered institutions of economy and polity that spawned them, this paper, an attempt is made to introduce the trajectory of modernity through the idea and process of communication. With the simultaneous growth of modernism and communication, the notion that modernity becomes not only a source of changes but also receives changes from the socio-cultural, economic and political arenas. This reciprocity modifies the character of modernity and communication process too; such a ‘mediated modernity’ is to be studied through several levels.

Module 1: Constitution of Modernity
1.1 Orality to Print
1.2 Orientalism
1.3 Mass Production

Module 2: Mediation & Modernity
2.1 Simultaneity
2.2 Commodification
2.3 VISUALITY & ENTERTAINMENT INDUSTRIALIZED

Module 3: High Modernity
3.1 Debating Postmodernity
3.2 Information Revolution
3.3 De-territorialisation

Internal Assessment: (25 marks)
End Semester Exam: (75 marks)

Reading List
Scientific research aims at developing definitions of key concepts, their empirical operationalisation and
general explanations of specific research questions. The specification of empirical indicators and the
collection of qualitative and quantitative data is crucial to scientific research. With this view, the paper
introduces the students to research methodology in Communication and equips them to design their own
research studies by being able to frame research questions, select the methods to collect data through to
presenting their report. The course is divided into three sections, and covers (i) conceptual issues in the
social sciences, (ii) quantitative research methods, and (iii) qualitative research methods. It discusses
various approaches to research while engaging with issues like selection and sampling size, measurement, reliability and ethics of research. The paper provides an overview of widely used qualitative and quantitative methods in social and communication research.

Module 1: Conceptual Issues in Communication Research
1.1 Ways of Knowing in Social Sciences
1.2 Positivism and Social Phenomena
1.3 Research Approaches and Design

Module 2: Methods and Techniques in Communication Research-I
2.1 Ethnography
2.2 Survey
2.3 Analyzing ‘text’

Module 3: Methods and Techniques in Communication Research-II
3.1 Interviewing
3.2 Researching Visuals
3.3 Inferences and Analysis

Internal Assessment (25 Marks)

End Semester Exam: (75 Marks)

Reading List

Additional Readings:

This course offers a critical introduction to understand the historical evolution of the communication media from colonial to postcolonial India. The course will particularly focus on the rise of communication media such as the press, radio, television and cinema and their impact on Indian society, culture and politics. We will start by recognizing that every media was once new, and proceed on to critically examine how the coming of each media change communication relationships and the way we think about the world and ourselves. The first part of the course will focus on the rise of the print and its relationship with colonialism and nationalism. We will also analyze some of the important historical events and personalities in the relation to the evolution of news media. While the second part of the course will examine the coming of cinema and broadcast media and how they have precipitated social change in India. By successfully completing this course, students will be able to identify key historical moments in the evolution of communication media in India and appreciate how they have transformed social, cultural and communication practices.

Module 1: Early history of communication
1.1. Communication before the printing press
1.2. The printing press and the public sphere
1.3. Newspapers, public opinion and colonial governance
1.4. Archive, technology and media

Module 2: Press and political mobilization
2.1. English versus vernacular press
2.2. Print and nationalism
2.3. Press in post-1947
2.4. Newspaper revolution in post-1977

Module 3: Media and social change
3.1. Cinema and change
3.2. Radio and development
3.3. Television and social transformation
3.4. Cassette culture/video magazine

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List
5. Briggs, Asa and Peter Burke (2010) *Social History of Media: From Gutenberg to the Internet* by, Polity; 3 edition (Chapter 2 & 5)
Much of the social and cultural contentions associated with the media can be traced to the economic attributes of media industries. To better understanding these, focus is required on the workings and organization of media markets, technological trends shaping market structures, terms of competition within/across sectors, and the dynamics of conglomeration and concentration over the last 15 years. The course begins by introducing basic economic issues, economic actors, key concepts and analytical tools. This sets the necessary groundwork to grasp the dynamics of media markets, unique traits of media products and the role of advertising, another unique trait of media markets. The last module focuses on various types of market structure in the media industries, including the commercial and technological dynamics shaping such structures. From such a conceptual framework stems different ways in which market power emerges in the media, within and outside a sovereign territory, and the debates on the techniques to measure particularly ownership and concentration.

Module 1: Enterprise & Industry
1.1 Fundamental Questions
1.2 Basic Concepts
1.3 Understanding the Market
1.4 Markets and Pricing

Module 2: Dynamics of Media Markets
2.1 Characteristics of Media Products
2.2. Locating Advertising
2.3 Supply Chain
2.4 Generating Revenue

Module 3: Market Structure and the Industry
3.1 Market Structure
3.2 Ownership
3.3 Expansion and Diversification
3.4 Concentration

Internal Assessment: (25 Marks)
End Semester Exam: (75 Marks)

Reading List
7. Mankiw, Essentials of Economics,
Media and technology have transformed the way people interact and experience with religion, and even how they worship. The transformation has been quite significant in recent years particularly after the coming of the internet and digital media, which have not only resulted in the globalisation of religion, but have fundamentally redefined the way people participate in religion. By providing networks, channels, symbols and resources by which religious identities find a place in both local and global settings, the media and technology are giving rise to new forms of experiencing religion and religious texts.

**Module 1: Media, technology and religious change**
1.1. Studying media and religion
1.2. Religions response to technology
1.3. Visual culture and religion
1.4. Media and communalism

**Module 2: Representation of religions**
2.1. Televangelism
2.2. Religious advertising/ Media and religious holidays / religious consumerism
2.3. News media representation of Islam
2.4. News media representation of Hinduism

**Module 3: Religion in cyberspace**
3.1. The Internet and religion/online blessings/ online Prasad/online fatwa
3.2. Media and religious holidays
3.3. Online religious behaviour
3.4. Commodification of religion

**Internal Assessment: (25 Marks)**

**End Semester Exam: (75 Marks)**

**Reading List**


This paper reflects why ideas on ‘culture’ are increasingly less about the legacy of art, or the essentialist qualities of ritual practices, or even solely about the size of markets for mass-produced commodities. The first module builds on the idea of culture as a symbolic resource towards exploring the inter-relationship between culture and economy. The second module traces how symbolic practices rooted in proto-capitalist social relations got reorganized into the modern entertainment industries in India, thereby forging fresh relationships between cultural practices and mediated form of consumptions. This provides the intellectual and historical contexts to investigate exhibition and distribution as key fields in the contemporary cultural economy, as also to discuss ideas and contexts of the creative industries.

Module 1: Culture to Cultural Economy
1.1 Culture as Symbolic Resources
1.2 Culture/Economy Dualism
1.3 Cultural Economy

Module 2: The Culture-Commerce Interface
2.1 Infusion of Technology
2.2 Producing Performance & Formalisation
2.3 Digitalisation & Distribution

Module 3: Media and Creative Industries
3.1 Exhibition & Consumption
3.2 From Culture Industry to Creative Industry
3.3 Contexts of the Creative Economy

Internal Assessment: Two Mid-Semester Exams carrying equal marks (25 marks)

End Semester Exam: (75 Marks)

Reading List
2. Booth, Gregory (2008) ‘Roles, Rehearsals and Recordings’, Behind the Curtain: Making Music in Mumbai’s Film Studios; OUP, New Delhi (pp. 184-222)


14. Shoesmith, Brian (1987) ‘From Monopoly to Commodity: The Bombay Studios in the 1930s’, in B. Shoesmith & T. O’Regan (Ed.) History on/and/in Film; History & Film Association of Australia, Perth (pp. 68-75)


Beginning with an overview of the legal system in India, the course explains the evolution of legal mechanisms and basis of ensuring transparency in the workings of the legislative and executive arms of the state. We then explore the idea of freedom of expression as enshrined in the constitution. Being the core legal instrument governing media activity, we explore the scope of Article 19 in its substantive and interpretive terms, as also the rationale of its legal limitations, the productive aspects of ways such limitations have been invoked, and the discourses on morality, security and public order arising around contemporary issues. The last module reviews the challenges to jurisprudence in the milieu of digital technologies and convergent organisational structures. Here we begin by the legal regulation of broadcasting law and spectrum related debates, and then move on to issues of ownership and competition, of consumer protection and rights of usage.

Module 1: Constitutional Scope
1.1 Constitutional framework
1.2 Limits of Transparency
1.3 Ambit of Fourth Estate
1.4 Reading Case Law

Module 2: Perimeters of Media Practice
2.1 Freedom of Expression
2.2 Boundaries of Art 19(2)
2.3 Defending Individual Rights
2.4 Protecting the State

Module 3: Jurisprudence in the Digital Era
3.1 Intangible Property
3.2 Broadcast Law
3.3 Competition Law & Media
3.4 Consumer protection

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

1. Robert Post, Reputation and the Constitution available at http://www.digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=1216&context=fss_papers
5. AG Noorani (2005) “Gandhi’s Trial” in Indian Political Trials: 1775-1947, Oxford

Referred Cases

- K.A. Abbas v. Union of India AIR 1971 SC 481.
- Ranjit Udeshi v Union of India
- The Englishman v. Lala Lajpat Rai ((1910) ILR 37 Cal 760)
- Indian Express Newspapers v. Jagmohan Mundhra and Anr (AIR 1985 Bom. 229)
- Maqbool Fida Husain v Rajkumar Pandey, Delhi High Court, 8 May 2008
- Ram Manohar Lohia v The Superintendent, Central Prison, Fatehgar, AIR 1955 ALL 193
- Kedar Nath Singh v State of Bihar 1962 SCR (2) 769
- Gopal Vinayak Godse v Union of India 1971 CriLJ 324
- Mooshtaq Moosa Tarani v GOI, Bombay High Court, 31 March 2005
- Court on its Own Motion v State (Uma Khurana Case) available at http://indiankanoon.org/doc/45618/.
- Secretary, Ministry of I & B v. CAB,
- S. Khushboo v Kanniammal and Anr., Crim Appeal No 913 of 2010, Supreme Court
- R. Rajagopal v State of Tamil Nadu, 1994 (6) SCC 632
Political communication is an interdisciplinary field of study, drawing on concepts from communication, political science, journalism, sociology, psychology, history, rhetoric, and other fields. Drawing from diverse theoretical foundations and empirical approaches from these different fields, political communication is characterized by its focus on developing and answering research questions rather than the development of unified intellectual traditions. Given this, the paper is designed to introduce students to understand the interactions between mass media and politics and how it shapes individuals and groups' political behavior. It also looks at the influences of media on public policy. We will look at the political history of media, recent trends in the news media, various theories in the field of political communication, the ways news shape public's perceptions of the political world as well as campaign communication and political advertising. The paper also analyzes to what extent public opinion affects the manner in which public officials govern and the role of the media in the democratic process. We will read some of the classical literature in the field of political communication as developed in the western countries. However, we will also look at examples from India in order to understand how some of the existing theoretical frameworks can help in understanding political communication in India.

