

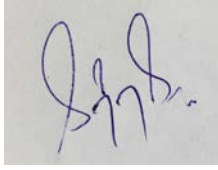
## Cover Page

AC \_\_\_\_\_  
Item No. \_\_\_\_\_**UNIVERSITY OF MUMBAI****Syllabus for Approval**

1	Title of the Course	Master of Arts (Communication and Journalism)
2	Eligibility for Admission	Graduate from any stream
3	Passing Marks	
4	Ordinances / Regulations ( if any)	--
5	No. of Years / Semesters	Two years – four semesters
6	Level	P.G.
7	Pattern	Semester v
8	Status	Revised v
9	To be implemented from Academic Year	From Academic Year <u>2016-17.</u>

Date: 24/2/2017

Signature:

A square image containing a handwritten signature in blue ink. The signature is stylized and appears to be 'Sanjay Ranade'.

Name of BOS Chairperson / Sanjay Ranade

**REVISED SYLLABUS INCLUDING SCHEME OF COURSES, SCHEME OF EXAMINATION, MEDIUM OF INSTRUCTION FOR THE MASTER OF ARTS (COMMUNICATION AND JOURNALISM).**

**FEE STRUCTURE:**

Tuition Fees (per semester) - Rs 20,000

Examination Fees (per semester) – Rs 1,000

Project Examination Fees (to be paid in the second year only) – Rs 1,000

Computer Lab Fees (per semester) – Rs 2,000

Library Fees (per semester) – Rs 1,000

**PREAMBLE**

**1. Basic concepts**

**Credits:** A course that is taught for 4 hours a week for a period of 15 weeks will carry six credits.

**Course credits:** To qualify in a given course, a student will have to acquire six credits in the course. Out of these, four credits are central teaching component and two credits are for the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher from time to time. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus. The self-study component will be given a weightage of 33% in the evaluation of the student. In case of courses with practical component/ field-work components, four credits are for theory course and two credits shall be practical component/field-work component.

A student who acquires a minimum of 100 credits over four semesters will be declared eligible for the award of the M.A. degree.

**Courses:** There shall be five types of courses: (i) Core Course; (ii) Elective Course; (iii) Interdisciplinary/Cross-disciplinary Courses; (iv) Audit Courses; (v) Project-based Courses; (vi) Ability Enhancement Courses

**(i) Core Course:** Core courses are courses that impart instruction in the basic non-specialized aspects of a discipline that constitute the minimum basic competency in that discipline, regardless of any specialization that the learner might choose in the future. Core-Courses shall be offered by the parent department. Core courses shall be for six credits. Minimum 50% courses of the MA programme over four semesters must be core courses.

**(ii) Elective Courses:** Elective courses shall be courses offered by the parent department that impart instructions in specialized/advanced/supportive aspects of the relevant discipline. Each department shall offer a pool of such courses from which a student can choose. Elective Courses shall be for six

credits. The syllabus for each elective course will have a preamble clearly stating the course and the learner objectives for the elective, along with the pre-requisites if any and a detailed list of references.

**(iii) Interdisciplinary/Cross Disciplinary Courses (I/C courses):** I/C courses shall be offered by parent department and departments other than parent department. One 'course basket' shall be created for the same. Each MA program has to offer a minimum of two courses and maximum of four courses in the basket. Every I/C course shall be for six credits. A student may opt for an I/C course offered by his/her parent department.

**(iv) Audit Courses:** Students can audit a course from the parent department as well as from other departments in addition to the core, elective and I/C courses that are mandatory, with the prior permission of the head/s of the relevant department/s. Such a student will have to apply in writing at most a week after the relevant course has commenced. For the audit course, a student shall attend lectures of the audited course. The student cannot appear for the semester-end examination for the audited course. However, the student shall appear for the internal examination/assessment. The audit course appears on the mark-sheet only when the student passes the internal assessment with minimum 50% marks, failing to which, the student cannot claim the audit for that course. The internal marks shall not be displayed on final mark-sheet. The internal marks shall not be used for the credit computation. A student is permitted to audit maximum four courses in the MA program.

**(v) Ability Enhancement Course:** The ability enhancement courses are skills based course. The ability enhancement courses are to be offered at fourth semester.

**(vi) Project based courses:** Project based courses shall consist of a dissertation. Each dissertation course will carry 10 credits. Every learner shall choose one project based course.

## **2. Rules for programmes not having a practical component**

2.1 Four core courses shall be offered in semesters 1 and 2 each.

2.2 Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

2.3 The fourth semester shall consist of one ability enhancement course, one interdisciplinary/cross disciplinary courses (I/C courses) and one project based course.

2.4 Each department will offer at least one I/C course during semester 4. The learner can choose any one course from this basket, including the course offered by his/her parent department. The preamble to this course will clearly specify the prerequisites for this course.

2.5 A learner will have to apply to the relevant department in writing no later than two weeks after the commencement of the fourth semester for taking the I/C course offered by that department.

2.6 A learner can relinquish an I/C course chosen by him/her no later than two weeks after the commencement of the fourth semester by applying to the Head of the Department whose I/C course

the student wishes to opt for. The application will have to be endorsed by the head of the Department whose I/C course the student has relinquished and the Head of the parent department.

2.7 The Head of the Department offering a specific I/C course will convey the marks of the internal examination obtained by students taking the course to the Head of the parent department before the commencement of the end semester examination of the parent department.

### **3. Dissertation courses**

3.1 Dissertation based courses will be offered in the fourth semester. Every learner will have to choose one dissertation course, which will be for twelve credits. The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the parent department.

3.2 Every Teacher from every department will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.

3.3 The student will submit a list of his/her three most preferred topics in the order of preference by the fifth week of the third semester to the Head of the parent department.

3.4 Each Department will constitute a dissertation committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the dissertation component in the department.

3.5 All Masters Degree holders with NET/SET (in Communication/Journalism/Film Studies/ Public Relations/Electronic Media/Television Studies) from University of Mumbai, all PhD scholars and recognized post graduate teachers in the Department of Communication and Journalism will be guides for the dissertation component.

3.6 The dissertation committee will allocate students to guides in order of the average of marks obtained in semesters 1 and 2.

3.7 If it is felt necessary, the dissertation committee can assign a co-guide to a student, depending upon specific disciplinary needs.

The student will make a preliminary presentation in the seventh week of the fourth semester. The presentation will be attended by the guide and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.

3.8 The student will make a final presentation in the 10<sup>th</sup> to the 12<sup>th</sup> week of semester four. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as follows:

- i) 10 marks for the quality of language.

- ii) 10 marks for the rationale for the research
- iii) 10 marks for quality of the review of literature.
- iv) 10 marks for research design and its implementation
- v) 10 marks for answers to questions

3.9 The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the averages under the three heads.

3.10 The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy on a CD/DVD.

3.11 The final dissertation will have a word limit of 8000-10000 words and will be typed in one and a half spacing on one side of the paper.

3.12 The final dissertation will be evaluated out of 25 marks by the guide, 25 marks by any other teacher in the Department and 50 marks by an external examiner, which includes 25 marks for the written submission and 25 marks by way of viva voce.

3.13 The dissertation will be given a grade point as per the following scheme:

Marks	Grade Points	Letter Grade
0-9	0.5	F
10-19	1.5	F
20-29	2.5	F
30-39	3.5	F
40-44	4.2	C
45-54	5.0	B
55-59	5.7	B+
60-69	6.5	A
70-74	7.2	A+
75-100	8.7	O

3.14 A student who gets a letter grade F in the course will be deemed to have failed in the course.

3.15 A student who feels aggrieved by the grading received will have the option of applying to the project committee for re-evaluation of the dissertation within a period of one week after the declaration of the result. If the dissertation committee feels that the claim is justified, it shall appoint a fresh examiner who will submit his/her evaluation in a week's time. If the marks by the re-evaluating examiner exceed the marks of the original examiner by a margin of 10% or more, the latter set of marks will be considered final.

3.16 The student who has got a letter grade F in the dissertation will have the option of resubmitting a revised version within 2 months from the date of declaration of the result. If a student fails this time too, he/she will not get any more chances and will be ineligible to be awarded the MA degree.

3.17 If a student is unable to submit his/her dissertation in the stipulated time or fails to make the presentations at the appointed time, he/she will be deemed to have failed the course and will have the option of submitting within 2 months from the date of declaration of the result. If a student fails this time too, he/she will not get any more chances and will be ineligible to be awarded the MA degree.

3.18 The schedule for preliminary presentation, final presentation and dissertation submission will be displayed in the first week of the fourth semester.

### **3.19 Ethical Standards regarding Dealing with Human Participants:**

Students should refrain from acts which he or she knows, or under the circumstances has reason to know, spoil the academic integrity of the academic program. Violations of academic integrity include, and not limited to: plagiarism; violation of the rights and welfare of human participants in research and practice; cheating, knowingly furnishing false information; misconduct as a member of department or college, and harm to self and others.

## **4. Evaluation of non-project courses**

4.1 The examinations shall be of two kinds:

(i) Internal Assessment

(ii) Semester End Examination.

4.2 The learner who obtains less than 40 % of the aggregate marks of the relevant examination in that course either in the internal assessment or in the end –semester examination will be awarded the letter grade F in that course. The Medium of Instruction will be English.

4.3 Internal Assessment: The internal assessment shall be for 40 marks. Two internal assessment examinations shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the

commencement of the semester. Of the two exams one will be in the form of a written test involving theory and the other will be in the form of extension work or assignment or term work. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announced in advance.

4.4 The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses.

4.5 Semester-End Examination: The semester end examination shall be for 60 marks.

4.6 If a student is absent from the internal or end semester examination in any course including the dissertation course, he/she will get a grade point of 0 and a letter grade of F.

4.7 If a student fails in the internal examination of a core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

4.8 If a student fails in the end-semester examination of a core or elective course, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

4.9 If a student obtains the letter grade F in any course in a given semester, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

4.10 If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

4.11 The letter grade and the grade point for the course will be computed as per 3.13

4.12 In any semester, the students GPA will be calculated as follows:

$$\text{grade point average (GPA)} = \frac{\sum_{i=1}^n c_i g_i}{\sum_{i=1}^n c_i} \quad \text{where } c_i = \text{credits for that course offered in that semester}$$

and  $g_i$  = grade point obtained in that course offered in that semester.

Cumulative Grade Point Average (CGPA<sub>m</sub>) at the end of semester m is calculated as follows:



$$(\text{CGPA}_m) = \frac{\sum_{j=1}^m \sum_{i=1}^n c_{ij} g_{ij}}{\sum_{j=1}^m \sum_{i=1}^n c_{ij}}, \text{ where, } c_{ij} \text{ is the credits for the } i^{\text{th}} \text{ course offered in semester } j \text{ and } g_{ij} \text{ is the}$$

grade point obtained in the  $i^{\text{th}}$  course in semester  $j$ . There shall be no rounding of GPA and CGPA.

