<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>PAPER CODE</th>
<th>PAPER NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1&lt;sup&gt;ST&lt;/sup&gt;</td>
<td>CCMG-101</td>
<td>MEDIA AND POLITICS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-102</td>
<td>EVOLUTION OF MEDIA POLICY IN INDIA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-103</td>
<td>INTELLECTUAL HISTORY OF COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-104</td>
<td>PUBLICS AND GOVERNANCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-105</td>
<td>CULTURE, MEDIA AND SOCIETY*</td>
</tr>
<tr>
<td>I</td>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
<td>CCMG-201</td>
<td>MEDIA AND MODERNITY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-202</td>
<td>COMMUNICATION RESEARCH METHODS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-203</td>
<td>COMMUNICATION AND MEDIA HISTORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-204</td>
<td>MEDIA, GENDER AND SOCIETY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-205</td>
<td>INTRODUCTION TO MEDIA ECONOMICS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-206</td>
<td>MEDIA, RELIGION AND TECHNOLOGY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-207</td>
<td>CULTURE AND CREATIVE INDUSTRIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-208</td>
<td>FRAMEWORKS OF MEDIA LAW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-209</td>
<td>POLITICAL COMMUNICATION</td>
</tr>
<tr>
<td>II</td>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
<td>CCMG-301</td>
<td>DIGITAL MEDIA AND POLITICAL PARTICIPATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-302</td>
<td>QUANTITATIVE RESEARCH METHODS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-303</td>
<td>SOCIAL CONSTRUCTION OF NEWS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-304</td>
<td>MEDIA AND MOVEMENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-305</td>
<td>PUBLIC DIPLOMACY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-306</td>
<td>MEDIA ADVOCACY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-307</td>
<td>INTER-CULTURAL COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-308</td>
<td>POLICY RESEARCH AND EVALUATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-309</td>
<td>MEDIA FLOWS AND TRANSNATIONALITY</td>
</tr>
<tr>
<td>II</td>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>CCMG-401</td>
<td>REGULATION IN THEORY AND PRACTICE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-402</td>
<td>MEDIA SYSTEMS IN SOUTH ASIA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-403</td>
<td>NEWS MEDIA AND CITIZENSHIP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-404</td>
<td>MEDIA AND MARGINS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-405</td>
<td>CULTURE AND SOCIAL MEDIA USAGE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-406</td>
<td>COMMUNICATION AND SOCIAL CONFLICT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-407</td>
<td>NETWORKS, INFORMATION AND GOVERNANCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-408</td>
<td>INFORMATICS, INDUSTRY AND WORK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCMG-409</td>
<td>LABOUR, MEDIA AND SOCIETY</td>
</tr>
</tbody>
</table>
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: Term Paper (25 Marks)
Final Exam. (75 Marks)

Reading List


16. Reidfeld, Helmut and Bhargava, Rajeev Ed (2005), *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*, Sage, New Delhi, Chapters 3 & 4


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 our paper is to realise the ways in which the ‘media’ has become an object of policymaking and a subject of policy study. Students will develop skills to decipher decisions that shape media content and those that shape media infrastructure. Building on this dual emphasis, students will be exposed to commentaries on different ways in which decision-making on the media has taken place. The first module examines the rationale of various regimes administering the press and cinema under colonialism, by examining key statutory measures directed at managing public opinion and commercial entertainment. The second module begins by looking at the peculiarities of managing technologies of transmission, taking the case of radio before and after Independence. We then move to tracing the contesting values shaping newspaper policy in the 1960s and 1970s. In the last module, we track the shifts in TV policy, during the mid-1970s to the mid-1980s, from a welfare-orientation to a commercial-orientation--- a theme which remains at the heart of policy debates across many media sectors even today.

Module 1. Policy Aims & Media Interests
1.2 Regulating the Press
1.3 Business of Entertainment
1.4 Contexts of Propaganda

Module 2. Instrumentality in Media Policy
2.1 Radio & Informatisation
2.1 Informing the Nation
2.3 Press as Infrastructure

Module 3. Materiality and Policy Options
3.1 Models of Broadcasting
3.2 Planning for Television
3.3 State, Public, National TV

Internal Assessment. Term Paper based on Pre-Policy Documents and/or Secondary Literature (25 Marks)
Final 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, August


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 Ideas and metaphors
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: Written exam (25 Marks)**
**Final Exam, (75 Marks)**