**Module 1: Debates in Political Communication**
1.1. Continuity and Transformation in Political Communication
1.2. The Media as Political Actor
1.3. The Effects of Political Communication

**Module 2: Communicating Politics**
2.1. Mediatization of Politics
2.2. Emotions and Political Participation
2.3. Personalization of Politics

**Module 3: Campaigns and Electoral System**
3.1. Party Political Communication/Modern Election Campaigns
3.2. Effects of Political Advertising
3.3. Reinventing Political Campaigns and Political Marketing

**Internal Assessment: workshop (25 Marks)**

**End Semester Exam: (75 Marks)**

**Reading List**


CCMG 210: COMMUNICATION AND CLIMATE CHANGE

“One reason we disagree about climate change is that we receive multiple and conflicting messages about climate change and we interpret them in different ways”

(Hulme, 2009, 215)

This course looks at media and community engagement with one of the big science issues of our time – climate change. As a global threat, climate change demands interdisciplinary engagement and discussion. Researchers, straddling both the sciences and humanities, have increasingly drawn attention to the manner in which environmental narratives are constructed in the public sphere and the resulting impact of this construction on policy making and public opinion. This course will investigate how climate change is understood, framed and branded. It will provide a global snapshot to the media coverage of climate science and related issues across societies, enabling students to understand the complexity of the climate change debate. Key theoretical concepts referring to the public sphere, risk communication, and the performance and public understanding of science will be examined, along with a panoramic overview of mediated discourses around climate change. Students will be encouraged to analyse and critique mediated climate change coverage while developing and refining their own understanding of crucial issues of relevance in the climate change discussion.

Module 1: Performing science, negotiating climate change
1.1 Scientific beliefs, values and proof
1.2 Understanding climate change
1.3 Branding climate change

Module 2: The construction of risk
2.1 Risk society and risk communication
2.2 Panorama of discourses
2.3 Community engagement and green media

Module 3: Issues of significance
3.1 Water and Energy
3.2 Food and Public Health
3.3 Extinction and Migration

Internal assessment: Term papers (25 marks)

End Semester Exam: 75 marks

Reading List
15. Hulme, Mike 2009, Why we disagree about climate change, Cambridge University Press, Cambridge, (Chapters 1, 3, 6, 7).
Module 1: Youth: Conceptual Understanding
1.1 Youth as Social-Cultural Construct
1.2 Youth as Demographic Dividend
1.3 Youth and Sub-culture

Module 2: Youth and Media Consumption
2.1 Popular Culture
2.2 Youth and Infotainment
2.3 Youth, Media and Risks

Module 3: Youth and Social Media
3.4 Social Media
3.5 Youth, Identity and Citizenship
3.6 Youth and Activism

Reading List

CCMG 301: DIGITAL MEDIA AND POLITICAL PARTICIPATION

The emergence of new forms of political participation outside the institutionalized and representative modes of participation has been greatly facilitated by digital media. Yet, it would be difficult to understand the impact of digital media in isolation from traditional media in a society where the reach of the internet is limited. Therefore, we will also critically examine the convergence between traditional and digital media and how it’s transforming the nature and modes of political participation both at election time and between elections. What role has the digital media played in transforming election outcomes and changing the political landscape?

The course will focus on both theories and practices of digital media and political participation. The Arab spring and digital political revolution in India. The first part of the course will analyse various theories and concepts in the field of digital media and political communication/political participation, while the second part will focus more on the cases. Cases will be selected both from India, and other parts of the world as it will help in getting comparative perspectives and enrich our understanding of the subject. Since the field of digital political participation is quite dynamic, the topics and readings might change during the course of the classes.

**Module 1: Networking democracy**
1.1. Introduction: Digital political participation
1.2. Political participation and civic engagement
1.3. Political consumerism and counter-publics

**Module 2: Politics in new media environment**
2.1. Mediated politics and the crises in media: Arab spring
2.2. Digital political revolution in India: Twitter politics
2.3. Internet surveillance and politics of net neutrality

**Module 3: Reinventing collective action**
3.1. Actors on digitalspace: Youth, middle classes and activists
3.3. Clicktivism and public action
3.4. Mobile technology and participation

**Internal Assessment: (25 Marks)**

**End Semester Exam: (75 Marks)**
Readings List

30. Patrick J. Conge. 1988. The Concept of Political Participation: Toward a Definition Comparative Politics, (20) 2 , pp. 241-249
32. Pranesh Prakash. 2012. India's Internet Jam. Index on Censorship, 41: 72-80
34. Rebecca MacKinnon and Ethan Zuckerman.2012. Don't Feed the Trolls, Index on Censorship, 41: 14-24
CCMG-302: QUANTITATIVE RESEARCH METHODS

This course aims to familiarize students with quantitative research methods and analysis. Students will learn to use SPSS (Statistical Package for Social Sciences) to conduct statistical tests in this course. The aim of this course is to help students build linkages between statistical concepts and analysis, on the one hand, and applying what they learn in the classroom and lab to research projects and assignments, on the other. This course will also help students understand and interpret research reports that use statistical calculations. Computational competence is an important skill in terms of employability.

Module 1: Understanding Data
1.1 Variables and Levels of Measurement
1.2 Measures of Central Tendency & Measures of Dispersion
1.3 Quantitative Content Analysis
1.4 Probability, Normal Distribution and Z-scores

Module 2: Using Data and Statistical Tests
2.1 SPSS for Media Research
2.2 SPSS Tables and Statistical Graphs
2.3 Hypothesis Testing
2.4 The Chi-Square Statistic

Module 3: Doing Statistical Tests
3.1 T-Statistic
3.2 Analysis of Variance and Correlation
3.3 Introduction to Bivariate OLS Regression
3.4 Introduction to R

Internal Assessment: (25 marks)

End Semester Exam: (75 Marks)

Reading List
4. The complete manual for SPSS.
CCMG-303: SOCIAL CONSTRUCTION OF NEWS

This paper provides a critical understanding of the relationships between news and society. Of special interest and significance is the relationship between news and democracy. News provides an arena where different classes, social groups, ‘publics’ even meanings compete for social dominance and attempt to impose their visions, interests, and agendas on society making news an ideological product. Therefore, news spaces are complex, and open phenomenon, always subject to contestation and upheaval. A deeper appreciation of ownership patterns, production and distribution of news help explain the processes of news gathering, selection and agenda-setting that are inherent to it. These in turn are linked to issues of media representation and reception which are central to an analysis of news texts. Selection at the linguistic and visual level is as important to an understanding of how the news works, as are omissions and inclusions at other levels. Furthermore, massive technological changes making live reporting and broadcasting possible, have changed the way news is produced, received and distributed. The syllabus hopes to provide the conceptual apparatuses useful for analysing these issues.

Module 1- News and Society
1.1 News & Democracy
1.2 News Sources, Objectivity and Values
1.3 Journalism and Social Sciences

Module 2- Production and reproduction of News
2.1 Ownership patterns in the Press in India
2.2 Organisation and Work
2.3 News in the Digital Age- Ambient Journalism

Module 3- News as Ideology
3.1 News, power and ideology
3.2 Agenda setting, Framing and Priming in News
3.3 News and Conflict

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List

Whether defined around human rights, environmental, ethnic or national interests, social movements have long been the carriers of laboratory of social change. The paper examines the increasing role of the non-party political, social movements and its role in challenging the hegemonies of dominant groups and institutions. While sensitizing the key issues, the process of the movements also brings out the intersection between media reform and other social movements. The paper also deals with the concept of alternative media and its growing importance as a social force.

**Module 1: Media and forms of Intervention**
1.1 Structure
1.2 Culture
1.3 Actor

**Module 2: Media and Art of Resistance**
2.1 Media and Movement Relationship
2.2 Protests Paradigm & Particaption
2.3 New Social Movements

**Module 3: Media as Movement**
3.1 Alternative Media
3.2 Media & Community
3.3 Media Reforms

**Internal Assessment:** (25 Marks)

**End Semester Exam:** (75 Marks)

**Readings List**


One of the key traits of our current media milieu is the presence/emergence of new institutional actors in the broad sphere of policy-making and policy-influencing. These actors have emerged both in the non-profit sector---by extending or separating the advocacy mandate of traditional NGOs---and in the for-profit sector, where they more easily identified as trade bodies---be it intra or inter-sectoral trade bodies. In terms of their spatiality, these actors have emerged at the local, national and trans-national levels. Towards building a strong analytical foundation for the course, the first module will engage with ideas of stakeholders, institutional change and power---the conceptual building blocks of advocacy---and select ways to operationalise their inter-relationships. The second module in this course addresses the twin dimensions of media advocacy: first, the scope and dynamics of advocacy on the media, where perspectives on communication rights will be emphasised; and, the second, on the practice and tools of communication in advocacy on issues beyond the media, where the role of documentary films will be looked at closely. Building on these, the third module will be taught in a workshop mode wherein students will conduct desk research and fieldwork/interviews on unpacking advocacy practices around select policy debates.