4.13 The semester wise GPA and CGPA shall be printed on the grade card of the student along with table in 3.13

4.14 The final semester grade card shall also have the aggregate percentage marks scored by the student in all the courses in which the student has obtained the relevant credits.

4.15 The rules for gracing: the existing ordinance for gracing shall continue to be used.

4.16 The rules for ATKT will be as per University norms.

### **5. Rules for MA programmes with practical component/field work components are as follows:**

5.1 Four core courses shall be offered in semesters 1 and 2 each.

5.2. Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

5.3. The fourth semester shall consist of one ability enhancement course (6 credits), one interdisciplinary/cross disciplinary course (6 credits) and one project based course (10 credits).

5.4. The semester having Practical Component / Field Work Component shall be given four teaching hours per week per theory (core/elective) course. Each core/elective course shall have 4 credits in such semester.

5.5. There shall be 2 credits Practical Components/ Field Work Component per theory course (core/elective) in a semester one to three. The credits for practical and theory courses are obtained separately.

5.6. There shall be 8 credits Practical Component/ Field Work Component in semester one and two. There shall be 10 credits Practical Component/ Field Work Component in semester three. There shall be no practical/field work component in semester four. The practical/field work component shall be elective in semester three.

### **6. Evaluation of non-project courses and practical component /field work component for courses having practical/field work component.**

6.1: The examinations shall be of two kinds:

(i) Internal Assessment = 40 marks comprising of a class test and practical/field/extension component

(ii) Semester End Examination = 60 marks

6.2 The learner who obtains less than 40 % of the aggregate marks of the relevant examination (16/40 for Internal and 24/60 for Semester End) in that course either in the internal assessment or in the end – semester examination will be awarded the letter grade F in that course.

6.3 Internal Assessment for theory courses: The internal assessment shall be for 40 marks. Two internal assessment examinations shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the commencement of the semester. Of the two exams one will be in the form of a written test involving theory and the other will be in the form of extension work or assignment or term work. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announced in advance.

6.4 Internal Assessment for practical component/ field work component. The evaluated practical/field work submission material and marks shall be shown to the students on the date announced in advance.

6.5 The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses excluding practical component/ field work component.

6.6: Semester-End Examination: The semester end examination shall be for 60 marks for theory courses (core /elective) and for practical component/field work component. The semester–end examination for practical component/ filed work component shall be conducted separately.

6.7: If a student is absent from the internal or end semester examination in any course including the project course and practical/field-work component, he/she will get a grade point of 0 and a letter grade of F.

6.8: If a student fails in the internal examination of a core or elective course, or practical/field work component, he/she will have to appear for the internal examination of the course if and when the course is offered again.

6.9: If a student fails in the end-semester examination of a core or elective course or practical/field work component, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

6.10. If a student obtains the letter grade F in any course in a given semester including practical/field work component, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

6.11. If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

6.12: The letter grade and the grade point for the course will be computed as in 3.13.

6.13: In any semester, the students GPA will be calculated as follows:

$$\text{grade point average (GPA)} = \frac{\sum_{i=1}^n c_i g_i}{\sum_{i=1}^n c_i} \quad \text{where } c_i = \text{credits for that course offered in that semester}$$

and  $g_i$  = grade point obtained in that course offered in that semester.

Cumulative Grade Point Average (CGPA<sub>m</sub>) at the end of semester m is calculated as follows:

$$(\text{CGPA}_m) = \frac{\sum_{j=1}^m \sum_{i=1}^n c_{ij} g_{ij}}{\sum_{j=1}^m \sum_{i=1}^n c_{ij}}, \quad \text{where, } c_{ij} \text{ is the credits for the } i^{\text{th}} \text{ course offered in semester } j \text{ and } g_{ij} \text{ is the}$$

grade point obtained in the  $i^{\text{th}}$  course in semester j. There shall be no rounding of GPA and CGPA.

6.14. The semester wise GPA and CGPA shall be printed on the grade card of the student along with table 3.13

6.15. The final semester grade card shall also have the aggregate percentage marks scored by the student in all the courses including practical/filed work component in which the student has obtained the relevant credits.

6.16. In case, if it is required to scale the internal assessment marks and end-semester examination marks to 400 marks per semester and 1600 marks for entire MA course, then internal assessment marks, end-semester examination marks and total marks shall be multiplied by factor 0.8.

6.17: The rules for gracing: the existing ordinance for gracing shall continue to be used.

**SCHEME OF COURSES AND DETAILED SYLLABUS**

**Semester I**

Course Code	Name of Course A. Core Courses	Term work	
		Teaching and Extension	Credits
	Communication Theory	.60	6
	Media Economics	.60	6
	Reporting and Editing	.60	6
	Media Criticism	.60	6
	<b>Total</b>	<b>.240</b>	<b>24</b>

**Course –I****Communication Theory (Core Course)**

This course will establish the connection between the theory and the practice of mass communication and mass media. It will cover vast ground beginning with the first models of communication that were suggested in the Euro-American world to the latest theorization of communication. It will also look extensively at trends in de-westernizing communication and media studies with special focus on Indian approaches to communication and media. Each of the units in the syllabus would require approximately an hour of teaching.

By the end of the course students should be able to apply the communication theory in order to analyse their own communication universe, their media sphere, their social, political and economic environment, public opinion and mass culture phenomena.

**The course shall comprise of the following units :**

Week 1	What is communication, communication theory, communication models	Introduction to Communication, John Fiske, Routledge, 1990
Week 2	Communication, meaning and signs, codes, signification	
Week 3	Semiotic methods and applications, Structuralist theory and applications	
Week 4	Empirical methods, ideology and meanings	
Week 5	Theory of Media and Society, New Media – New Theory?	McQuail's Mass Communication Theory, Denis McQuail, Sage, 2010
Week 6	Media structure and performance: principles and accountability, media economics and governance, global mass communication	De-Westernizing Media Studies, edited by James Curran, Myung-Jin Park, Routledge, 2005
Week 7	The media organization: pressures and demands, the production of media culture	
Week 8	Media content issues, concepts and methods of analysis, media genres and texts	Empire and Information: Intelligence Gathering and Social Communication in India 1780-1879, Christopher Alan Bayly, C. A. Bayly, Cambridge University Press, 1999
Week 9	Audience theory and research traditions, audience formation and experience	
Week 10	Processes and models of media effects, socio-cultural effects	
Week 11	News, public opinion and political communication.	
Week 12	De-westernising media and communication theory	Indian Literary Criticism: Theory and Interpretation, G. N. Devy, Orient Longman, 2004
Week 13	The Indian communication and media universe – ancient India, colonized India, pre-Independence, post-independence, the 21 <sup>st</sup> century.	
Week 14	Indian communication and its design	
Week 15	The future of mass communication	
Total Hours	4 hours per week = 60 hours	

The course will specifically cover the following theories of communication and media - Argumentation theory, Cognitive Dissonance theory, Model of Text Comprehension, Semiotics, Speech Act, Uncertainty Reduction Theory, Adaptive Structuration theory, Attraction-Selection-Attrition Framework, Agenda Setting theory, Cultivation theory, Reception theories, Hypodermic Needle theory, Medium theory, Priming, Framing, Spiral of Silence, Two Step Flow theory, Uses and Gratifications, Theory of Rasa, Four theories of the Press.

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include writing of critical essays, research projects, and production of media content. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Course –II

### Media Economics (Core course)

This course teaches how economic theories and concepts apply to all aspects of media. The digital revolution, convergence, globalised competition and international trade has reshaped communication and media businesses and is, at the same time, presenting challenges to policy-makers. This course equips the learner to understand how economic forces affect the operation of media industry, explores innovation, digital multi-platform developments, economics of networks, risk-spreading strategies, copyright, corporate expansion, advertising whose resonance frequently extends beyond individual sectors and across the industry as a whole.

By the end of the course the learner must be able to apply economic theories and concepts to the mass media and mass communication in India and the world.

#### The course shall comprise of the following units :

Week 1	What is media economics about, macroeconomics and microeconomics, the firm in economic theory, competitive market structures, market structure and behavior	Understanding Media Economics, Gillian Doyle, Sage, 2013  Media Economics: Theory and Practice, edited by Alison Alexander, James E. Owers, Rod Carveth, C. Ann Hollifield, Albert N. Greco, Lawrence Erlbaum, 2004  Handbook of Media Management and Economics, edited by Alan B. Albarran, Sylvia M. Chan-Olmsted, Michael O. Wirth, Lawrence Erlbaum, 2006
Week 2	What is so special about economics of the media, key economic characteristics of the media	
Week 3	Economies of scale, of scope and changing technology	
Week 4	Convergence, what are multi-media platforms, the vertical supply chain	
Week 5	Changing market structures and boundaries, digital convergence	
Week 6	Technological change, innovation, creative destruction, multi-platform	
Week 7	Media response to digitization, managerial theories, horizontal expansion, vertical expansion, transnational growth	
Week 8	Economics of networks, broadcasting networks, online content distribution, social networks and microblogging	
Week 9	Mass to niche, user empowerment, segmentation and branding, audience flow management, public service content provision	
Week 10	The economics of print, film, television and radio	
Week 11	Globalising of content, advertising industry, internet advertising, advertising as barrier to market entry	
Week 12	Media economics and public policy	

Week 13	The Indian print and digital media business	The Indian Media Business, Vanita Kohli-Khandekar, Response, 2010
Week 14	The India electronic media business	
Week 15	The Indian film business	
Total Hours	4 hours per week = 60 hours	

The course will specifically cover the following areas. Introduction to media economics theory and practice, economics and media regulation, economics of international media, economics of the daily newspaper, television, radio, internet, cable industry, films, advertising, online media and public relations.

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include writing of critical essays, research projects, and production of media content. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.



### Course –III

#### Reporting and Editing (Core Course)

This course teaches the learner the writing and editing skills required for reporting across media platforms. It deals with the purpose, process and technique of writing for the mass news media. It also deals with translation skills required for news.