**Reading List**


16. Mattelart, A and M. Mattelart. 1998, Theories of Communication: A Short Introduction, Sage; New Delhi, Ch. 1, 3


21. Smythe, William Dallas Ecumenical nature of Communication as a Science
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. Historicizing the public sphere
1.2. Subaltern counterpublics and vernacular publics
1.3. Publics, crowd and citizen

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 counterpublics

Module 3. Governing Publics
3.1. Understanding governance
3.2. Clientalism and corruption/Accountability
3.3. Civil society, NGOs and development

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

Reading List


Making Sense of Culture and Communication

1.1 Culture: Single Concept, Diverse Meanings
1.2 Culture and Communication
1.3 Culture in Everyday Life

Culture, Representation and Contestations

2.1 Class, Culture and Consumption
2.2 Identity, Culture and Nation
2.3 Gender, Image and Representation

Culture, Media and Power

3.1 Cultural Exception and Diversity
3.2 Cultural Rights
3.3 Cultural Citizenship

Internal Assessment: Written exam (25 Marks)
Final Exam. (75 Marks)

Reading List

5. Divina Frau-Meigs "Cultural exception", national policies and globalisation: Imperatives in democratisation and promotion of contemporary culture, Quaderns del CAC, Issue 14, 3-16.


19. Thompson, John B. (1990) Ideology and Modern Culture, Chapters 1, 2, 3 and 4, Stanford University Press, Stanford, California.

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 I. Constitution of Modernity
1.1 Understanding Modernity
1.2 Orality to Print
1.3 Orientalism
1.4 Mass Production

Module 2. Mediation & Modernity
2.1 Simultaneity
2.2 Commodification
2.3 Visuality
2.4 Entertainment Industrialised

Module 3. High Modernity
3.1 Debating Postmodernity
3.2 Information Revolution
3.3 De-territorialisation
3.4 “New” Media

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

Reading List

CCMG-202. COMMUNICATION RESEARCH METHODS

This paper introduces the students to research methodology in Communication and equips them to design their own research studies by being able to frame a research question, to selecting the methods to collect data through to presenting their report. 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 with a particular emphasis on qualitative methods.

**Module 1. Introducing Communication Research**
1.1 Approaching Research
1.2 Getting Started-
1.3 Research Design
1.4 Research Ethics

**Module 2. Methods and Techniques in Communication Research—I**
2.1 Ethnography
2.2 Interviewing
2.3 Survey
2.4 Analyzing ‘text’

**Module 3. Methods and Techniques in Communication Research—II**
3.1 Researching Visuals
3.2 Audience Analysis
3.3 Inferences and Analysis
3.4 Results

**Internal Assessment: Research Workshop with fieldwork (25 marks)**
For this paper and as a requirement for Module 3, internal assessment will be based on students conducting a workshop using the technique of Focus Group Discussions to understand the media consumption patterns and issues of representation and identity formation of the minorities in the Jamia neighbourhood.

**Final Exam. (75 Marks)**
Reading List


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)
Final 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)


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)**

**Final Exam. (75 Marks)**
Reading List


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)
Final 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)
Final 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 the size of markets for mass-produced commodities. It begins by tracing how symbolic and informatic forms rooted in proto-capitalist social relations, got variedly reorganized into entertainment industries in India; and, why the emergent commercial order entails not just renewed forms of creative artifacts but also forges fresh relationships with traditional practices. Keeping the difficulty of a singular definition of the role of consumption, the paper investigates three areas in the conceptual field: the creation of consumption practices, the dynamics of consumption practices, and the constituted context of consumption.

**Module 1. Culture to Cultural Economy**
1.1 Making sense of Culture
1.2 Concepts of Culture Industry
1.3 Culture/Economy Dualism
1.4 Cultural Economy

**Module 2. The Culture-Commerce Interface**
2.1 Creativity and Proto-Industrialism
2.2 Infusion of Technology
2.3 Production of Performance
2.4 Formalization of Production

**Module 3. Media and Creative Industries**
3.1 Exhibition & Consumption
3.2 Digitization & Distribution
3.3 Idea of the Creative Industry
3.4 Contexts of the Creative Economy

**Internal Assessment. Two Mid–Semester Exams carrying equal marks (25 Marks)**

**Final Exam. (75 Marks)**
Reading List


20. 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)**
**Final 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
- 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 those different fields, political communication is characterized with 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 affect 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
1.4. Mediatization of Politics

**Module 2. Communicating Politics**
2.1. Party Political Communication/Modern Election Campaigns
2.2. Campaigns finance
2.3. Emotions and Political Participation
2.4. Personalization of Politics

**Module 3. Political Advertising**
3.1. Campaigns and Political Advertising
3.2. Effects of Political Advertising
3.3. History of Political Advertising in India
3.4. Reinventing Political Campaigns and Political Marketing
Internal Assessment. Workshop on Political Advertising (25 Marks)

‘Analyzing political Advertising’ is the title for the student project chosen for Internal Assessment for the course on ‘Political Communication’. It will be conducted in a workshop mode, in weekly sessions that blend instruction and evaluation.