**Module 1: Framing Advocacy**
1.1 Stakeholders and Actors
1.2 Influence and Institutional Change
1.3 Plotting Power-Interest

**Module 2: Perspectives and Practices**
2.1 Advocacy on the Media
2.2 Advocacy using Media
2.3 Information Practices

**Module 3: Mapping Advocacy Processes**
3.1 Advocacy Modes
3.2 Complementary/Competing Interests
3.3 Networks of Stakeholders

**Internal Assessment:** Workshop on ‘Actors & Interests in Advocacy’ (25 marks)

**Final Exam:** (75 Marks)

**Reading List**
CCMG-307: INTER-CULTURAL COMMUNICATION

This course applies interpersonal, intergroup and intercultural communication theories to the understanding of intercultural communication, the processes, and the fostering of intercultural communication competence. Students will gain an understanding of a variety of major theories and approaches to the study of intercultural communication, and will be able to apply this knowledge to communication contexts observed in daily life and in the media.

Module 1: Foundations of the Study of Intercultural Communication
1.1 Introduction to intercultural communication
1.2 Approaches to the study of intercultural communication
1.3 Culture and communication
1.4 History and tradition

Module 2: Theory and Processes of Intercultural Communication
1.5 Social identity and prejudice
1.6 Understanding intercultural differences
1.7 Cultural assimilation
1.8 Communication in intercultural context

Module 3: Application in Context and the Development of Intercultural Competence
3.1 The notion of civilizational differences
3.2 Intercultural communication and the media
3.3 New models for positive interaction

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List


Opening the window to policy studies, this paper aims to familiarise students with different approaches in policy formulation and policy analyses. Having done so, it equips students with capabilities and skills required for document analysis and evaluation. It begins by providing the rationale for how different approaches to policy analysis tend to view and prioritise institutions, instruments and actors; in doing so, it addresses the identification of stakeholders and vested interests in the policymaking process, debates on public interest, jurisdictional quandaries, and the complexities of national law and governance within a global media system. With the growing complexities of media environment in the contemporary period it becomes crucial to understand the process of Policy analysis and the role of pre-policy enquiries to understand the larger media landscape. Familiarising students with specific techniques deployed in evaluating the impact of interventions devised by state and non-state actors, forms the last module.

Module 1: Approaches to Policy Studies
1.1 Pluralist Approach
1.2 Neo-Liberal Approach
1.3 Anthropological
1.4 Policy studies in India

Module 2: Contexts of Public Policy in India
2.1 Media & Economic Policy
2.2 Making national Policies
2.3 Global Media Policies
2.4 Planning & Evaluation

Module 3: Techniques of policy analysis
3.1 Understanding Documents
3.2 Scope and Objectives
3.3 Source and Evidence
3.4 Outcomes

Internal Assessment: (25 Marks)
End Semester Exam: (75 Marks)

Reading List
Panta rhei—everything flows. This observation ascribed to the ancient Greek philosopher Heraclitus (c. 535-475 BC) seems to be more relevant today than ever before, which is why ‘flow’ has emerged as one of the central tropes of cultural studies today. In this course, the concept is explored through the analytical lens of global media flows which are situated within the parameters of power, asymmetry, agency and structural preconditions. It is asked when and why flows occur, and how the continuous exchange of ideas, information, visuals, goods and people impacts cultures and nations both on a practical and a theoretical level.

One of the outcomes of flow on both these levels is ‘transnationality’ which points towards a changed trajectory of the nation in an age of heightened globalization. Among the inevitable questions that arise from an engagement with the concept is whether transnationality is product or process, whether it constitutes the beginning or the end of the research process, and most importantly, whether it is an innovative or an established notion. Exploring flows and transnationality on a theoretical level will prepare students to engage with some of the most widely-debated socio-cultural concepts today, while the discussion’s empirical grounding in the global and the Indian media scenario helps students to deepen their insight into the nature of media processes and their significance in the changing trajectory of an asymmetric world order.

**Module 1: Theorising Flow**

1.1 The semantics of Flow
1.2 Flow, Transnationality, and Asymmetry
1.3 Situating Flow in the Structure-Agency Debate
1.4 Global Flows and Counterflows

**Module 2: Studying Flows**

2.1 Global Concept Formation and Local Knowledge
2.2 The Dynamics of Capital and Markets
2.3 Migration and Diaspora
2.4 Image Flows and Global Visual Spheres

**Module 3: Transnationality and Difference**

3.1 Nationalism vs. Transnationalism
3.2 Transnationality and Interdisciplinarity
3.3 Transnational Public Spheres
3.4 The Power of (Trans-) national Governance

**Internal Assessment (25 Marks)**

**End Semester Exam (75 Marks)**

**Reading List**

34. Sahoo, Ajaya Kumar (ed.). 2014. Indian Transnationalism Online: New Perspectives on Diaspora (Farnham: Ashgate).
CCMG-310: STRATEGIC COMMUNICATION-I

This paper will apprise the students about transforming the knowledge domain of communication to develop skills required to formulate communications strategies. These skills would be useful for any organization be it in business, formal or informal organisations, civil society groups and government. Besides exploring ideas about the need and importance of strategies, students will be made familiar with communication tools and their use in an integrated manner. This course also attempts to inculcate the prerequisites for developing a comprehensive strategy, including collaboration, team-work and critical skills towards building communication strategies so as to inculcate leadership vision, lead teams, achieve and measure success in a competitive environment, changing needs of media and audience and finally, to develop analytical and critical thinking of issues and problems. The first two models will be taught through class room lectures and the third module will be based on workshop mode so that students will acquire skill set by handling tools and instruments required for Strategic Communication.

Module 1: Concept and practice of strategic communication
1.1 Scope and Definitions
1.2 Strategic turn in Communications
1.3 Strategic communication: opportunities & Challenges

Module 2: Strategic Communication Planning
2.1 Analysis
2.2 Strategic design & planning
2.2 Strategy map

Module 3: Domains and Interventions for Strategic Communications
3.1 Implementation
3.2 Monitoring
3.3 Impact evaluation

Internal Assessment: (25 Marks)
End Semester Exam: (75 Marks)

Readings List


CCMG-311: MEDIA, GENDER & SOCIETY

This course will critically examine media-constructed images of femininities and masculinities from a multidisciplinary perspective. It will interrogate how media construct essentializing categories, tracing the interconnections between media representations and gendered expectations in society. It will situate gender within contemporary South Asian societies and examine contestations of gendered norms in mediatized spaces. Readings from this course will draw from works on postcolonial theory, feminism, masculinity studies, media studies and popular culture. The course will comprise classroom discussions and workshops. Students will also be reading/viewing and interpreting mediated texts in the area and presenting on related topics.

Module 1: Theorizing Gender and Media
1.1 Concepts and Constructs
1.2 Agency and Women in the Third World
1.3 Media, Identity and Selfhood
1.4 Digital Technologies and Feminist Resistance

Module 2: Content, Image & Representations in the News Media
2.1 Representations of Femininities
2.2 Masculinities in the News Media
2.3 Gendered Violence and Transgression
2.4 Coverage of Feminist Activism

Module 3: Gender & Advertising
3.1 Constructing “Beauty”
3.2 Mediated Body Images
3.3 Feminism and Consumption
3.4 Masculinities in Advertising

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List
Cities have become central to understand contemporary communication practices. Media and communication driven conflicts and urban transformations are noteworthy. This paper aims to deal with the transformation in urban culture guided by advancements in media and communication technologies. Urbanisation is not a new phenomenon, but the experience of urban culture today is qualitatively different because of the mammoth technological advancements. Urban is not any more about geography or topography. The spatial experience of urban culture that emerged during industrial capitalism has now entered into a new phase of digitalisation signifying time-space compression in digital capitalism. This paper will deal with the conceptual issues and then would lead towards more substantive studies on urban culture and media.

Module 1: Conceptual Issues
1.1 Cities, Urbanism and Urbanisation  
1.2 Media City/Soft City, Creative city  
1.3 Approaches to the Study of Media and City

Module 2: Production and Consumption of Media City  
2.1 ICT Sector and Urban Culture  
2.2 Multiplexes and Urban Leisure  
2.3 Culture of Smart Cities  
2.4 Server Farms and Immaterial Labour

Module 3: Media City and Social Relations  
3.1 Cybercafes as Gendered Spaces  
3.2 Middle Class and ‘Creative Labour’  
3.3 Labour in India’s IT Industry

Internal Assessment: (25 marks)

End Semester Exam: (75 Marks)

Readings
This course addresses the contemporary crisis in the field of media studies and the critical turn in the notion of technicity which necessitates a rethinking of media ecology. Accelerationism, dromos, futurity and algorithmic conditions of new media assemblages confront and overturn the existing framework of media studies by questioning the ‘naïve optimism of modernity and the nostalgic melancholia of the postmodern’. Technicity is no more considered as a seductive analogy, heuristic fiction or a cliché, but becomes a more open paradigm to rethink media as assemblages and folds. The diagrammatic method of analysing media locates the conventional sociological and (political) economy perspective of media and the anthropocentric interpretation of techno-human relations as its point of departure and focuses on the abstract, conceptual and material dimensions of media in the backdrop of so called post/trans/nonhuman paradigm. The hypomnetic supplements/tools which was always buried in the darkness of unthought in the western metaphysics is now enabling new modalities of thought and subjectivity. The modalities to be or becoming a machine/human has been radically reconfigured and this calls for a new genealogy of media which cuts across false divisions and mechanistic/reductionist explanations.