#### The course shall comprise of the following units :

Week 1	The reporter on the job, what makes news, how to read a newspaper, how to follow news	Melvin Mencher's News Reporting and Writing, McGraw-Hill Education, 2010.
Week 2	Components of a news story, the lead, the story structure, what are features, long stories, series.	Modern News Editing, Mark Ludwig, Gene Gilmore, Wiley, 2005
Week 3	Multimodal and multivalent narrative structures, newspaper as a pedagogical and an andragogical tool.	News Reporting and Editing, K M Shrivastava, Sterling Publishers, 2008
Week 4	Translating for the mass news media	Translation in Global News, Esperanca Bielsa, Susan Bassnett, Routledge, 2009
Week 5	Writing news releases, Broadcast news writing	
Week 6	Reporting principles, getting information, making sound observations, building and using background, finding, cultivating and using sources	Political Discourse, Media and Translation, edited by Christina Schaeffner and Susan Bassnett, Cambridge Scholars Publishing, 2010
Week 7	Interviewing principles and practices, speeches, meetings and news conferences, how to follow hunches, feelings and stereotypes	The Associated Press Stylebook 2016 By The Associated Press
Week 8	Reporting accidents and disasters, writing obituaries	
Week 9	Writing a crime story, reporting on the courts	
Week 10	Writing sports and business stories	
Week 11	What is investigative journalism, principles and practices?	
Week 12	Reporting in Indian newspapers and magazines, reporting for television in India, writing for digital media	
Week 13	Modern news editing, layout and design	
Week 14	Style books, grammar, syntax of news	
Week 15	News agency writing	
Total Hours	4 hours per week = 60 hours	

The course will specifically deal with the following. Grammar, syntax, styles of writing, figures of speech, passive and active voice, summarization and precise, paraphrasing, foregrounding theory, translation skills, what makes news, news values, basics of reporting and news writing, storytelling techniques, similarities and differences in newspaper and magazine feature stories, digging for Information and initiating newsgathering, building and using background information and finding sources, getting the most of Interviews, online resources, the trend story, narrative writing, in-depth stories, principles of editing, editing symbols, headline writing, writing the editorial, writing reviews.

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include writing/translating various media content for varied media platforms. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Course –IV

### Media Criticism (Core Course)

The course equips the learner with historical context and analytical tools to transform from passive consumers of media to active and critical thinkers and evaluators of mass communication and mass media. The course examines the social, political, commercial roles, cultural effects, philosophical underpinnings, corporate influences and ideological agendas of the media drawing upon a vast range of theories and theorists of communication and mass media. There is an emphasis on developing a critique of the mass media and mass communication universe in India.

#### The course shall comprise of the following units :

Week 1	Concepts and keywords in Journalism, media and communication	Electronic Media Criticism: Applied Perspectives, Peter B. Orlik, Routledge, 2009
Week 2	What is criticism, the essence of criticism, why critique the mass media	
Week 3	Critical functions, aesthetics and ethics of mass media	Digital Media Criticism, Anandam P. Kavoori, Peter Lang 2010
Week 4	Criticism and the Communication Process	A Rasa Reader: Classical Indian Aesthetics, Translated and Edited by Sheldon Pollock, Columbia University Press, 2016
Week 5	Criticism and the Communication Process	
Week 6	Knowledge Processing function of mass media	
Week 7	Tonal and Talent Ingredients, Stage-Molding Ingredients	Indian Literary Criticism: Theory and Interpretation, G. N. Devy, Orient Longman, 2004
Week 8	Tonal and Talent Ingredients, Stage-Molding Ingredients	
Week 9	Business Gratifications, Audience Gratifications	Indian Narratology, Ayyappa P Panikkar, Indira Gandhi National Centre for the Arts and Sterling Publishers, 2003
Week 10	Reality Programming	
Week 11	Depiction Analysis	
Week 12	Structural Analysis	
Week 13	Probing Ethics and Values	
Week 14	Aesthetics and Art	
Week 15	Composite Criticism	
Total Hours	4 hours per week = 60 hours	

#### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two

tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include developing a critique of various media content and presenting it in a form mutually agreeable between the teacher and the learner. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Semester II

Course Code	Name of Course A. Core Courses	Term work	
		Teaching and Extension	Credits
	Introduction to Television Studies	.60	6
	Introduction to Film Studies	.60	6
	Introduction to Media Research	.60	6
	Ethics, Constitution and Media Laws	.60	6
<b>Total</b>		<b>.240</b>	<b>.24</b>

## Course I

### Introduction to Television Studies (Core Course)

The course provides the learner into insights into television as a medium. It covers the technology, the content, the production and more importantly looks closely at the way audiences and their relation with television is undergoing change. It looks at the power of television in society and over society.

#### **The course shall comprise of the following units :**

Week 1	What is Television Studies, why study television?	Television: Technology and Cultural Form, Raymond Williams, Ederyn Williams, Routledge, 1990  An Introduction to Television Studies, Jonathan Bignell, Routledge, 2013  The Television Studies Reader, Robert Clyde Allen, Annette Hill, Routledge, 2004
Week 2	Bringing Television Home: Domestic Space and “New” Technologies. Social learning theories	
Week 3	Rethinking the Cultural Industries	
Week 4	Cultural Production in the Network Era, The ‘flow’ theory	
Week 5	What makes news on TV, The Power of Television, , Difference between TV News and Print News Gathering	
Week 6	How television news teams work together – Team, Responsibilities, planning your story for your audience, how do you get the best possible shots & audio for your news story	
Week 7	Television and society with special reference to India	
Week 8	The language of television, connotations and codes, narrative structures, narrative functions with special reference to India	
Week 9	Segmentation, fragmentation and prioritization with special reference to India	
Week 10	Television genre	
Week 11	Who is the author of television content?	
Week 12	Realism, ideology and television	
Week 13	The television audience	
Week 14	The television audience in India	
Week 15	Beyond television	
Total Hours	60 hours	

**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks. The self-study component of 20 hours will include television analysis, audience study that will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Course II

### Introduction to Film Studies (Core Course)

The course is about studying cinema and film. It is about understanding and critiquing the cinematic experience and engagement. It covers the form and function of film, film analysis, History of World Cinema, History of Indian Cinema, History of Marathi Cinema, The Hindi film industry, Hollywood Cinema, German expressionism, Soviet Montage, Italian neo realism, French new wave cinema, Japanese Cinema, New Iranian Cinema, Korean Cinema, Digital Aesthetics, Music and choreography in Indian Cinema and Indian and global cinema in the context of globalization.

#### The course shall comprise of the following units :

Week 1	What is cinema, why theorise cinema, the subject and the method of theorizing cinema	The Major Film Theories: An Introduction, J. Dudley Andrew, OUP, 1975  Film Studies: An Introduction, Ed Sikov, Columbia University Press, 2010
Week 2	Theorising the medium of film, realism, structuralism, deconstruction, semiotics.	
Week 3	The formative tradition – Hugo Munsterberg	
Week 4	Rudolf Arnheim, Sergei Eisenstein	
Week 5	Bela Balazs and the tradition of form	
Week 6	Realist film theory – Siegfried Kracauer	
Week 7	Andre Bazin	
Week 8	Jean Mitry, Christian Metz and the semiology of the cinema	
Week 9	Representation and reality	
Week 10	Mise-en-scene – within the image, camera movement, cinematography	
Week 11	Editing and sound	
Week 12	Narrative from scene to scene, from screenplay to film	
Week 13	Who is the author of cinema? Auteur theory, role of the producer	
Week 14	What is genre?	
Week 15	Contributions of Laura Mulvey	
Total Hours		

#### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside



the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks. The self-study component of 20 hours will include film analysis that will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Course III

#### Introduction to Media Research (Core Course)

This is an introduction to media effects research. The learner will be introduced to specific cases, research on media effects, findings, and methods. There will be an emphasis on the use of research in media work. This course lays the ground work and is a prerequisite for an advanced course in Semester IV. The course will encourage learners to write their own research papers, review research literature and even conduct research in the field of communication and media.

The performance of the learner in term work/internal assessment during the teaching-learning of the course will be considered during the evaluation of the research dissertation in Semester IV.

#### The course shall comprise of the following units :

Week 1	Scientific approach to the study of media effects, ways of knowing, the nature of science, what is theory	Media Effects Research: A Basic Overview, Glenn G. Sparks, Cengage Learning, 2014  Mass Media Research: An Introduction, Roger D. Wimmer, Joseph R. Dominick, Cengage Learning, 2010  The Handbook of Global Media Research, edited by Ingrid Volkmer, Wiley-Blackwell, 2012
Week 2	Brief history of media effects research, types of media effects, analysing media content, search for causal relationships	
Week 3	Propaganda and publicity with reference to the World Wars, effects of media violence, sexual content in the media, media that stir emotions	
Week 4	Effects of media stereotypes, influence of Marshall McLuhan, persuasive effects of media	
Week 5	Effects of news and political content, impact of new media technologies	
Week 6	Nature, scope and limitations of statistics, parametric and non-parametric tests, descriptive and inferential statistics.	
Week 7	Mean, median, mode, variance, standard deviation, covariance, correlation and regression,	
Week 8	Steps for hypothesis testing, null hypothesis, alternate hypothesis, kinds of variables.	
Week 9	Type I error and Type II error, Spearman's rank correlation coefficient, chi-square test, Kendall Rank correlation, ANOVA	
Week 10	Techniques of public relations, special interests groups, political	

	communication. Ethics of research, research skills and techniques for journalists	
Week 11	Graphs and diagrams- How to read data.	
Week 12	Communication and Media research in India	
Week 13	Critiquing any one theory of communication/media	
Week 14	Critiquing any one theory of communication/media	
Week 15	Case Studies	
Total Hours	60 Hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks. The course will lay special emphasis on studying cases.

The self-study component of 20 hours will include application of research methods and producing case studies under the supervision of the teacher. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Course IV

### Ethics, Constitution and Media Laws (Core Course)

The course shall provide the learner with a sense of history, philosophy and ethics. It will encourage the learner to engage with ethical issues in the environment, debate upon the issues and arrive at an understanding of how ethics and ethical conflicts are dealt with. The course explores ethics around the world through an understanding of the important religions practiced in the world. The interconnection between ethics, law and the Constitution will be understood. There will be a special emphasis on ethics of the communication and media professions.