Final Exam. (75 Marks)

Reading List


CCMG 301. DIGITAL MEDIA AND POLITICAL PARTICIPATION

This course co-taught by Comcult, York University and see CCMG Jamia faculty introduces students to the way digital media have an impact on political participation and precipitated change in the character of citizenship. We will particularly examine the internet, and mobile phones and look at their both direct and indirect impact on political participation, protest movements and citizenship. 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 American 2008 and 2012 presidential elections, the six months 2012 Québec student strike, the anticorruption movements in India, Indonesia and the Ukraine, the surprising win of India’s Aam Admi Party (translated as common man party) are examples to draw on. As well the role of whistle-blowers such as Edward Snowden and Julian Assange raise many questions about access to information, citizen rights and national security. The first part of the course will analyze 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. The video course will be run as a seminar with optimal participation and collaboration between York and Jamia grads. For further information please contact Daniel Drache Drache@yorku.ca or Taberez A. Neyazi tneyazi@yahoo.com

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

Module 2. Politics in new media environment
2.1. Mediated politics and the crises in media: 2008 US Presidential election
2.2. New media, and unexpected outcomes at election time
2.3. Journalists, publics, citizens
2.4. Internet surveillance and net neutrality
Module 3. Reinventing collective action

3.1. Actors on digitalspace: Youth, middle classes and activists
3.2. Activism versus clicktivism
3.3. Clicktivism and public action
3.4. Mobile technology and participation

Internal Assessment. Term paper (25 Marks)
Final Exam. (75 Marks)

Reading List


27. Papacharissi, Zizi. 2002. The Virtual Sphere, the Internet as a Public Sphere. New Media Society, 4 (9), 9.27.


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. Workshop with fieldwork (25 marks)
For this paper, internal assessment will be based on workshop mode of teaching in which students shall be doing a collective project on statistical analysis.

Final 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 and the social world
1.2 News & Democracy
1.3 Social Production of News
1.4 Language in the Press

Module 2 - Production and reproduction of News
2.1 Ownership patterns in the Press
2.2 Organisation and Work
2.3 News and advertising
2.4 News in the Age of Technology

Module 3 - News as Ideology
3.1 News and power
3.2 Representation and Social Conflict
3.3 News and War
3.4 Internationalization of News

Internal Assessment: (25 Marks) Workshop on ‘News and Minorities’

Final Exam: (75 Marks)
Reading List


Whether defined around human rights, environmental, ethnic or national interests, social movements have long been the carriers of liberatory 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
1.4 Agency

Module 2. Media and Art of Resistance
2.1 Media and Movement Relationship
2.2 Participation & Communication
2.3 Protests Paradigm
2.4 New Social Movements

Module 3. Media as Movement
3.1 Alternative Media
3.2 Media & Community
3.3 Media Reforms
3.4 Media Rights

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

Readings List


Content Awaited
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 level, as most readily reflected in the advocacy activities spawned by the Internet Governance Forum. The first module in this course will introduce the twin dimensions of media advocacy i.e. the role & use of media in advocacy by civil society groups, and the scope of advocacy on the media by both trade bodies & NGOs. The second module will focus on grasping the techniques adopted in conducting advocacy, and will be taught together by a Research Fellow from the Department of Communication & Information Science, Universite Libre De Brussels in a Video Conference mode. The third module will be taught in a workshop mode wherein students will undertake conduct fieldwork/interviews and desk research pertaining to advocacy practices of select non-state groups in India.

**Module 1: Framing Advocacy**
1.1 Actors and Modes of Advocacy
1.2 Plotting Power-Interests
1.3 Advocacy on the media
1.4 Advocacy using media

**Module 2: Perspectives and Practices**
2.1 Differentiating Influence and Lobbying
2.2 Influence and Lobbying in Europe and India
2.3 Methods & Communication tools
2.4 Competitive Intelligence

**Module 3: Mapping Advocacy Processes**
3.1 Unpacking cases
3.2 Networks of Stakeholders
3.3 Media and Modes
3.4 Critical Assessment

**Internal Assessment**. Workshop on ‘Advocacy Actors & Strategies: Case of NREGA and Net Neutrality’ (25 marks)

**Final Exam**. (75 Marks)
Reading List


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**
2.1. Social identity and prejudice
2.2. Understanding intercultural differences
2.3. Cultural assimilation
2.4. 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)**
**Final 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)
Final Exam. (75 Marks)
Reading List


CCMG– 309. MEDIA FLOWS AND TRANSMATIONALITY

*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)**

**Final Exam (75 Marks)**
Reading List

17. __________. 2014. Transnationalizing the Public Sphere (edited by Kate Nash) (Cambridge, Polity Press).