Module 1: Archaeology of Technics
1.1 Technics and Enframing
1.2 Technology and Alienation
1.3 The New Machination: Cybernetics

Module 2: Digital Turn: Materiality/Medium
2.1 Medium/Message
2.2 The Semiological Turn
2.3 The Network Society

Module 3: New Media Ecology: Reconfiguring the Technics
3.1 Societies of Control
3.2 Actants/Assemblages
3.3 Multitude

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading Lists
CCMG-401: REGULATION IN THEORY & PRACTICE

This paper grapples with the commercial, technological and institutional frameworks that have reshaped our thinking about media industries. It examines policy shifts in different segments of the broadcast industry in India since 1991, to explore in detail how processes of Liberalisation, Privatisation and Deregulation—often collectively termed as “Reforms”—impel the dynamics of media, technology and governance. This brings us to reflect upon the rationale of regulation, the principals underlying models of governance and the efficacy of institutional arrangements of regulatory governance in India. Delving deeper into concerns of access, equity and public good which stand central to both debates on governance and approaches to policy analysis, the course emphasises equal familiarity with primary and secondary documents, generated from government, industry academic quarters. In doing so, we recognise that unravelling successive policy arrangements requires drawing on multiple sources, and not just reading into explicit “Policy” announcements, as the last module taught in workshop mode will help us realise.

Module 1: Direction of Policy Thrusts
1.1 Abundance, Interests & Policy Shifts
1.2 Debating Liberalisation in the Press
1.3 Incipient De-regulation in Television
1.4 De-monopolisation of Broadcasting

Module 2: Regulatory Governance
2.1 Thinking Governance
2.2 Understanding Regulation
2.3 Benchmarking Regulatory Models
2.4 Competition, Ownership & Diversity

Module 3: Grappling with Re-Regulation
3.1 Public Interest
3.2 Allocating Resources
3.3 Managing Interests
3.4 Licensing Norms

Internal Assessment: (25 marks)
End Semester Exam: (75 Marks)
**Reading List**

This course offers a critical introduction to understand the media systems in South Asia and explores the ways different institutional frameworks affect media systems within the region. Through a comparative approach, it will analyze the commonality and differences in media systems in South Asia and where necessary compare them with other parts of the world. We will start by critically looking at the model of comparative media systems developed in the context of North America and Europe and analyze its relevance in understanding media systems and institutions in India and South Asia. After gaining conceptual understanding of news media system, the course will look at case studies from the south Asian region. We will also analyze how the rise of social media, web 2.0 platforms and mobile devices compel a rethinking of comparative media research. This course will help students gain a critical insight on issues affecting news media systems such as professional values and traditions, government regulations, level and type of commercialism, organizational dynamics, bureaucratic pressures, audiences and so on.

Module 1: Comparative approach and media systems
1.1. Four theories of the press
1.2. Comparative media systems
1.3. Alternative media systems
1.4. Emerging trends and issues

Module 2: Historical overview and recent trends
2.1. News media markets
2.2. Journalistic professionalism
2.3. Political system
2.4. Civil society

Module 3: Case studies
3.1. India/ Pakistan
3.2. Sri Lanka/ Bangladesh
3.3. Web 2.0 and news media system
3.4. Towards an alternative media system model

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List


CCMG-403: NEWS MEDIA AND CITIZENSHIP

The role of news media in ‘creating’ citizens and in shaping their attitudes, orientation and level of political participation is becoming crucial to framing contemporary debates surrounding citizenship as also of media’s seminal role in the forging of it. Of particular interest is news media and civic life as also the shift from active audiences to media citizenship. The last module substantively takes up the case of Indian news media and citizenship and how news reportage effects political participation and civic engagement in the country.

Module 1: Media and Citizenship: Conceptual Issues
1.1 Concepts of Citizenship
1.2 Cultural Citizenship, Rights and Representations
1.3 News Media and Civic Life
1.4 Media Consumption and citizenship

Module 2: Citizen’s Media and Media Citizens
2.1 Types of citizenship engagement
2.2 Media and its role in ‘creating’ a citizen
2.3 From active audience to media citizenship
2.4 Citizen news producers and citizen mobilization

Module 3: Media and active citizenship in India
3.1 Media, citizenship and the public sphere in India post-1947
3.2 Audience-Citizen/ Consumer: The Indian context
3.3 Media effect on civic life in India
3.4 Political reportage and voter turnout in India

Internal Assessment: (25 Marks)
Final Exam: (75 Marks)

Readings List


Cultural practices and traditions are a lifeline of communication that shape and define the nature of inclusion and exclusion. The paper intends to understand the conceptual foundation of social structure as it shapes the nature of communication in a human society. Issues of differences were often constructed, institutionalized and then perpetuated that have serious repercussion in the process of communication. It will also unveil the existence of an intimate relationship between socio-cultural life and media life.

**Module 1: Expression and Marginality**
1.1 Marginalization
1.2 Margins and the Other
1.3 Cultural Marginality

**Module 2: Margins and Everyday Life**
2.1 Media Life
2.2 Dynamic of Difference
2.3 Contour of Domination & Communication Codes:

**Module 3: Minorities and the Media**
3.1 Media and Identity
3.2 Subaltern Counterpublics
3.3 Minorities and Justice

**Internal Assessment: (25 Marks)**

**End Semester Exam: (75 Marks)**

**Readings List**

This course aims to provide a critical understanding of social media. It begins by locating the historicity and the defining characteristics of this now ubiquitous ‘new media’. The first two modules investigate the political economy of dominant social media platforms, including issues of interface design, commerce and labour, and the ways in which that bears on the repertoire of uses, norms and rights surrounding it. Herein, a number of questions are posed. How do we place these media within the current media ecology, i.e. the emergent intersections and parallels with traditional forms of media production, circulation and consumption? What are the freedoms and controls afforded by these media and why? How do they help shape cultural ideas and practices related to leisure, self disclosure and presentation, social interaction and connectedness, community building and representation, creative and critical expression, and concomitantly, what are the social implications? Further, whether and how social media enable a reconfiguration of existing power circuits? And how do we imagine social media futures, including alternate conceptions and models?

Such explorations would be made through a repertoire of literature, films and online material. The third module would map emergent areas of social media research and methodological tools. It would be taught in a workshop mode, as part of which the students would carry out a research study on select facets of social media use.

**Module 1: Politics of Platforms**
1.1 Defining Social Media
1.2 Commerce and Control
1.3 Speech and Surveillance

**Module 2: Users and Practices**
2.1 Curating Presence
2.2 Self and Sociality
2.3 Collaboration and Contests

**Module 3: Studying the field**
3.1 Lines of Enquiry
3.2 Methods
3.3 Research Design and Analysis

**Internal Assessment: (25 Marks)**

**End Semester Exam: (75 Marks)**

**Reading List**

The course employs a qualitative approach to examining social conflict. Students explore definitions, varieties, styles, and means of analysis of conflict at the interpersonal and intergroup levels. Emphasis is placed on the role that identity (ethnic, gender, religious, national, political) plays in the initiation, perpetuation and resolution of conflict. Course content includes an overview of major theories of social identity, peace and conflict, and conflict management. Need some elaboration (total upto 150 words)

Module 1: Definitions and Foundational Theory
1.1 Conflict Defined
1.2 Foundational theories
1.3 Identity theories
1.4 Intergroup dynamics

Module 2: Conflict Dynamics and the Media
2.1 Framing Devices
2.2 Intergroup Conflict
2.3 Communication Styles
2.4 Everyday conflicts

Module 3: Mediation and Peace-building
3.1 Peace Journalism
3.2 Negotiation
3.3 Resolving group conflict
3.4 Community approaches

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading list


CCMG-407: NETWORKS, INFORMATION & GOVERNANCE

Viewing networking as both, socially and technologically mediated processes; this paper seeks to understand why network practices have proliferated among administrative and commercial entities at the macro, meso and micro levels. It examines the structure of the network and links between the creation of social insurance mechanisms as well as knowledge building. Besides, the course provides an overview of trust and seeks to study the possible relationship between networking and trust. Further, the paper examines the shift of paradigm in networking from opposing and competing to that of public private partnership in the wake of innovative systems. Likewise, it examines the twin concepts of ‘transparency’ and ‘accountability’ as important pillars to gain legitimacy for democratic governance. It also seeks to look at the growth and importance of different information centres and their respective role in promoting governance.

Module 1: Many Faces of Networking
1.1 The Network Society
1.2 Social Networks/Actor Network Theory
1.3 Network and Trust/Internet of Things

Module 2: Social Application of Network Technology
2.1 Models of E-governance
2.2 Network Structure and Decentralisation
2.3 ICTs for Development & Social Change

Module 3: Governing Information Network
3.1 Digital Economy & E-commerce
3.2 Cyber crimes/Threat of Surveillance
3.3 Networks & Corporations/Social Marketing

Internal Assessment: (25 marks)
End Semester Exam: (75 marks)

Reading List

The role of policy and politics in shaping the Informatics industry in India is explored at two levels: in the links between the hardware segment and the wider, national productive economy; and, in the contribution of firms producing high-end software and providing low-skill services. Scrutinising the changing nature and dynamics of work in post-industrial settings forms the ground to visit key empirical and political debates.

Looking at the early trajectory of the hardware and software sectors before 1991, the first module also introduces the main actors of the IT industry in India. Subsequently we locate the Indian industry in the global context, emphasising the affects of the ups and downs in the world market on both domestic products and domestic technology. The industry has created a workforce that is new in terms of work culture, exposure to global scenario, wages, trade unionism etc. Consequently, the last module deals with practices of telework, thereby opening up debates on role of workforce, work culture and trade associations/unions in this sunrise industry.

Module 1: Contextualising Informatics industry in India
1.1 Emergence of Informatics
1.2 Information Society & Economy
1.3 Electronics Policy (1975-1991)

Module 2: Global vs. Indian industry
2.1 Global Scenario
2.2 Economics of Offshoring
2.3 Market Structure of Products
2.4 New economy and Work

Module 3: Informatics industry and workforce
3.1 Anthropology of Telework
3.2 ITES & Emotional Labour
3.3 Information Labour & Unionism
3.4 Policy Alternatives

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List
CCMG-410: STRATEGIC COMMUNICATION-II

This paper will initiate the ability among students to address strategic Communication in select domains on the basis of skills learnt in 3rd semester. This course provides a learning experience that combines rigorous academic study, skills development, skills application, and enables students to gain a systematic understanding of strategic communication knowledge. It enables students to enhance their career potential, personal and professional effectiveness, and their performance in employment in the field of strategic communication in a range of sectors and organisations.