#### The course shall comprise of the following units :

Week 1	What are ethics, types of ethics, Euro-American ethics, ethics in other parts of the world, historical influences	What is History, Edward Carr, Penguin, 2008  History of Western Philosophy, Bertrand Russell, Simon and Schuster, 1972
Week 2	Ethics in India – principles and practice	
Week 3	What the religions of the world say about ethics, what is the nature of truth	History of Indian Philosophy, Surendranath Dasgupta, Motilal Benarsidass, 1997
Week 4	Democracy, liberty, freedom, secularism, socialism, federalism, sovereignty, equality	Working a Democratic Constitution: A history of the Indian experience, Granville Austin, OUP, 2003
Week 5	Ethics in the Constitution of India	Introduction to the Constitution of India, Durga Das Basu
Week 6	Fundamental Rights, Duties and Obligations	
Week 7	India's criminal justice system	Media Ethics, Paranjay Guha Thakurta, OUP, 2011
Week 8	Crime, punishment, reform and the IPC	Ethics and the Media: An Introduction, Stephen J. A. Ward, Cambridge University Press, 2011
Week 9	Global journalism ethics	Media at Work in China and India: Media at Work in
Week 10	Journalism ethics in India	China and India: Discovering and Dissecting, edited by Robin Jeffrey, Ronojoy Sen
Week 11	Laws regulating the mass media and mass communication in India	
Week 12	Social responsibility of the media, intellectual property rights and copyright in India	Ethics in Public Relations: A Guide to Best Practice, Patricia J Parsons, Patricia Parson., 2008
Week 13	Human Rights, animal rights	
Week 14	Ethics of Public Relations	Ethics in Public Relations: Responsible Advocacy, edited by Kathy Fitzpatrick, Carolyn Bronstein, Sage, 2006
Week 15	Ethics of Advertising	
Total Hours	60 hours	The Human Rights Reader: Major Political Essays, Speeches, and Documents from ancient times to the present, Micheline Ishay, Routledge, 2007

**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

**Semester –III**

An elective course will be offered only if there are a minimum of ten students opting for it.

Course Code	Name of Course Elective Courses	Term work	
		Teaching and Extension	Credits
	Public Relations in the Private and Public Sector	60	6
	Media Management	60	6
	Media Advocacy	60	6
	Conflict Communication	60	6
	Culture studies and Media	60	6
	Political Communication	60	6
	Video Games and Media	60	6
	Sports Journalism	60	6
	Concepts Of Storyboarding	60	6
	Audio-Visual Production and Post-Production	60	6
	Documentary film making	60	6
	Multimedia Production	60	6
	Storytelling for children	60	6
	Interpersonal communication	60	6
	Family Communication	60	6
	Religion, culture and communication	60	6
	Digital Media Marketing	60	6
	Basic Course for Indian Sign Language Communication	60	6
	Media and Disability Communication	60	6
	Intercultural Communication	60	6

### Public Relations in the Private and Public Sector (Elective Course)

This course covers the following areas - History and evolution of the public and private sector in India, Government Public Relations, Corporate communication- defining corporate communication, defining internal communication, understanding the process and evaluation of internal communication, defining external communication, understanding the process and evaluation of external communication, corporate social responsibility, crisis communication, international public relations, agency public relations- account management, client servicing, setting up an agency, evaluating PR, Indian culture at the workplace.

**The course demands a basic understanding of how news media works, the principles and theory of Public Relations and practice.**

#### The course shall comprise of the following units :

Week 1	History and evolution of the public and private sector in India	Public Relations in India: New Tasks and Responsibilities, J. V. Vilanilam, Sage, 2011
Week 2	Public Relations of the Government of India, PRB, Introduction to the Information and Broadcasting Ministry	
Week 3	Corporate communication- defining corporate communication	Theorizing Crisis Communication, Timothy L. Sellnow, Matthew W. Seeger, Wiley-Blackwell, 2013
Week 4	Defining internal communication, understanding the process and evaluation of internal communication	
Week 5	Defining external communication, understanding the process and evaluation of external communication	Evaluating Public Relations: A Best Practice Guide to Public Relations, Tom Watson, Paul Noble, Kogan Page, 2007
Week 6	Creating value with Public Relations, Corporate social responsibility	
Week 7	Crisis communication	
Week 8	Agency public relations- account management, client servicing	Gower Handbook of Internal Communication, edited by Marc Wright, Gower Publishing, 2009
Week 9	Setting up a PR agency, role of finance in PR	
Week 10	Interpersonal communication	The Oxford Handbook of Corporate Social Responsibility, Andrew Crane,
Week 11	Introduction to Indian organizations and their cultures	
Week 12	Getting on TV, getting into print media	
Week 13	Use of Digital media for PR	

Week 14	Conducting a Press Conference	OUP, 2008  Indian Culture and Work Organisations in Transition, edited by Ashish Malik, Vijay Pereira, Routledge, 2016
Week 15	Evaluating a PR exercise	
Total hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include preparing a PR plan for a specific client and presenting it. The assignment will be for 25 marks. The self-study component of 20 hours will include conducting a PR exercise such as a press conference. This will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.



### Media Management (Elective Course)

Mechanics of Media buying and selling: Role and structures, Media Basics, Media Strategy, Target Groups definition, Market Prioritization, Media Weights, Media Mix decisions, Scheduling, Building a Plan, Evaluating Media Buys, The buying process, Plan Implementation, Budget Setting, Solutions Approach, Media Economics: The Economic theory applied to analysis of mass media industries, structure and performance of mass media. Reading industry reports like those by FICCI or McKinsey.

#### The course shall comprise of the following units :

Week 1	Mass society, mass culture and mass media and the 'fifth estate'	The Indian Media Business, Vanita Kohli-Khandekar, Response, 2010
Week 2	The Media Business and Commerce with specific reference to the media in India	
Week 3	Mechanics of Media buying and selling: Role and structures, Media Basics	India's Newspaper Revolution: Capitalism, Politics and the Indian-language Press, Robin Jeffrey, Hurst and Company, 2000
Week 4	Prioritisation, Segmentation and Fragmentation of content and audience	
Week 5	Preparing a Media Strategy, Defining the target audience, market prioritisation	Indian Media in a Globalised World, Maya Ranganathan, Usha M Rodrigues, Sage, 2010
Week 6	Media Weights, Media Mix decisions, Scheduling	
Week 7	Building a Plan, Evaluating Media Buys	Handbook of Media Management and Economics, Alan B. Albarran, Sylvia M. Chan-Olmsted, Michael O. Wirth, Lawrence Erlbaum Associates, 2006
Week 8	The buying process, Plan Implementation	
Week 9	Budget Setting, Solutions Approach	
Week 10	An introduction to media economics	
Week 11	The print media in India	
Week 12	The electronic media in India	
Week 13	The business of cinema in India	
Week 14	The business of theatre in India	
Week 15	The digital media	
Total hours	60 Hours	
		Media Management in the Age of

		Giants: Business Dynamics of Journalism, Dennis F. Herrick, University of New Mexico Press, 2012
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### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include preparing a media plan for a specific client and presenting it. The assignment will be for 25 marks. The self-study component of 20 hours will include conducting a media survey for a client. This will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Media Advocacy (Elective Course)

Defining Public Interest, Definition of Public Opinion, Formation and change of Public Opinion, Introduction to Propaganda, Introduction to Social marketing, Public Opinion and Democracy, Public Opinion and thinkers - Aristotle, Plato, Michel de Montaigne, Ferdinand Tönnies, Jeremy Bentham, Adam Smith, Jürgen Habermas, Herbert Blumer, Jean Jacques Rousseau, James Bryce, A. Lawrence Lowell, Walter Lippmann, Lance Bennett. Public Opinion models -The Random Diffusion model of Mass Public Opinion, The Receive-Accept-sample model of public opinion, Models of public opinion influence on leaders, Five Models of Representations. Public Opinion and Political Communication-Goals of strategic political communication, Elite Influence on Public Opinion, Interest Groups and Democratic Representation, The Political Media. The Public Opinion Process, Public Opinion and Social Control, Public Opinion and the Middle class, Media and Public Opinion-Influence of Media on Public opinion, Opinion Polls, Media-led campaigns in the World, Media-led campaigns in India.

#### **The course shall comprise of the following units :**

Week 1	Democracy, the informed citizen and the media	Communication for Development in the Third World, Srinivas R Melkote, H Leslie Steeves, Sage 2001
Week 2	Public interest, public opinion and the media	
Week 3	Political communication	An Introduction to Political Communication, Brian McNair, Routledge, 1995
Week 4	Manufacturing consent, the sociology of news	
Week 5	News: the politics of illusion	
Week 6	Public Relations, Publicity and Propaganda and development	
Week 7	Media advocacy and public health – case studies	Public Communication Campaigns, Ronald E. Rice, Charles K. Atkin, Sage, 2001
Week 8	Media advocacy and gender – case studies	
Week 9	Media advocacy and disability – case studies	
Week 10	Media advocacy and child rights	
Week 11	Media advocacy, race and caste – case studies	Constructing Public Opinion, Justin Lewis, Columbia University Press, 2011
Week 12	Media advocacy and minorities – case studies	
Week 13	Media advocacy and citizens’ rights – case studies	News: The Politics of Illusion, W
Week 14	Planning a media advocacy campaign	

Week 15	Executing a media advocacy campaign	Lance Bennett, Longman, 2012
Total hours	60 hours	<p>Sociology of News, Michael Schudson, W W Norton, 2011</p> <p>Cultural Meanings of News: A Text-Reader, Daniel A. Berkowitz, Sage, 2011</p> <p>News Narratives and News Framing: Constructing Political Reality</p> <p>By Karen S. Johnson-Cartee, Rowman and Littlefield, 2005</p> <p>The Handbook of Development Communication and Social Change, Karin Gwinn Wilkins, Thomas Tufte, Rafael Obregon, Wiley Blackwell, 2014</p>

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two written tests. The assignment will be for 25 marks.

The self-study component of 20 hours will include conducting seminars on media advocacy. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Conflict Communication (Elective Course)

The course shall provide the learner with an opportunity to understand the conflict from its theoretical as well as practical perspectives and the significance of communication in the situation of conflict. It will encourage the learner to engage with issues of conflict, debate upon its social, economical, political and cultural implications. Understanding the role of media in the situations of conflict, both from theoretical and practical perspectives and the manner in which various political and social organizations communicate their respective beliefs, ideologies, agendas to the crowds or the tools they use to mobilize crowds in favor or against the state would be on focus. It will also help the learner to understand the challenges that the state has to face while communicating with the people living in conflict zones. Moreover there will be a special emphasis on understanding the conflict in terms of its political and economical aspects. The learners will also get an opportunity to study conflict and communications from a conflict-hit victim's point of view to arrive at an understanding where he/she would be able to learn the best ways to communicate with people in such situations. What role does media play and what are the challenges that media (as a mediator or as somebody's mouth piece) face in the situations of conflict, would also be on special priority.