34. Sahoo, Ajaya Kumar (ed.). 2014. Indian Transnationalism Online: New Perspectives on Diaspora (Farnham: Ashgate).


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 Competition, Ownership & Diversity  
2.4 Benchmarking Regulatory Models

**Module 3. Grappling with Re-Regulation**

3.1 Public Interest  
3.2 Allocating Resources  
3.3 Managing Interests  
3.4 Licensing Norms

**Internal Assessment.** Workshop on *Re-Regulating Broadcasting & Distribution* (25 Marks)

**Final 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)

Final 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, institutionalised 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 I: Expression and Marginality**
1.1 Marginalization
1.2 Discourse & Politics
1.3 Margins and the Other
1.4 Cultural Marginality

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

**Module 3: Media, Margins and Justice**
3.1 Cultural Recognition
3.2 Media and Identity
3.3 Subaltern Counterpublics
3.4 Media and Social Justice

**Internal Assessment** (25 Marks)

**Final Exam** (75 Marks)
The myriad ways in which social media platforms have shaped norms, practices and discourses, constitutes an important area of study today. This course brings together many emergent nodes of theoretical and methodological thinking on social media spheres, including blogs, gaming, mobile apps and social networking sites, with specific focus on its socio-cultural intersections and implications. A number of interrelated issues and questions are discussed. Foremost, the history of social media is traced and it is asked whether and how it is a new media. Further, what are its diverse platforms and how these enable specific kinds of social interactions? What are the ways in which social media ‘prosumers’ curate and perform virtual selves, and if and how these can be read with theories of ‘personality’? How are social relations being configured on social networking sites and the connections therein with intimacy, identity and community? How are diverse social identities and communities being produced and represented on these media, including of youth, class, caste and gender? Lastly, how norms of disclosure and privacy are being redefined, and how digital imprints are being processed, by whom and why? These and other explorations are made through literature, films and a repertoire of online material. The course also includes a hands-on workshop on Twitter data analysis and visualisation.

**Module 1. Social Media Avatars**
1.1 Old and New forms
1.2 Platforms and Use Patterns
1.3 Virtual Selves and Performances
1.4 Refusal and Abstention

**Module 2. Digital Footprints, Public/Private**
2.1 Profiles and Personalities
2.2 Sociality, Identity and Community
2.3 Representations, Youth, Class, Caste and Gender
2.4 Private Notes and Public Data

**Module 3. Mapping the ‘Social’ via Media**
3.1 Methods in Social Media Research
3.2 Big Data Analysis and Visualisation
3.3 Studying Twitter
3.4 Presentation of Results
Internal Assessment. *Workshop on Twitter Analysis and Visualisation* (25 Marks)
For this paper, internal assessment will be based on workshop mode of teaching in which students shall be doing a collective project mentioned above.

Final Exam. (75 Marks)

Reading List


CCMG-406. COMMUNICATION AND SOCIAL CONFLICT
(OPTIONAL)

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)

Final Exam. (75 Marks)
Reading list

CCMG–403. 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 Social Networks
1.2 Organisational Form
1.3 Networks & Knowledge
1.4 Network and Trust/Shift from Government to Governance

Module 2. Social Application of Network Technology

2.1 Models of E-governance
2.2 ICTs for Development
2.3 Managing Natural Resource
2.4 E-commerce

Module 3. Governing Information Network

3.1 Network Structure and Decentralisation
3.2 Networks and Stakeholders
3.3 National Informatics Infrastructures
3.4 Networks & Corporations

Internal Assessment. Mid-term exam (25 marks)
Final Exam. (75 marks)

Reading List

15. IT for Change. (2009). *ICTs for Community Development in India: Going Beyond the Basic CSC Model*. Available at [http://www.itforchange.net/sites/default/files/ITfC/Note_on_ICTs_for_CD-ITfC.pdf](http://www.itforchange.net/sites/default/files/ITfC/Note_on_ICTs_for_CD-ITfC.pdf)


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)

Final Exam. (75 Marks)
Reading List