The students will select domains be it business environment, formal and informal sectors to develop communication strategy and implementation plan. The students will be able to develop a strategic communications plan in the respective domain. The strategic plan will help the students to learn to deploy resources more effectively and strategically by highlighting synergies and shared opportunities in various programs and work areas.

This course will be mentored through workshop format. Efforts will be made to link them to various organisations pertaining to the domains they chose. The students will be able to address the various stages/steps of Communication strategies in a phased manner so as to evaluate the progress through presentations.

Module 1: Operationalising Analyzing Strategy
1.1 Determine Goal
1.2 Identify and Profile Audience
1.3 Develop Messages

Module 2: Designing Strategy
2.1 Select Communication Channels
2.2 Choose Activities and Materials
2.3 Establish Partnerships

Module 3: From Strategy to Action
3.1 Implement the Plan
3.2 Monitoring Mechanism
3.3 Evaluation & Mid-Course Corrections

Internal Assessment: (25 Marks)
End Semester Exam: (75 Marks)

Readings List
2. Malcom Earnshaw Evaluation, ISBA
3. Nairn, Andy Effective marketing strategies for food and drink brands
4. Nairn, Andy Effective marketing strategies for automotive campaigns
5. Strategic Communication Planning, 2005 The SPIN Project, 149 Natoma Street San Francisco
9. Mezey, Alex; Scott Hamilton; Kevin Kuwahara; Courtney Sandlin 2013 TOYOTA, INC. A Case Study in Communicating Bad News, USC Marshall school of Business, Centre for Communication
CCMG-411: MEDIA AND CULTURE IN CONTEMPORARY SOUTH ASIA

This introductory course aims at developing an understanding about flourishing media cultures and its products in South Asia. In doing so it aims to discover contemporary south Asia through the lens of mass media, associated cultures and policies governing these industries and such sectors. It explores the transformations in the realm of mass media, underlining its linkages with the national and regional political dynamics and simultaneously the vibrant mass public cultures. For developing the understanding of modern means of communication in south Asia, the paper primarily covers print, television, new media, telecommunications, mobile devices and applications but also takes cognizance of other fields like cinema, photography, mechanical reproductions of art and music. Briefly touching upon these diverse forms, the paper inquires into this vast domain to understand their local characteristics within distinct boundaries of various nations and also through convergences or overlaps beyond boundaries constituting the regional-the south Asian media cultures.

To comprehend the media and communications in south Asia the focus is to understand the shared cultural and historical pasts and then to unravel the dynamics of cultural and media diversity in the region. The paper therefore revisits and broadens the conceptual constructions of South Asia. While outlining the cartographic origins it uncovers the complex global, regional and local cultural processes determining the makings of contemporary south Asia and its media cultures. At the same time it will analytically recognize the multiple representations of the region and its imagery produced by the effervescent mass media.

Consequently the paper illuminates on some important queries, such as- Can south Asia be imagined through its media cultures as a cultural zone with infinite similarities between the nations and outside the realm of traditional categorization of SAARC nations? Is it so that such official categories remain instrumental in creation of media cultures? Are there far more fluid re-imaginings of South Asia in mass media based on cultural identity that feeds into the rise of South Asian media cultures? Grounded in such enquiries the paper explores the region through its historical changes juxtaposing its economic, political and cultural changes to understand the contemporary south Asia and its media cultures.

1: The Region
1.1 The undivided Past and cultural geographies
1.2 Caste, Gender and Religion
1.3 Language, food and newer imaginings

Module 2: Media Cultures in South Asia
2.1 Print Culture
2.2 Images and moving cultures
2.4 Technology and Mobility

Module 3: Media Politics in South Asia
3.1 State, Media & Civil Society
3.2 Media, Political Process and Public sphere
3.3 Community media, movements and reforms

Internal Assessment: (25 Marks)
End Semester Exam: (75 marks)
Reading List

37. Wickramasinghe, Nira. 2006. *Sri Lanka in
This introductory course aims at developing an understanding about flourishing media cultures and its products in South Asia. In doing so it aims to discover contemporary south Asia through the lens of mass media, associated cultures and policies governing these industries and such sectors. It explores the transformations in the realm of mass media, underlining its linkages with the national and regional political dynamics and simultaneously the vibrant mass public cultures. For developing the understanding of modern means of communication in south Asia, the paper primarily covers print, television, new media, telecommunications, mobile devices and applications but also takes cognizance of other fields like cinema, photography, mechanical reproductions of art and music. Briefly touching upon these diverse forms, the paper inquires into this vast domain to understand their local characteristics within distinct boundaries of various nations and also through convergences or overlaps beyond boundaries constituting the regional- the south Asian media cultures.

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**Module 1: The Region**
1.4 The undivided Pasts and cultural geographies
1.5 Caste, Gender and Religion
1.6 Language, food and newer imaginings

**Module 2: Media Cultures in South Asia**
2.1 Print Culture
2.2 Images and moving cultures
2.4 Technology and Mobility

**Module 3: Media Politics in South Asia**
3.1 State, Media & Civil Society
3.2 Media, Political Process and Public sphere
3.3 Community media, movements and reforms

Internal Assessment: (25 Marks)

End Semester Exam: (75 marks)
Readings List

37. Wickramasinghe, Nira. 2006. *Sri Lanka in
The paradigmatic shift inaugurated by the differing constitution of computation (algorithms) has radically reconfigured the role of media and communication in the emergent present world. The tendrils of digital machine interrogate the permeable boundary between the virtual and the real, the digital and the non-digital, and thereby institutes new diagrams of social control intensified into logic of capture. The abstract machines of digital dashboards inform an epistemology of the historical present in the context of data deluge and reassemble the traditional strictures of knowledge. The shift is from the embodied computer programmes (software) to hardware (autonomous robots) and wetware (bioengineered transgenic organism). The post media assemblages and its cartography that the coursework proposes, refer to this shift in the landscape of information and mediation. This coursework focuses on three aspects: the reconfiguration of the notion of information, the postulation of post-media assemblages, and the new interfaces (digital screens) and ecology that the post-media offers.

Module I - Theorizing the Information Society
1.1 The Information Regime and Datafied Subjects
1.2 Cyborg – Logic of Cybernetics
1.3 Genomic Information – Bio Media

Module II – New Interfaces and the New Ecology
2.1 Society of the Screen – Streaming and Selfies
2.2 From Organism to Multitudes – Swarm Intelligence/Insect Media
2.3 Contagious Culture of the Digital – Viral and the Virus

Module III - Post Media Assemblages
3.1 Guattari and the Post-media
3.2 Media as Machinic Assemblages/Rhizomes
3.3 Onto- Cartography: Post Human Ecology of Media

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List


Spatiality and communication are two inseparable metaphors which are bridged through networks, power, image, space, place and time, etc. The spatiality is all about human interaction, multiplicity and disruption in shape of communication. Such topographic interaction, multiplicity and disruption shape the communication of the spatiality representation. These representations may vary from census to photography to various media tools. The course will make you understand about spatiality and communication.

Module 1: Mapping Spatiality
1.1 Space, Place and Time
1.2 Time-Space of Communication
1.3 Cartographic Communication

Module 2: Topology of Communication
2.1 Spaces of Networks
2.2 Geography and Network Topology
2.3 Place as Topology

Module 3: Spatial Media
3.1 Spatial Media Technologies (Geographic Information System and Digitally Augmented Geographies)
3.2 Geodesign and Geoprivacy
3.3 Geo-Semantic Web

Internal Assessment: (25 Marks)

End Semester Exam: (75 Marks)

Reading List
15. Tuan, Yi-Fu. (1977) Space and Place: The Perspective of Experience, University of Minnesota Press, Minneapolis.


SYLLABUS

2014-15

PH.D IN MEDIA GOVERNANCE
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Course Work</th>
<th>PAPER CODE/PAPER NAME</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>PHMG-101:</strong> THEORETICAL ORIENTATION COMMUNICATION</td>
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<td></td>
<td></td>
<td><strong>PHMG-102:</strong> METHODOLOGICAL ISSUES IN COMMUNICATION</td>
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Recognizing that ‘media studies’ lacks a cannon, and thus any grand theory, the paper traces the formulation of various positions and sub-positions over the years, as indicated in what scholars have deemed worthy of study. It examines their influence on the array of epistemological standpoints, methodological frameworks of key scholarship, and the scope of communication.

Module 1: Communication Process

This module traces the concept of communication as an organism in the nineteenth century to it being a social network in the contemporary times, on the one hand, and as tool for disseminating ideologies of power, on the other. Simultaneously, it shows how the subject of communication attracted the attention of scholars across disciplines, and received critical gaze by Marxists, existentialists, political economists and behavioural and cognitive scientists. Amidst all these before it can make any disciplinary claims.

<table>
<thead>
<tr>
<th>Communication as Science</th>
<th>Communication as Process</th>
<th>Political economy</th>
<th>Power and Ideology</th>
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<tbody>
<tr>
<td>Empiricism</td>
<td>Effects Studies</td>
<td>Communication and the mode of production</td>
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<td>Scientism</td>
<td>Multiplier effects</td>
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<td>Mass culture</td>
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<td>Functionalism</td>
<td>Empathy</td>
<td>Consumption as Production</td>
<td>Ideology</td>
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</tbody>
</table>

Module 2: Communication

This module is concerned with making students understand these various shifts in the transition of communication into becoming a well defined area of inquiry. The module particularly emphasizes the role of critical approach and political economy in unfolding the forms of media imperialism. Besides the above trajectories, the cultural turn in social sciences and humanities has played a key role in the understanding the entire notion of communication as culture. The micro perspectives offered by the studies of everyday uncover the role of communication in the production of everyday life. This module attempts to study this cultural turn and also the challenges which are simultaneously being posed by perspectives of feminisms postmodernisms which are woven into these debates.