#### The course shall comprise of the following units :

Week 1	What is a conflict? Types of conflicts. Non-political and political.	Classical Theories: Miller and Steinberg
Week 2	Conflict and politics. Class and identity conflict. Understanding Civil resistance, Youth and Conflict	Karl Marx & Friedrich Engels The Communist Manifesto 1848 Robert A. Baron, Michael Nicholson
Week 3	Motivations for people involved in conflict and its propagation. Beliefs that propel groups toward conflict. Role of emotion in inter-group relations and conflicts.	Karl Marx A Contribution to the Critique of Political Economy 1859, De Bono, 1985. Positive Negative effects Filley, 1975. Ludwig Gumplowicz Grundriss der Soziologie (Outlines of Sociology, 1884) (1838–1909) , laissez-faire philosophy) Herbert Spencer. Ward's Dynamic Sociology (1883)
Week 4	Significance of modern communication tools in terms of conflict.	Eidelson, Roy, J; Eidelson, Judy I (2003). "Dangerous ideas: Five beliefs that propel groups toward conflict". <i>American Psychologist</i> . Identity, Region, Caste etc Inter-State disputes on water, location of central projects, Religion or region based polarization. Jaat Andholan, Maratha Andholan, Gujjar community crisis, North East crisis and
Week 5	Significance of Information Communication Technology (ICT) in terms of conflict. Effects on political	

	conflict (Collective Action, Censorships, Intelligence, Audience Effect)	Kashmir crisis etc. Youth and conflict (World youth report 2003)
Week 6	How does ICT benefit the state in situations of political conflict?	Durkheim (1858–1917) Mikhail Bakunin, Forsyth, 2006  Nils B Weidmann (Communication technology and political conflict)  Availability of information on social media fosters mobilization of people, and gives existing forces better means for coordination -- Arab Spring 2011 (Pierskalla & Hollenbach, 2013, Poster Boy Burhans killing in Kashmir 2016
Week 7	Major approaches to study the effect of communication technology on political conflict.  Role of traditional communication tools on conflict  Effects of modern communication technology on conflict  Studying the conflict in terms of both, old and new communication technology perspectives.	Dictator parties implement censors on media Friedrich & Brzezinski, 1965) Media censors in JnK during 2008, 2010, 2016 uprisings.  Intelligence gathering --The case of China's Great Firewall (MacKinnon, 2011), Intelligence gathering by cell phones Shapiro & Weidmann (2015)
Week 8	What is conflict management in terms of non-political conflicts?	Conflicting parties need to be aware of the repercussions certain actions can have elsewhere. (Robinson, 1999)
Week 9	Conflict management in terms of political conflicts	State can trace rebel activities and members of opposition through ICT (Zeitsoff, 2011)
Week 10	Significance of mediation in non political conflicts and communicating with the victims of political conflict.	Traditional approach (Crabtree, Darmofal & Kern (2015), Weidmann (2015), Cairncross, 2001, Warren (2015)
Week 11	Signification of communication and the role of media in political conflicts.	Modern approach Shapiro & Siegel (2015), Bailard (2015), Rød & Weidmann (2015), Morozov, 2011, Gohdes (2015).
Week 12	Important components of conflict management (Both non-political and political conflicts)	Comparative approach: Zeitsoff, Kelly & Lotan (2015), Baum & Zhukov (2015)
Week 13	Role of effective communication in resolving non-political conflicts	

Week 14	Role of effective communication in resolving political conflicts.	<p>Conflict management models: Blake and Mouton (1964), Thomas (1976) and Pruitt (1983), Khun and Poole's model, DeChurch and Marks's meta-taxonomy, Rahim's meta-model. Theory of conflict management Kirchoff and Adams, 1982, Response styles: Turner and Weed (1983). Conflict resolution: De Bono, 1985. Etc. Political conflict in practice. Ceasefire, peacekeeping, Strategic Foresight Group, global peace system. Role of NGO's. Conflict Resolution as a Political System John Media and political conflict Gadi Wolfsfield</p> <p>Transforming Conflict: Communication and Ethnopolitical Conflict ( Donald G. Ellis) W. Burton. Political Conflict Management Revaz Jorbenadze 2001. Role of mediation in conflict resolution ( Joanne Law), MEDIATION -The Preferred Alternative for Conflict Resolution George Amoh, Accra, Ghana.. The healing function in political conflict resolution (Joseph V. Montville)</p> <p>Effective communication skills for conflict resolution Naomi Brower, Jana Darrington 2012/ CHRISTINE SWITZER. Role of Communication in conflict - Management study guide MSG</p> <p>Why dialogue matters for conflict prevention and peacebuilding Democratic Republic of Congo/Roger LeMoyné.</p>
Week 15	Importance of dialogue and creative peacebuilding in political conflicts.	
Total Hours	60 hours	

### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside

the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation or case study based. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.



### Political Communication (Elective Course)

This course explores different aspects of political communication. It will explore the role of media, the public, the State with specific reference to the Indian scenario.

#### The course shall comprise of the following units :

Week 1	<p>Introduction to Political Communications.</p> <p>Era of the partisan press and yellow journalism</p> <p>Contemporary politics and political communication</p> <p>Parallels helping us to understand politics in the future?</p>	<p>Davis, Richard. 2001. The Press and American Politics, 3rd Edition. New Jersey: Prentice Hall. Chs. 2-3, pp. 25-86.</p> <p>Prior, Markus. 2003. "Any Good News in Soft News? The Impact of Soft News Preference on Political Knowledge." Political Communication 20(April/June): 149-171. - Baum, Matthew A.</p>
Week 2	<p>Political communication paradigm</p> <p>Is news a "public good" or a commodity, whose content is driven by market considerations? Can it be both?</p> <p>How should news be treated by society? Can public be induced to consume more, and more serious, political news?</p>	<p>"Soft News and Political Knowledge: Evidence of Absence or Absence of Evidence?" 2003. Political Communication 20 (April/June): 173-190.</p> <p>Norris, Pippa. 2000. A Virtuous Circle: Political Communications in Postindustrialist Societies. Cambridge, UK: Cambridge University Press.</p>

Week 3	COMMUNICATION AND CIVIC ENGAGEMENT	<p>Mutz, Diana C. 2006. <i>Hearing the Other Side: Deliberative versus Participatory Democracy</i>. Cambridge: Cambridge University Press.</p> <p>Varshney, Ashutosh. 2001. "Ethnic Conflict and Civil Society: India and Beyond." <i>World Politics</i> 53(3): 362-398.</p> <p><i>Davis, Richard. 2001. The Press and American Politics, 3rd Edition. New Jersey: Prentice Hall. Chs. 12-13, pp. 202-252. - Hallin, Daniel C. 1991.</i></p>
Week 4	<p>INTERGROUP COMMUNICATION AND ITS EFFECTS</p> <p>What is intergroup communication in political communication?</p> <p>What is the effect of intergroup communications?</p>	<p><i>"Whose Campaign is it, Anyway?" Columbia Journalism Review (January/February). - Patterson, Thomas. 1996.</i></p> <p><i>"Bad News, Period." PS: Political Science and Politics 29 (March): 17-20.</i></p>
Week 5	<p>Political Communication Theory</p> <p>What is Political Communication Theory?</p>	<p>Huckfeldt, Robert and John Sprague. 1995. <i>Citizens, Politics, and Social Communication: Information and Influence in an Election Campaign</i>. Cambridge: Cambridge University Press.</p>
Week 6	<p>How the Media Cover Politics</p> <p>How should politics and elections be covered?</p> <p>How well do the media measure up to this standard?</p> <p>What would you anticipate would be the practical beneficial effect political coverage along the lines you suggest?</p>	<p>Lazarsfeld, Paul F., Bernard Berelson and Hazel Gaudet. 1944. <i>The People's Choice: How the Voter Makes up his Mind in a Presidential Campaign</i>. 2nd ed. New York: Columbia University Press.</p> <p>Iyengar, Shanto and Donald R. Kinder. 1987. <i>News That Matters: Television and American</i></p>

<p>Week 7</p>	<p>THE TRANSMISSION OF POLITICAL INFORMATION WITHIN SOCIAL NETWORKS</p> <p>The transmission of political information.</p> <p>The transmission of political information in social media.</p>	<p>Public Opinion. Chicago: University of Chicago.</p> <p>Krosnick, Jon A. and Donald R. Kinder. 1990. "Altering the Foundations of Support for the President Through Priming." APSR 84: 497-513</p> <p>Gamson, William A. 1992. Talking Politics. New York: Cambridge. Lakoff, George. 2002. Moral Politics, 2nd ed. Chicago: University of Chicago Press. Chaps 1-2, 7-9.</p> <p>Groeling, Tim and Samuel Kernell. 1998. "Is Network News Coverage of the President Biased?" Journal of Politics 60 (November): 1064-1086.</p> <p>Baum, Matthew A. and Phil Gussin. 2008. "In the Eye of the Beholder: How Information Shortcuts Shape Individual Perceptions of Bias in the Media." Quarterly Journal of Political Science 3:1: 1-31.</p>
<p>Week 8</p>	<p>THE EFFECT OF MASS MEDIA ON POLITICAL ATTITUDES</p> <p>What is the effect of mass media on political attitudes?</p>	<p>Just, Marion R., Ann N. Crigler, Dean E. Alger, Timothy E. Cook, Montague Kern and Darrell M. West. 1996. Crosstalk: Citizens, Candidates, and the Media in a Presidential Campaign. Chicago: University of Chicago Press.</p> <p>McGraw, Kathleen M. 2002. "Manipulating Public Opinion." In Norrander, Barbara and Clyde Wilcox, editors, Understanding Public Opinion. Washington D.C.: Congressional Quarterly Press, pp. 265-280.</p>
<p>Week 9</p>	<p>Constitutional Framing</p>	<p>Mermin, Jonathan. 1999. Debating War and Peace. Princeton: Princeton University Press. Chapter 6, pp. 120-142</p> <p>Sharkey, Jacqueline. 1993. "When Pictures Drive Foreign Policy," American Journalism</p>

		Review 15, No. 10 (December).
Week 10	<p>Political process and Governance</p> <ul style="list-style-type: none"> <li>• Political Process in India</li> <li>• Electoral Process in India</li> <li>• India's Foreign Policy</li> <li>• Public Policy &amp; Good Governance</li> <li>• Management Approach towards Political Issues</li> </ul>	Mutz, D. C., & Martin, P. S. (2001). Facilitating communication across lines of political difference: The role of mass media. <i>American Political Science Review</i> , 95, 97–114.
Week 11	<p>Media Bias</p> <p>Is media biased? Is this “good” or “bad” for politics and democracy?</p> <p>What are the implications for political discourse of citizen perceptions of bias in the media?</p>	
Week 12	<p>Campaign Advertising &amp; Political Participation</p> <p>Role of political communication in political campaigning and advertising.</p> <p>Political participations in media campaigns</p>	
Week 13	<p>Gauging Public Opinion</p> <p>How can we improve the use of public opinion polls in the news media in order to</p> <p>(a) Help political leaders better understand what the public thinks and wants</p>	

	(b) Help the public Understanding the polls and public attitudes	
Week 14	Public Opinion and Public Policy Influence of public opinion on public policy	
Week 15	Polarization and contentious politics What is Political Polarization? What are the causes of Political Polarization? Case study of Political Polarization	
Total Hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation or case study based. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Video Games and Media (Elective Course)**

This course introduces the students to the fundamentals of understanding video games from not just the perspectives of consoles or history but it tries to tackle some of the elements that are crucial to understanding the very basic elements that form the game such as the characters and the storylines which are as crucial as the script of a movie. This subject also tries to understand the violence, the rating system used as well as the marketing and business side of gaming along with the rise of new age mediums used like mobile spaces being used by traditional platforms like Nintendo to market their popular mascot 'Mario' in December 2016. Overall this subject covers the need to understand video games not just in the context of entertainment but as a serious study to understand the various cultures associated within.

#### **The course shall comprise of the following units :**

Week 1	Introduction to video games	What is video game culture? Cultural studies and game studies- Adrienne Shaw (2010)
Week 2	Who plays games?	
Week 3	History of video games: from the console to the cloud	Glued to games: How video games draw us in and leave us spellbound- Scott Rigby and Richard Ryan (2011)
Week 4	Genres in video games	
Week 5	The narrative used in video games	
Week 6	The art of game design	Gaming history: Computer and video games as historical scholarship- Dawn Spring (2015)
Week 7	Characters in video games	
Week 8	Video games and 'citizenship'	Home video games platform: Robin S Lee (March 2011)
Week 9	Literacy and video games	
Week 10	Video games and violence	
Week 11	Understanding virtual reality in video games	What defines video game genre? Thinking about genre study after the great divide- David A Clearwater (Loading... Vol. 5, issue 8)
Week 12	Gender representation and video games	

Week 13	Advertising video games	Exploring the boundaries of the narrative. Video games in the English classroom- Jonathan Ostenson (July 2013)
Week 14	New media and gaming	
Week 15	The business of gaming	
Total Hours	60 hours	<p>Beyond programming: The power of making games- Lisa Castenda, Manrita Siddhu (2015)</p> <p>Video game characters- Felix Schroter and Jan-Nol Tham (2013)</p> <p>Video games and Citizenship: Jeroen Bourgonjon and Ronald Soetaert</p> <p>How video games are reaching out to reluctant readers- Kristie Jolley (2013)</p> <p>Video games in education: Why should they be used and how are they being used- Leonard Annelta (2008)</p> <p>Video games as learning environment for students with learning disabilities- Elizabeth Simpson (2009)</p> <p>Video games and violence; Public policy implications- Joel e Collier, Pearson Liddel Jr. and Gloria J Liddel (2008)</p> <p>The culture study: effect of online violent video</p>

		<p>games on the levels of aggression- J. Hollingdale (2014)</p> <p>The potential societal impact of virtual reality- Mark Ekolto Riveria</p> <p>Gender and racial stereotypes in popular video games- Yi Mou, Wei Peng (2009)</p> <p>Women and video games: Pigeonholing the past- Allison Perry (2012)</p> <p>Advertising video games: Kelly Anders. Journal of public policy and marketing. (Volume 18 no. 2)</p> <p>Effectiveness of social media as a tool for communication and it's potential for tech enabled connections: A micro level study- Trisha Dowerah Baruah (May 2012)</p> <p>The relationship between addictive use of social media and video games and symptoms of psychiatric disorders: A large scale cross sectional study- Schou Andreassen C (2016)</p> <p>Value creation in video game industry: Industry economics, consumer benefits and research opportunities- Andre Marchand and Thorsten Henning Thureau (July 2013)</p>
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### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Sports Journalism (Elective Course)

The program in sports journalism is planned to improve the writing and reporting skills and knowledge in sports journalism. The goal of the program is to go beyond reporting of competition and column writing. It will include ethics and the impact of sports on society. Likewise, it will strive to assist participants in making significant improvement in communicating about sports through word and image.

The course shall comprise of the following units :

Week 1	Introduction to course: What is sports journalism [historical perspective]? And what is sports news?	Sports Journalism Kevin D. Robbins  William Zinsser's "On Writing Well,"
Week 2	What qualifies as sports? How is sports journalism different from other journalism?	Sports Journalism Kevin D. Robbins
Week 3	Sports as news  Sports as entertainment  Reporting sports in context and perspective	Sports Journalism Kevin D. Robbins
Week 4	Sports journalism in print media  Sports journalism in TV  Sports journalism in radio  Online sports journalism	Sports Journalism Kevin D. Robbins
Week 5	Sports journalism as craft  Searching for ideas  Planning the interview and reporting process	Sports Journalism - An Introduction to Reporting and Writing

	<p>Interviewing Skills</p> <p>Asking the right questions</p>	
Week 6	<p>Modes of Sports Writing</p> <p>Hard News</p> <p>Soft News</p>	<p>Rowe, David</p> <p>Modes of Sports Writing</p>
Week 7	<p>Feature Stories</p> <p>Leads</p> <p>Nut Graph</p> <p>Story Structure</p> <p>Columns</p>	<p>Sports Journalism - An Introduction to Reporting and Writing</p>
Week 8	<p>AP Style</p> <p>Headlines</p> <p>Captions</p>	<p>Sports Journalism - An Introduction to Reporting and Writing</p>
Week 9	<p>Women, gender equality and sport</p> <p>Inequalities and discrimination: constraining women in sport</p> <p>Policy/normative frameworks on women, gender equality and sport</p>	<p><a href="http://www.un.org/womenwatch/daw/public/Women%20and%20Sport.pdf">http://www.un.org/womenwatch/daw/public/Women%20and%20Sport.pdf</a></p>
Week 10	<p>Sports News Values</p> <p>Sports journalism ethics</p> <p>Olympics Values</p> <p>Libel and other Legalities</p>	<p>Sports Journalism - An Introduction to Reporting and Writing</p> <p>Olympic values and sports journalism ethics The international press coverage of the 2012 Olympics Xavier Ramon</p> <p>Sports Journalism - An Introduction to Reporting and</p>

		Writing Sports Journalism: A Practical Introduction By Phil Andrews
Week 11	Sports Photography Role of Sports Photographer	Sports Journalism: A Practical Introduction By Phil Andrews
Week 12	Sports Journalism Sources and Tool Kit Journalistic Copyright	Sports Journalism: A Practical Introduction By Phil Andrews
Week 13	The Sports Desk The Sports editor's desk Forward Planning Prospects Processing Copy	Sports Journalism: A Practical Introduction By Phil Andrews
Week 14	Broadcast Media Demands of Broadcast Journalism Language of broadcasters Radio and Television Sports Department Story Structure Writing and performing scripts Broadcast interview Commentary	Sports Journalism: A Practical Introduction By Phil Andrews
Week 15	Tackling the Digital Future Of	<a href="http://www.arts.canterbury.a">http://www.arts.canterbury.a</a>

	Sports Journalism Newspapers to New Media Broadcast to Broadband Social Networking: Its Place in Sports Journalism	c.nz/journalism/documents/robert_bell_report_april11.pdf
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### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 20 marks. The self-study component of 20 hours will include preparing a 30 min Sports News for television, a print news article and a 15 min Radio Program. These will be evaluated for 20 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Concepts Of Storyboarding (Elective Course)

The course shall provide the learner storyboarding as a strong pre-production tool in film making. It will provide learner an comprehensive understanding of storyboarding concepts, its benefits and application in film making. The course specifically explores the storyboarding practices in film and animation. Learner will have complete idea how storyboarding can be powerful tool in pre-production stage along with its uses throughout the production stage, and should be able to actively practice it.

#### The course shall comprise of the following units :

Week 1	What is storyboarding? Introduction, origin and overview.	
Week 2	General drawing techniques. Introduction and basics. Using graded pencils.	
Week 3	Drawings techniques according to the shooting style, framing, camera movements.	
Week 4	Drawing techniques practice. Perspective drawing. Space, depth, form.	
Week 5	Implementing drawing techniques to storyboarding the sequences.	
Week 6	Attempting realistic storyboards.	
Week 7	Continuity. 180 degree rule, screen direction, cutaways cut ins.	
Week 8	Storyboarding for animation and special effects.	
Week 9	Storyboarding for advertisements.	
Week 10	Storyboarding in India. Practices and scope. (maybe a surprise test)	
Week 11	Imagine the story and telling it with storyboards.	
Week 12	Storyboard presentation techniques.	
Week 13	Digital storyboarding. Requirements.	
Week 14	Surprise test. Idea, story, storyboard in one session.	
Week 15	Revision, remarks, suggestions over the progress of this storyboard course.	

Total Hours	60 hours	
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### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. There will 4 consecutive lectures taken in a day in a week. 1 or 2 of them will comprise of theory and rest will practical. There will class work each day and students will be marked according to their daily classroom practicals.

### **Documentary Film Making (Elective Course)**

#### **Course Description:**

This is a gateway course for all students majoring in Documentary Studies and those seeking an understanding of its myriad forms. It is also an excellent opportunity for all students to obtain a general introduction to the theoretical and practical approaches to documentary work in radio/audio, video/film, hypermedia/multimedia, photography, and long-form nonfiction writing. The course will cover both the history and rudimentary skills involved in the production of each documentary mode, placing a strong emphasis on linking the research methods of the social sciences and the humanistic concerns of the arts. Documentary photography and cinematography combine science and art, reality *and* deception. In this segment of the course students will first be introduced to how photography has been used to observe and comment on various aspects of the human and natural world.

How do we define documentary? Draw the lines between documentary, fiction, and entertainment? In this class, we will examine these questions, thinking about the special expectations we have for documentary film: to tell us the truth. We will trace the origins of these expectations (in photography and ethnography) and the development of various techniques and modes of film-making that have been defined as “documentary.” We will explore the social and historical contexts and origins of these

different modes. You will learn to identify these different modes and analyze how each uses images, words, and narrative to construct arguments about the world. Throughout, we will be conscious of the way that documentaries deal with questions of what is truth/the real and the ethical issues involved in filming real people

**Objectives - The student will be able to**

1. The techniques of script formation from a concept.
2. Understand the techniques of script writing.
4. Understand the basics of screen technique.
5. The necessity of editing.
6. The principles of editing.
7. Understand the documentary film making style.
8. Understand the types of documentary
9. Understand the deference between fiction and nonfiction.
10. Understand the anatomy of motion picture camera.
12. understand the concept of the basic principles of motion picture photography
13. understand the concept and technique of cinematographic properties
14. Understand the basic principles video and audio recording
15. Understand the basic principle of light & sound.