<table>
<thead>
<tr>
<th>Classical</th>
<th>Hermeneutics</th>
<th>Discursive</th>
</tr>
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**MODULE: Methods in Quantitative Communication Research**

- **Understanding Quantitative Data**
  - Levels of Measurement
  - Measures of Central Tendency & Dispersion
  - Sampling & Survey Designs
  - Quantitative Content Analysis

- **Statistical Inference**
  - Z-scores
  - Probability
  - Normal Distribution
  - Distribution of Sample Means

- **Hypothesis Testing & Interpreting Statistics**
  - Logic of Hypothesis Testing
  - One-tailed, Two-tailed
  - Concerns about Hypothesis Testing
  - Chi Square Statistic

- **Using SPSS**
  - Coding
  - Managing Data
  - Cleaning Dirty Data
  - Running Statistical Tests and Interpreting them

**MODULE: Methods in Qualitative Communication Research**

- **Ethnography and Other Methods**
  - Ethnography
  - Case Study
  - Participant Observation
  - Oral History

- **Focus Group Discussions**
  - Different between FGD and interview
  - Preparing for FGD
  - Logistics
  - Approaches to analyses

- **Interviewing**
  - Structured,
  - semi-structured,
  - Open interviews
  - Logistics

- **Artifacts and Texts**
  - Textual analysis
  - Archival Research
  - Visual Ethnography

**MODULE: Issues in Communication Research**

- **Research Ethics**
  - Background on ethical problems in social research
  - Institutional Review Board
  - Confidentiality
  - Protecting participants

- **Analysis in Qualitative & Quantitative Research**
  - What is Objectivity?
  - Positionality and standpoint
  - Bias Identification and acknowledgment
  - Insider/Outsider

- **New Information Technologies & Communication Research**
  - Methodological Challenges of Social Media Research
  - Big Data & the Computational Turn
  - Sampling Issues
  - Collaboration between Informatics Experts & Communication Researchers

- **Understanding and Interpreting a Research Study**
  - Selecting Methods for a Study
  - Framing Research Questions
  - Writing Methods Section for a Journal Article
  - Presenting a Research Study
Reading List

15. The complete manual for SPSS.
CENTRE FOR CULTURE, MEDIA & GOVERNANCE

JAMIA MILLIA ISLAMIA

(A Central University by an Act of Parliament)

SYLLABUS

2015-16

PH.D IN MEDIA GOVERNANCE
# List of Papers

For

**Ph.D in Media Governance**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Course Work</th>
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| 1    |             | **PHMG-101:**
|      |             | THEORETICAL ORIENTATION COMMUNICATION |
|      |             | **PHMG-102:**
|      |             | METHODOLOGICAL ISSUES IN COMMUNICATION |
PHMG-101: THEORETICAL ORIENTATION COMMUNICATION

**DESCRIPTION**
Recognizing that ‘media studies’ lacks a cannon, and thus any grand theory, the paper traces the formulation of various positions and sub-positions over the years, as indicated in what scholars have deemed worthy of study. It examines their influence on the array of epistemological standpoints, methodological frameworks of key scholarship, and the scope.

**MODULES**

- Communication as Process
- Communication as Culture
- Communication as Generation of meaning

**Module 1: Communication Process**
This module traces the concept of communication as an organism in the nineteenth century to it being a social network in the contemporary times, on the one hand, and as tool for disseminating ideologies of power, on the other. Simultaneously, it shows how the subject of communication attracted the attention of scholars across disciplines, and received critical gaze by Marxists, existentialists, political economists and behavioural and cognitive scientists. Amidst all these before it can make any disciplinary claims.

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**Module 2: Communication**
This module is concerned with making students understand these various shifts in the transition of communication into becoming a well defined area of inquiry. The module particularly emphasizes the role of critical approach and political economy in unfolding the forms of media imperialism. Besides the above trajectories, the cultural turn in social sciences and humanities has played a key role in the understandings the entire notion of communication as culture. The micro perspectives offered by the studies of everyday uncover the role of communication in the production of everyday life. This module attempts to study this cultural turn and also the challenges which are simultaneously being posed by perspectives of feminisms postmodernisms which are woven into these debates.

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</table>

Reading List

17. Hall, Stuart et al. 1978, Policing the Crisis: Mugging, the State and law and Order, Macmillan, London.
PHMG-102: METHODOLOGICAL ISSUES IN COMMUNICATION

I. Objectives of the course

Scientific research aims at developing definitions of key concepts, their empirical operationalisation and general explanations of specific research questions. The specification of empirical indicators and the collection of qualitative and quantitative data is crucial to scientific research. However, mere collection of data is not sufficient. In order to analyse them, assumptions about reality have to be elaborated by drawing on (meta-)theories and concepts; hypotheses have to be developed. Within the positivist variant of political science, these assumptions are usually combined in the form of a model and verified on the basis of empirical data. The main objective of this empirical-analytical approach is to explain political behaviour. The positivist canon as the mainstream of political science is challenged by qualitativists who consider subjective perceptions and normative-ontological intentions, not empirical-analytic measurement, as the backbone of their research.

The main objective of the course is to familiarise students with the key literature on the social science methodology, as well as discuss the applicability to particular problems in the South Asian context.

II. Structure of the course

The course is divided into three broad sections, and covers (i) conceptual issues in the social sciences, (ii) quantitative research methods, and (iii) qualitative research methods. The course comprises of two sessions per week with a duration of 90 minutes each.

III. Assessment

Students are assessed on the basis of a final written examination (100%). Furthermore, students are requested to make presentations in class on theme of their choices, and submit a book review. Please consult me early enough in advance. Overall, a regular and active participation is expected and encouraged.

The Book Review

1. Choose a book (either from the seminar reading list or one of your own) that you think will help you also for your presentation in the seminar as well as for your preparation for the final exam.
2. Write a short critical summary of the objectives and findings of the book. Please make sure you emphasize the sections of the book that are most relevant to the seminar.
3. Evaluate the book in terms of the clarity of arguments and how successful the author has been in sustaining them.
4. Note down the total number of words on the top of your review.

Further books for review:


IV. Teaching support

Student feedback is essential to the success of the course and comments are welcome at any time. Please contact me if you have difficulties with this class, or if you wish to discuss your work and progress. In particular, please do not hesitate to inform me if a book or journal that you require for your work is not available in the library.
For all related questions, I will be available regularly in an office hour at the centre. The timing of the office hour will be announced. In order to book a slot, please send an email to lion.koenig@uni-heidelberg.de

**Course Programme**

**Week 1: Introduction**

<table>
<thead>
<tr>
<th>Introductory Session</th>
<th>Discussion of course objectives and requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Basics of Scholarly Writing</th>
<th>Referencing, citation styles, and plagiarism</th>
</tr>
</thead>
</table>

**Week 2: Conceptual Issues in Communication Studies**

<table>
<thead>
<tr>
<th>The Science/Social Science Contrast</th>
<th>What is 'scientific' about the social sciences/communication studies? What does it mean for a researcher to be 'objective'?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The History of Social Thought: Comte, Weber, Riker, Chicago School</th>
<th>What is positivism and how has it impacted the study of social phenomena?</th>
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<tr>
<td>Almond, Gabriel A. 2004. 'Who Lost the Chicago School of Political Science?', in: <em>Perspectives on Politics</em> 2(1), 91–93.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 3: Goals and Methods of Quantitative Analysis

<table>
<thead>
<tr>
<th>The Methodological Individualism and Historicism of Popper</th>
<th>What are the strengths and weaknesses of Popper's approach?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Theoretical Aspects of Quantification</th>
<th>Can politics be quantified? What is understood by quantitative methods?</th>
</tr>
</thead>
</table>

### Week 4: Survey Research

<table>
<thead>
<tr>
<th>Introduction to Survey Research</th>
<th>What are the strengths and limitations of survey research? Design of a survey questionnaire Dependent vs. independent variables</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sampling procedures</th>
<th>Random Sampling vs. Non-Random Sample Designs The example of the India citizenship survey by Subrata Mitra (2009)</th>
</tr>
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</table>

### Week 5: Descriptive Statistics

<table>
<thead>
<tr>
<th>Basic statistical tools</th>
<th>Levels of measurement, central tendency, and spread Basic Probability, Probability Distributions</th>
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</table>

<table>
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<tr>
<th>Statistical Inference in Political Science</th>
<th>Descriptive vs. Causal Inference [Alternatively: Guest lecture by Dr. Sanjay Kumar (CSDS) on opinion polls in the 2014 National Elections]</th>
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### Week 6: Qualitative Methodology

<table>
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### Week 7: Ethnographic methods in the social sciences

<table>
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<th>Question</th>
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### Week 8: Archival Research

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### Week 9: Elite interviewing, Focus Group Analysis, and Participant Observation

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Focus Group Analysis and Participant Observation


Week 10: Content Analysis

<table>
<thead>
<tr>
<th>Content Analysis</th>
<th>Written, visual and audio sources</th>
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Excursion to the Centre for Media Studies (CMS), New Delhi


Week 11: Discourse Analysis and Ethics in Social Science Research

<table>
<thead>
<tr>
<th>Discourse Analysis</th>
<th>Can discourse be studied from a social scientific point-of-view?</th>
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<table>
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<tr>
<th>The Nature of Ethical Problems</th>
<th>The relationship with sponsors</th>
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Week 12: Conclusion

<table>
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<tr>
<th>New Developments in Research Methodology</th>
<th>The Internet and Political Research</th>
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Conclusion

| Questions and Final Discussion | --- |

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JAMIA MILLIA ISLAMIA

(A Central University by an Act of Parliament)