**Pre-Requisite :**

1. Basic concept of Film Making.
2. Basic knowledge of computer operation
3. Basic knowledge of editing.
4. Basic artistic and aesthetic sense.
5. Basic knowledge of camera operation.
6. Interest in cinematography



7. Interest in motion picture photography.
8. Basic theoretical knowledge in Videography.
9. Knowledge of basic camera hardware & software is also necessary.

**The course shall comprise of the following units :**

WEEK	TOPIC	REFERENCE BOOKS/JOURNALS/IMPORTANT READING
Week 1	Introduction / Defining Documentary What is Documentary?	<ol style="list-style-type: none"> <li>1. Grimshaw, "The Modernist Moment" and "The Innocent Eye: Flaherty, Malinowski, and the Romantic Quest" In <i>The Ethnographer's Eye: Ways of Seeing in Anthropology</i> Cambridge, UK: Cambridge University Press (2001): 15-31, 44-55. (C)</li> <li>2. Oksiloff, "The Body as Artifact" in <i>Picturing the Primitive: Visual Culture, Ethnography, and Early German Cinema</i>, New York: Palgrave (2001) (C)</li> <li>3. Keil, "American Documentary Finds its Voice" In <i>Documenting the Documentary</i> Nichols, "What Kind of Documentaries Are There?," pp. 99-109. (ID)</li> <li>4. Optional: Hogenkamp, "The Radical Tradition in Documentary Filmmaking, 1920-1950" (DFB) Nichols, "How can we differentiate among documentaries?" (chapter 6) (ID)</li> <li>5. Nichols, "How can we describe..." (chapter 7), pp. 172-179</li> <li>6. Hall, "Realism as a Style in Cinema Verite: A Critical Analysis of Primary" <i>Cinema Journal</i> 30(4): 24-50</li> <li>7. Grant, "Ethnography in the First Person." In <i>Documenting the Documentary</i> (ed Barry Keith Grant and Jeanette Sloniowski) Detroit, MI: Wayne State University Press</li> </ol>
Week 2	Origins of Documentary: Photography and Evidence Photography and the real  Documentary Genres and History <ul style="list-style-type: none"> <li>• Film formats, types of films, genres,</li> <li>• Introduction to documentary films</li> </ul>	
Week 3	Origins of Documentary: Photography and Anthropology Photographic Apparatus, Realism and Ethnology, Representation, Indexicality, <ul style="list-style-type: none"> <li>• RESEARCH</li> <li>• WRITING</li> <li>• PREPRODUCTION</li> </ul>	
Week 4	Early Documentary A Developing Form  Definitions, Ethics, and Voice <ul style="list-style-type: none"> <li>• Story, script and its importance, scripting</li> <li>• Screenplay, shot break up</li> </ul>	

<p>Week 5</p>	<p>Expository Documentary</p> <p>Social Documentary, Authority and Truth Claims</p> <p>Analyzing Documentary Rhetoric</p> <p>Visualizing Directing and interviewing techniques</p> <ul style="list-style-type: none"> <li>• Logistics, budgeting, finance, pitching for funds, format for fund raising</li> <li>• Talent, techies, camera person, subjects - people who you document</li> <li>• Location, travelling, permissions, props</li> </ul>	<p>(1998): 238-253. (C)</p> <p>8. Anderson and Benson, "The Myth of Informed Consent: The Case of Titicut Follies," In <i>Image Ethics: The Moral Rights of Subjects in Photographs, Film, and Television</i> (ed. Larry Gross, John Stuart Katz, and Jay Ruby) New York: Oxford UP (1988): 58-90. (C)</p> <p>9. Pryluck, "Ultimately, We Are All Outsiders" from <i>New Challenges for Documentary</i> (ed. Alan Rosenthal) Manchester: Manchester University Press (2005)</p> <p>10. Winston, "The Tradition of the Victim in Griersonian Documentary" In <i>Image Ethics: The Moral Rights of Subjects in Photographs, Film, and Television</i> (ed. Larry Gross, John Stuart Katz, and Jay Ruby) New York: Oxford UP (1988): 34-57.</p>
<p>Week 6</p>	<p>Poetic Documentary</p> <p>Beyond Argument: The Poetic Mode</p> <p>Direct Cinema/Observational Cinema.</p> <ul style="list-style-type: none"> <li>• Cameras, lights</li> <li>• Questionnaire, art of interviewing, how to be one of them</li> </ul>	<p>11. Ruby "Speaking for, Speaking about, Speaking with, or Speaking alongside" In <i>Picturing Culture: Explorations of Film and Anthropology</i> Chicago: University of Chicago Press (2000): 195-220.</p> <p>12. Nichols, "How can we describe...?" (chapter 7), pp 179-194</p>
<p>Week 7</p>	<p>Observational Cinema: Authenticity and Ethics</p> <p>Observational Cinema and the Ideology of the Apparatus</p> <p>Ethical Issues in Observational Cinema</p> <ul style="list-style-type: none"> <li>• Camera handling, importance of TCR, Assistant directors job</li> <li>• Lighting techniques</li> <li>• Angles, light, mikes and sound</li> <li>• Crowds, controlling the onlookers, cables and batteries</li> <li>• Shooting</li> </ul>	<p>13. Nichols, "How can we describe...?" (chapter 7), pp 179-194</p> <p>14. Minh-ha, "The Quest for Totalizing Meaning" In <i>When the Moon Waxes Red</i> New York: Routledge (1991): 29-52. (C)</p> <p>15. Ruby, "The Image Mirrored: Reflexivity in Documentary Film" In <i>New Challenges for Documentary</i>, first</p> <p>16. Nichols, "The Fact of Fiction and the Fiction of Objectivity" In <i>Representing Reality</i> Bloomington, IN: Indiana University Press (1991): 165-200. (C)</p> <p>17. Williams, "Mirrors Without Memories: Truth, History, and the</p>

	<ul style="list-style-type: none"> <li>OVERVIEW/REVIEW OF BASIC FIELD PRODUCTION TECHNIQUES (Camera Sound Lighting)</li> </ul>	<p>New Documentary" <i>Film Quarterly</i> 46 (3): 9-21</p> <p>18. Arthur, "Jargons of Authenticity" In <i>Theorizing Documentary</i> (ed. Michael Renov) New York: Routledge (1993): 108-134. (C)</p> <p>19. Fischer, "Documentary Film and the Discourse of Hysterical/Historical Narrative." In <i>Documenting the Documentary</i> (ed Barry Keith Grant and Jeanette Sloniowski) Detroit, MI: Wayne State University Press (1998): 333-343. (C)</p> <p>20. Renov, "New Subjectivities: Documentary and Representation in the Post-Verite Age" In <i>The Subject of Documentary</i> Minneapolis, MN: University of Minnesota Press (2004): 171-181. (C)</p> <p>21. Nichols, "How can we describe...,"(chapter 7) pp 199-211 and "How Have Documentaries Addressed Social and Political Issues?" (ID)</p> <p>22. Plantinga, "Gender, Power, and a Cucumber: Satirizing Masculinity in <i>This is Spinal Tap</i>" In <i>Documenting the Documentary</i> (ed Barry Keith Grant and Jeanette Sloniowski) Detroit, MI: Wayne State University Press (1998): 318-332. (C)</p> <p>23. Murray, "I Think We Need a New Name for It": The Meeting of Documentary and Reality TV In <i>Reality TV: Remaking Television Culture</i> (ed. Susan Murray and Laurie Ouellette) New York: New York University Press (2004) (C)</p>
Week 8	<p>Ethical Challenges</p> <p>Ethical Issues in Documentary Film</p> <p>Civilisation and the Documentary Episteme</p> <ul style="list-style-type: none"> <li>POST PRODUCTION</li> <li>System, software, Fire wire, Connecting the cam, capturing, capturing formats</li> </ul>	
Week 9	<p>Epistemological Challenges: Reflexivity</p> <p>The Question of Authority</p> <p>The Debates over Reflexivity</p> <ul style="list-style-type: none"> <li>Managing large files, Editing suites/software's</li> </ul>	
Week 10	<p>Reflexivity and Political Film/ REFLEXIVE DOCUMENTARIES</p> <p>Philosophical Challenges to Objectivity</p> <p>Experiments in Objectivity: Re-Enactments</p> <ul style="list-style-type: none"> <li>Principles &amp; basics of editing software, Timelines and transitions</li> <li>Laying the sound tracks, Mixing sound, Sound editing, sound formats</li> <li>Special effects</li> </ul>	<p>1. Introduction to Documentary, 2nd</p>

		<p>Edition by Bill Nichols (Indiana UP, 2001)</p> <p>2. Documentary Film: A Very Short Introduction by Patricia Aufderheide (Oxford UP, 2007)</p>
Week 11	<p>Different Takes on Authority</p> <p>Subjectivity, Authority and Truth Claims</p> <p>Subjectivity and Documentary</p> <p>Interview, Travel, Diary</p>	<p>3. The Shut Up and Shoot Documentary Guide by Anthony Q. Artis (Focal, 2007)</p> <p>4. Camera Lucida: Reflections on Photography by Roland Barthes (Hill and Wang, 1981)</p>
Week 12	<p>Subjectivity and Performativity</p> <p>Documentary performance</p> <p>Events and Refractive Cinema</p>	<p>5. Night Mail by Scott Anthony (BFI Film Classics, 2007)</p>
Week 13	<p>Documentary Experiments</p> <p>Experimental Film, Performance, and Documentary</p> <p>Mockumentary</p> <p>Reality TV</p>	<p>6. Civilisation by Jonathan Conlin (BFI TV Classics, 2009)</p> <p>7. Shoah by Sue Vice (BFI Film Classics, 2011)</p>
Week 14	<p>Contemporary Approaches to Documentary Evidence</p> <p>Documentary, Testimony, and Memory</p> <p>Digital Docs</p> <ul style="list-style-type: none"> <li>• Output formats, Mpeg1 and Mpeg2</li> <li>• DVDs and VCDs</li> <li>• Flvs and wmv</li> <li>• Frame rates, NTSC and PAL, Encoding and Decoding</li> </ul>	<p>8. The Film Essay: From Montaigne, After Marker by Timothy Corrigan (Oxford UP, 2011)</p> <p>9. Film Making: Create a Feature Film on a Limited Budget by Nancy Thomas, 17 oct 2016 ASIN: B01MF9APBG</p>