SYLLABUS

2018

M.PHIL/PH.D IN MEDIA GOVERNANCE
### LIST OF PAPERS
FOR
M.PHIL/PH.D IN MEDIA GOVERNANCE

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<td>MPHMG-103: MEDIA LABOR (OPTIONAL PAPER)</td>
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<tr>
<td></td>
<td>2</td>
<td>MPHMG-104: TECHNO-SOCIALITY AND PHILOSOPHY OF COMMUNICATION (Seminar Paper)</td>
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<td>MPHMG-105: MEDIA AND CONFLICT (Seminar Paper)</td>
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Internal Assessment: (25 Marks)

Final Exam: (75 Marks)

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5. Bel, B.et al. 2007, Communication processes, Vol 1: Media and Mediation, Sage: New Delhi, Ch 1,2.
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<td>• Historical background to qualitative research</td>
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<td>• Why we use the qualitative approaches</td>
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<tr>
<td>• Formulating qualitative research questions</td>
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<td>• Document analysis</td>
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**MODULE: Techniques in Qualitative Communication Research**

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<td>• Gaining access</td>
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<td>• Homophily and heterophily</td>
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<td>• Recording Data</td>
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<td>• Types of field Data</td>
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<td>• Debriefing participants</td>
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<td>• Thematic Codes</td>
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<td>• Code identification</td>
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<tbody>
<tr>
<td>• Review</td>
</tr>
<tr>
<td>• Reporting qualitative findings</td>
</tr>
</tbody>
</table>

**Internal Assessment:** (25 Marks)

**Final Exam:** (75 Marks)
Readings List

While wage based labour was prominent in the capitalist system, the factory as site of production was unable to keep up with innovation and labour became organised around technology. This led to changes in nature of employment and requirement of specific skill-sets for workers, as labour become more intangible in form. With shift to Service economy, the production process required interactive communication between producers and consumers, reflected in skill requirement for jobs. This course engages with the Marxian notion of value and looks at changes within the mode of production that affected traditional work processes. It then traces changes in Industrial production in late 20th Century that led to reorganisation of labour around new forms of technology. It further looks at intangible labour within service-based work and forms of labour dealing with customer services. The Indian economy saw growth of the Software and BPO sector with coming of globalisation and liberalisation in 1990s where labour came into purview of marketplace. In this post welfare economy labour, management practices control labour more than ever before. The course looks at issues around organisation of labour as reflected through IT policies in India and questions of labour and autonomy.

**Module I**
1. Work, Value and Alienation
2. Division of Labour
3. Taylorism, and Scientific Management

**Module II**
1. Post Industrial Society, Organization of work and Immaterial Labour
2. Affective and Emotional Labour
3. Globalization, Labour and Precarity

**Module III**
1. Economics of Off-shoring
2. IT Policies and Labour Issues in Indian IT Industry
3. Information Labour and Unionism

**Module wise distribution**

The first module deals with Labour theory of value looking at conditions and processes that affect value creation. It then looks at the notion of Division of Labour within Industry. It traces changing practices in Labour Management and how these practices influenced specialization of labour forms.

The second module traces changes in Industrial Policy and the shift to service-based work. It looks at intangible forms of labour within such work, especially labour based on use of affects. The module looks at the organization of labour around technology and precarious conditions within Labour Market.

The third module looks at Off-shoring and Outsourcing processes within Indian IT Industry. It looks at import-export policy in India focusing on policies for IT Infrastructure within the (i) Electronics Policy (1975 – 1991) and the (ii) IT Policy (post 1991). It then looks at the issue of IT based Labour Unionism, barriers to Unionism and scope of cross border alliances.

**Internal Assessment:** (25 Marks)

**Final Exam:** (75 Marks)
As the title suggests the new world of techno-sociality raises pertinent philosophical issues on the question of communication and information, especially in the context of contemporary post-humanism and post-structuralism. The latter theories have radically reconfigured the present-day world and its social and ontological implications. This, in turn, calls for the very reassembling of the notion of ‘social’ itself, as profoundly proposed by Bruno Latour. Drawing mainly from philosophers like Gilles Deleuze and Felix Guattari, Gilbert Simondon, Bernard Stiegler and Bruno Latour, this course will engage with the relation between the complexities of the emergent contemporary world and the reconstituted role of media and communication within it. The emergent present world, the new philosophy, and the concept of transformed media logically disengage from the interpretations and paradigms of yesteryears. Perhaps the most important one in this context is Frankfurt School and its critical method, which unfortunately is proving increasingly redundant before the sophistication of the present-day technology, unmanageably complex information flows, and the new modalities of communication. Post-humanism and post-structuralism emerge specifically in this conjuncture and play a double function: both interrogate the sterile paradigms of the past as well as re-orient the analysis of the present-day world and new media in a radically novel direction. The proposed course focusses on one of the most crucial dimensions of this reinterpreted reality: the techno-social. This bi-legged, hyphenated concept has deep cybernetic and ontological underpinnings; its two parts are mediated by yet another profound post-human concept, “the machine”. This course, in effect, structures its analysis on three complexly interrelated concepts—technology, social, and the machine— and tries to unravel their philosophical implications in the domain of information, media, and communication.

Module I – Problematizing Subjectivity in Contemporary Times: Introducing Post-humanism

This module deals with the transition from the subject-centred philosophy to the contemporary post-humanism. At the core of this debate is the Foucauldian concept of “disciplinary society” and the Deleuzian notion of the “control society”. Though Foucault critically augured the death of the subject in the last part of *The Order of Things*, he himself worked with a quasi-subjectivity in his major works. This especially becomes patent in his concepts of governmentality, bio-politics, sexuality, disciplinary society, and so on. Deleuze, on the other hand, subtly interrogates the relevance of this Foucauldian stance in the contemporary post-capitalist world, and proposes a new alternative, pithily captured in his notion of the “society of control”. The latter becomes synonymous with acentered, machinic subjectivity typified by desiring-production and society conceived as a machinic “socius”. Deleuze’s concept of the society of control becomes the apt introduction to the discussion of the larger theme of post-humanism which in turn brings out the complexities and discontents of the contemporary high-tech world, strategies of representation, and new modalities of communication. The core theme of post-humanism will be further engaged with in the light of the important works of Katherine Hayles, Rosi Braidotti, Maurizio Lazzarato, Marc Auge, and so on.

<table>
<thead>
<tr>
<th>Anthropocentrism: Man and his Doubles</th>
<th>Disciplinary and Control Societies</th>
<th>Post Humanism</th>
<th>Non-Places</th>
</tr>
</thead>
</table>

Module II - Philosophy of Machines

This module addresses one of the central pivots of the post-capitalist society and the post-humanist imaginary: the machine. The machine, more than a material gadget, becomes an image of thought. In effect, there occurs a bifurcation at the heart of the concept of machine itself. There are three important strands here. Firstly, there are the material machines that drive the everyday world and capitalism. Central to it is Gilbert Simondon’s concept of “technogenesis”, which argues that machines also have their own virtual life and evolve like the human species. Bernard Stiegler’s works on technics and society become important here. Despite the novelty of Simondon's interpretation, his very notion of machine was inspired by a thermodynamic model of the 19th century, epitomized in automobile engines, turbines, motors in everyday gadgets, and so on. Secondly, there are the information or cybernetic machines like the computers, cell phones etc. of the 20th and 21st centuries. These have not only increased the speed of information or communication, but have radically fractured the identity of the subject as well, through their critical capacity for hybridization, simulation, and virtualization. As Baudrillard noted, the “real” real has imploded under their simulacrum; and a new virtual reality, more real than real, is created, to borrow from Deleuze and Guattari. In contrast to the notion of alienation that was the fallout of Industrial
machine, the information machine eventuates the emergence of a control society marked by the “becoming-sign” of the subject, new surveillance modes, and archiving strategies. Internet becomes the quintessential axis of this new information regime, which cannot be viewed as an object or entity, but only as a multiplicity of assemblages, modelled on the concept of Deleuze-Guattarian “rhizome”. Thirdly, there has arisen the concept of the man-machine hybrid, which is termed as the “cyborg”. Cyborg stands for the human-machine assemblage which ranges from ordinary pacemaker in the human body to sophisticated versions of robots. More than a hardware assemblage, the cyborg has become an ambivalent imaginary and metaphor, which signifies its potential both as a handy tool and servant to the humans and also as an apocalyptic destroyer of humanity. These three versions unravel the complex implications of the ontology of the techno-social and its bearings on the structure and networks of communication in the present world.

Module III - Machinic Philosophy

This last module explores the ontology of the techno-social further by expatiating on the concept of the “machinic” and the “machinic assemblage” as developed by Deleuze and Guattari. Machine is not just a philosophical metaphor for Deleuze and Guattari, rather reality itself is literally machinic for them. Machine or machinic is universal and cosmic. Deleuze and Guattari’s concept of machine should be posited against the traditional notion of ‘mechanism’ which is a closed machine with its specific functions. For them, the world at large—which includes the humans also—becomes machinic through its various and multi-leveled relations and connections. Therefore, the privileged subjectivity of the self-contained human in relation to an inert outside world is no more the reality, as life is considered as the proliferation of machinic connections. The world becomes vitalistic from this perspective, manifesting ceaseless forms of production, interconnections, and transformations, thereby making it a “chaosmas”. They employ three forms of synthesis to specify the actuality of these machinic interconnections: the connective, the conjunctive, and the disjunctive. The disjunctive perhaps becomes the most important one. For example, their famous example of the wasp and the orchid. Though the wasp and orchid belong to disparate life-worlds—the animal and plant kingdoms— the wasp enables the propagation of the orchid’s pollens, thereby becoming a de facto sexual partner to it. For Deleuze and Guattari the universe is teemed with such disparate and disjunctive machinic interconnections. In the *Anti-Oedipus* they use these syntheses and interconnections to explore human society and history further. Society with its machinic connections and desiring-production is re-conceptualized as “socius”. From this perspective, which diverges remarkably from both Marx and Freud, they reconstitute the history of humans as belonging to three machinic assemblages: the territorial machine, the despotic machine, and the capitalist machine. In *A Thousand Plateaus*, a new machine is introduced, which further sophisticates the machinic interpretation of human society and history: the “war machine”. As a relevant complement to Deleuze and Guattari’s machinic connections there will be a brief foray into Latour’s concepts of “actants” and “network”. It is an acknowledged fact that Latour derived his network theory from Deleuze and Guattari’s notion of machinic connections and assemblages. In the elaboration of machinic connections, assemblages, and networks this module will focus on the relevant texts of Deleuze and Guattari, Bruno Latour, and Levi Bryant. This module will conclude by elaborating further up on the relation between the machinic interpretation of human society and history and its connection to communication theory, specifically articulated through the grid of different forms of synthesis and networks.

Final Submission: (100 Marks)
Reading List

17. Dreyfus and Rabinow (2013). *Michel Foucault: Beyond Structuralism and Hermeneutics*, Routledge, Chapter 7 and 8
PHMG-105: MEDIA AND CONFLICT

The paper employs a comprehensive approach to understand conflict and its relationship with media. While studying an overview of major theories of conflict, peace and conflict management, it explore varieties, styles and approaches of analysing the conflict in both national and international levels and how media contribute, act and influence. Emphasis is also placed on how identity (ethnic, gender, religious, national, political) initiates, perpetuates and resolves conflict thereby shape and mould the course of the media. Further, the core component is to write a seminar paper on specific theme to understand the nature of conflicts and the role of media in enunciation, representing and managing conflicts.

Module 1: Theoretical Understanding
1.1 Conflict Defined
1.2 Foundational theories
1.3 Identity and Conflicts

Module 2: Media and Conflict Dynamics
2.1 Framing Devices
2.2 Reporting Conflict
2.3 Media and Spectacle

Module 3: Mediation and Peace-building
3.1 Peace Journalism
3.2 Conflict Management and Negotiation
3.3 Resolving Conflict-

Final Submission: (100 Marks)

Reading list
CENTRE FOR CULTURE, MEDIA & GOVERNANCE

JAMIA MILLIA ISLAMIA
(A Central University by an Act of Parliament)

SYLLABUS
2016-17

PH.D IN MEDIA GOVERNANCE
<table>
<thead>
<tr>
<th>YEAR</th>
<th>COURSE WORK</th>
<th>PAPER CODE/PAPER NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>PHMG-101:</strong> THEORETICAL ORIENTATION COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PHMG-102:</strong> METHODOLOGICAL ISSUES IN COMMUNICATION</td>
</tr>
</tbody>
</table>
**PHMG-101: THEORETICAL ORIENTATION COMMUNICATION**

**DESCRIPTION**
Recognizing that 'media studies' lacks a cannon, and thus any grand theory, the paper traces the formulation of various positions and sub-positions over the years, as indicated in what scholars have deemed worthy of study. It examines their influence on the array of epistemological standpoints, methodological frameworks of key scholarship, and the scope.

**MODULES**
- Communication as Process
- Communication as Culture
- Communication as Generation of meaning

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### Module 1: Communication Process
This module traces the concept of communication as an organism in the nineteenth century to it being a social network in the contemporary times, on the one hand, and as tool for disseminating ideologies of power, on the other. Simultaneously, it shows how the subject of communication attracted the attention of scholars across disciplines, and received critical gaze by Marxists, existentialists, political economists and behavioural and cognitive scientists. Amidst all these before it can make any disciplinary claims.

<table>
<thead>
<tr>
<th>Communication as Science</th>
<th>Communication as Process</th>
<th>Political economy</th>
<th>Power and Ideology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empiricism</td>
<td>• Effects Studies</td>
<td>• Communication and the mode of production</td>
<td>• Culture Industry</td>
</tr>
<tr>
<td>• Scientism</td>
<td>• Multiplier effects</td>
<td>• Mode of production of communication</td>
<td>• Mass culture</td>
</tr>
<tr>
<td>• functionalism</td>
<td>• Empathy</td>
<td>• Consumption as Production</td>
<td>• Ideology</td>
</tr>
</tbody>
</table>

### Module 2: Communication
This module is concerned with making students understand these various shifts in the transition of communication into becoming a well defined area of inquiry. The module particularly emphasizes the role of critical approach and political economy in unfolding the forms of media imperialism. Besides the above trajectories, the cultural turn in social sciences and humanities has played a key role in the understandings the entire notion of communication as culture. The micro perspectives offered by the studies of everyday uncover the role of communication in the production of everyday life. This module attempts to study this cultural turn and also the challenges which are simultaneously being posed by perspectives of feminisms postmodernisms which are woven into these debates.

<table>
<thead>
<tr>
<th>Classical</th>
<th>Hermeneutics</th>
<th>Discursive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text gives false consciousness</td>
<td>• Structural mediation</td>
<td>• Positioning the subject</td>
</tr>
<tr>
<td>• Economism</td>
<td>• Mediation through signifying practices</td>
<td>• Articulating the subject</td>
</tr>
<tr>
<td>• Frankfurt School</td>
<td>• Mediation through Narrative</td>
<td>• Power &amp; materiality of Culture</td>
</tr>
</tbody>
</table>

### Module 3: Communication as Generation of meaning
The cultural turn and also the parallel qualitative turn in social sciences and humanities can be clearly discerned in the range of methodologies developed to explain and interpret the complex social realities, we live in. A number of approaches proliferated to understand and interpret the specific messages and the signifying practices. For example, structuralism and semiotics represent a general theoretical orientation defining a general science of signs and their functions. The hermeneutic approach gives cultural or signifying practices a more active role and therefore emphasizes the mediated structures of social experience. The discursive approach, on the other hand, does away with these binaries and slides the social into cultural. It perceives power as very much embedded in the signifying practices themselves. The present module, studies, at length, the various approaches of meaning making in the detail and therefore the idea of communication production as generation of meaning.

<table>
<thead>
<tr>
<th>Studying meaning</th>
<th>Theories of Semiotics</th>
<th>Semiotic &amp; Sign Systems</th>
<th>Code and Signification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process to meaning</td>
<td>• F.De Saussure</td>
<td>• Signifier and Signified</td>
<td>• Culture of codes</td>
</tr>
<tr>
<td>• Audience to reader</td>
<td>• C.S. Pierce</td>
<td>• Sign, interpretant &amp; object</td>
<td>• Sign and signification</td>
</tr>
<tr>
<td>• Culture and text</td>
<td>• Roland Barthes</td>
<td>• Structuralism</td>
<td>• Political economy of sign/simulacra</td>
</tr>
</tbody>
</table>
Reading List

5. Bel, B.et al. 2007, Communication processes, Vol 1: Media and Mediation, Sage: New Delhi, Ch 1, 2.
17. Hall, Stuart et al. 1978, Policing the Crisis: Mugging, the State and law and Order, Macmillan, London.
PHMG-102: METHODOLOGICAL ISSUES IN COMMUNICATION

DESCRIPTION

This course is designed to combine discussion of the qualitative approach to research with an application component tailored to the student’s individual research plans for his/her Ph.D. thesis. The application component allows the student to engage in original data collection, and to transcribe, code and analyze the data collected (essentially to “try out” the method before beginning formal data collection for the doctoral thesis). The course includes discussion of qualitative research, responsibilities of the researcher, ethical questions, and relevant approaches to data collection. Lectures are balanced with student discussion and meetings on individual student projects.

Meetings and discussions of individual student research projects will take place throughout the course.

MODULE: Approaching Qualitative Communication Research

<table>
<thead>
<tr>
<th>Approaching Research</th>
<th>Research of the Researcher</th>
<th>Role of the researcher</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positivist, interpretive and critical approaches</td>
<td>• Formulating qualitative research questions</td>
<td>• Researcher bias</td>
<td>• Background on ethical problems in social research</td>
</tr>
<tr>
<td>• Historical background to qualitative research</td>
<td>• Designing qualitative research</td>
<td>• Reflexivity</td>
<td>• Institutional Review Board</td>
</tr>
<tr>
<td>• Why we use the qualitative approaches</td>
<td></td>
<td>• Responsibility of the researcher</td>
<td>• Protecting participants</td>
</tr>
</tbody>
</table>

MODULE: Methods in Qualitative Communication Research

<table>
<thead>
<tr>
<th>Individual and Group Interviewing</th>
<th>Focus Group Discussions</th>
<th>Ethnography and Stories</th>
<th>Artifacts and Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structured, semi-structured, open interviews</td>
<td>• Different between FGD and interview</td>
<td>• Case Study</td>
<td>• Content analysis</td>
</tr>
<tr>
<td>• Structured interviews</td>
<td>• Preparing for FGD</td>
<td>• Participant Observation</td>
<td>• Document analysis</td>
</tr>
<tr>
<td>• Logistics</td>
<td>• Logistics</td>
<td>• Life History/Narrative</td>
<td>• Other types of artifacts</td>
</tr>
<tr>
<td></td>
<td>• Approaches to analyses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MODULE: Techniques in Qualitative Communication Research

<table>
<thead>
<tr>
<th>Fieldworks and Research Notes</th>
<th>Analysis in Qualitative Research</th>
<th>Making Sense of Qualitative Data</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gaining access</td>
<td>• Positionality and standpoint</td>
<td>• Organizing data</td>
<td>• Review</td>
</tr>
<tr>
<td>• Homophily and heterophily</td>
<td>• Bias Identification and acknowledgment</td>
<td>• Thematic Codes</td>
<td>• Reporting qualitative findings</td>
</tr>
<tr>
<td>• Recording Data</td>
<td>• Insider/Outsider</td>
<td>• Code identification</td>
<td></td>
</tr>
<tr>
<td>• Types of field Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Debriefing participants</td>
<td></td>
<td></td>
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</tbody>
</table>
Readings List