<p>Week 15</p>	<p>The Future of Documentary</p> <p>Reality TV and New Formats</p> <ul style="list-style-type: none"> <li>• Making a VCD and DVD</li> </ul>	<p>10. On Directing Film by David Mamet, Penguin USA, 1 Jan 1992</p> <p>11. Documentary: A History of the Non-Fiction Film by Eric Barnouw, OPU USA, 23 sep 1993</p> <p>12. Introduction to Documentary by Bill Nichols, Indiana University Press, 25 Nov 2010.</p> <p>13. A New History of Documentary Film by Jack C. Ellis and Besty McLane, Continuum International Publishing Group LTD. 1 Aug 2005</p> <p>14. Docufictions: Essays on the Intersection of Documentary and Fictional Filmmaking by Gary D. Rhodes and John Parris Springer, MC Farland and Co In, 1 Apr 2005</p> <p>15. Dying to Film: Creating a Documentary on Near Deth Experiences by Monica Hagen,15 jan 2013.</p> <p>16 . Anthropological Filmmaking : by J.R. Rollwagen, Routledge Ltd. 1988</p> <p>17. A Complete Guide to Documentary Filmmaking by Mark Roberts, 2016</p>
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		18. Making Documentaries Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries by Barry Hampe, Holt Paperbacks ,2007.
Total Hours	60 hours	

### Important Documentaries :

- 1.Short Films, Lumiere Brothers, 1896-1897 (France)
2. Rain, Joris Ivens, 1929 (Belgium)
3. The Fog of War, Errol Morris, 2003 (USA)
4. Nanook of the North, Robert Flaherty, 1922 (USA)
5. Man with a Movie Camera, Dziga Vertov, 1929 (USSR)
6. Waltz with Bashir, Ari Folman, 2008 (Israel)
7. Triumph of the Will, Leni Riefenstahl, 1935 (Germany)
8. Grizzly Man, Werner Herzog, 2005 (USA)
9. Lonely Boy, Wolf Koenig & Roman Kroitor, 1962 (Canada)
- 10.Harlan County USA, Barbara Kopple, 1976 (USA)
11. Night Mail, Harry Watt and Basil Wright, 1935 (UK)
- 12.Listen to Britain, Humphrey Jennings, 1942 (UK)
- 13.The Up Series, Michael Apted, 1964-2005 (UK)
14. Civilisation, Kenneth Clark, BBC, 1969 (UK)
- 15.The Ascent of Man, Jacob Bronowski, BBC, 1972 (UK)
- 16.Connections, James Burke, BBC, 1976 (UK)
17. Night and Fog, Alain Resnais, 1955 (France)

18. Shoah, Claude Lanzmann, 1985 (France)
19. A Film Unfinished, Yael Hersonski, 2011 (Israel)
20. Sans Soleil, Chris Marker, 1984 (France)
21. The Gleaners and I, Agnes Varda, 2000 (France)
22. Forest of Bliss, Robert Gardner, 1985 (USA)
23. I Love \$, Johan van der Keuken, 1986 (Holland)
24. Tribulation 99: Alien Anomalies under America, Craig Baldwin, 1991 (USA)
25. Dial H-I-S-T-O-R-Y, Johan Grimonprez, 1997 (Belgium)
26. Bus 174, José Padilha & Felipe Lacerda, 2002 (Brazil)
27. Bumming in Beijing – The Last Dreamers, Wu Wenguang, 1990 (China)

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.





## **Multimedia Production (Elective Course)**

### **Course Description:**

This course is meant to serve as an introduction to several types of media used in business practices today. This can include text, audio, visual, animation, graphics, etc. This course develop the understanding of the most essential skills in handling multimedia tools and designing multimedia production in a development environment and key concepts in current multimedia technology.

### **Objectives: The student will be able to**

1. Plan and organize a multimedia Production.
2. Understand the design concepts for creating a multimedia Production.
3. Use a web authoring tool to create a multimedia Production.
4. Understand the design concepts related to creating and using graphics for the web.
5. Use graphics software to create and edit images for various media production.
6. Understand the design concepts related to creating and using animation, audio and video for media production.
7. Use animation software to create and edit animations.
8. Use software tools to publish and maintain a multimedia web site

- **Pre-Requisite :**

1. Basic knowledge of computer operation
2. Knowledge of basic Computer hardware & software is necessary.
3. Basic knowledge of editing.
4. Basic artistic and aesthetic sense.
5. Basic knowledge of camera operation.
6. Basic knowledge of Internet
7. Basic theoretical knowledge and interest in photography and Videography.

The course shall comprise of the following units :

WEEK	TOPIC	REFERENCE BOOKS/ JOURNALS/ Main Reading
Week 1	<p>Introduction to multimedia</p> <ul style="list-style-type: none"> <li>• Briefly define what multimedia is</li> <li>• List the uses of Multimedia</li> <li>• Describe some of the skills required for Multimedia projects</li> <li>• Uses of multimedia</li> </ul>	<ol style="list-style-type: none"> <li>1. Tay Vaughan, "Multimedia: Making it work" 7th edition, Tata McGraw-Hill, 2008</li> <li>2. Ze-Nian Li and Mark S. Drew, "Fundamentals of Multimedia" (Low Price Edition), Pearson Education, 2004</li> </ol>
Week 2	<ul style="list-style-type: none"> <li>• Introduction to Power point presentation</li> <li>• embedding sound and video in Power point</li> <li>• Introduction to Corel Draw</li> <li>• Exporting graphics from Corel Draw</li> <li>• Introduction to Flash</li> <li>• creating stand-alone flash applications</li> <li>• Introduction to 2D, 3D, cell animation</li> </ul>	<ol style="list-style-type: none"> <li>3. Introduction to Media Production, Fourth Edition - The Path to Digital Media Production - By Gorham Kindem and Robert B. Musburger, PhD</li> <li>4. Multimedia Production, Planning and Delivery - John Villamil-Casanova, Louis Molina</li> <li>5. Adobe Flash CS4 Professional Classroom in a Book - Adobe Creative Team (Author)</li> </ol>
Week 3	<p>Multimedia Production team</p> <ul style="list-style-type: none"> <li>• Project manager</li> <li>• Multimedia designer</li> </ul>	<ol style="list-style-type: none"> <li>6. Macromedia Director 8.5 Shockwave Studio: Training</li> </ol>

	<ul style="list-style-type: none"> <li>• Interface designer</li> <li>• Writer</li> <li>• Video specialist</li> <li>• Audio specialist</li> <li>• Multimedia programmer</li> <li>• Web site producer</li> </ul>	From The Source
Week 4	<p>Typography</p> <ul style="list-style-type: none"> <li>• Typefaces</li> <li>• Serif and Sans Serif</li> <li>• Type styles</li> <li>• Kerning</li> <li>• Line spacing and orientation</li> <li>• Anti-alias, special effects</li> <li>• Bitmap fonts</li> <li>• Vector fonts</li> </ul>	7. Adobe® Photoshop 7.0 Classroom in a Book - Adobe Creative Team
Week 5	<p>The Process of Production Management</p> <ul style="list-style-type: none"> <li>• Conceptualisation</li> <li>• Development</li> <li>• Preproduction</li> <li>• Production</li> <li>• Postproduction</li> <li>• Documentation</li> </ul>	8. Multimedia Production, Planning and Delivery, John Villamil- Casanova and Louis Molina, Prentice Hall 18 feb 1997, ISBN-10 1575766256
Week 6	<p>Working with images</p> <ul style="list-style-type: none"> <li>• Describe the basics of colour science and 2D graphics</li> <li>• Explain the different file formats and image compression techniques</li> <li>• Describe the basics in photography</li> <li>• Summarize the basic image processing techniques</li> <li>• List the basic features of Photoshop</li> <li>• Perform simple vector and raster Image Processing operations</li> <li>• 2D Graphics, image compression and file formats</li> </ul>	

Week 7	<p>Colour Science</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Colour models</li> <li>• Colour palettes</li> <li>• Color theory</li> <li>• Color Symbology</li> </ul>
Week 8	<p>Photography</p> <p>Photography basics</p> <p>Types of Cameras / DSLR Camera</p>
Week 9	<p>Lens parameters</p> <ul style="list-style-type: none"> <li>• Focal length</li> <li>• Lens angle</li> <li>• Wide angle lens</li> <li>• Telephoto lens</li> <li>• Aperture size</li> <li>• Shutter speed</li> <li>• F-stop</li> <li>• Functional parameters <ul style="list-style-type: none"> <li>• Over exposure</li> <li>• Under exposure</li> <li>• Depth of field and factors affecting it</li> </ul> </li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Shooting moving objects</li> <li>• Rule of third</li> <li>• Digital cameras Vs conventional cameras</li> <li>• How a digital camera works, Resolution</li> <li>• Storage systems</li> <li>• Digital shutter, digital zoom Vs optical zoom</li> </ul>

Week 11	<ul style="list-style-type: none"> <li>• Basic image processing</li> <li>• Use of image editing software</li> <li>• White balance correction with Photoshop</li> <li>• Dynamic range correction with Photoshop</li> <li>• Gamma correction with Photoshop</li> <li>• Photo retouching with Photoshop</li> </ul>	
Week 12	<ul style="list-style-type: none"> <li>• Enhancing your production with audio</li> <li>• Outline the basics of audio</li> <li>• Compare the difference between MIDI and digital audio</li> <li>• Explain the audio file formats and compression</li> <li>• Outline the process of adding sound to a multimedia project</li> <li>• Add sound to a multimedia project</li> </ul>	
Week 13	<ul style="list-style-type: none"> <li>• Creating video</li> <li>• Outline video and animation basics</li> <li>• Outline the basic features of Adobe Premier</li> <li>• Explain video file formats and compression</li> <li>• Outline the process of shooting and editing a video</li> <li>• Do the basic editing and exporting of a small sound editing clip</li> </ul>	
Week 14	<ul style="list-style-type: none"> <li>• Video basics</li> <li>• How video works</li> <li>• Broadcast video standards</li> <li>• Analog video</li> <li>• Digital video</li> </ul>	
Week 15	<ul style="list-style-type: none"> <li>• Video recording and tape formats</li> <li>• Shooting and editing video</li> <li>• Capturing a video from camera to computer</li> </ul>	

	<ul style="list-style-type: none"> <li>• Editing videos with Adobe Premier CS</li> <li>• Video compression and file formats</li> <li>• Various MPEG video standards</li> </ul>	
Total Hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Storytelling for Children (Elective Course)

The course aims at training the learner to produce children’s stories using digital devices such as a mobile phone. It is the requirement of the course that the learner must have audio-visual production media such as a camera, a laptop with strong memory, software for editing and recording of sound and visual.

#### The course shall comprise of the following units:

Week 1	What is a story, a plot, what are children’s stories. This session will involve a reading and narrating of children’s stories.	Telling Children's Stories: Narrative Theory and Children's Literature, Michael Cadden
Week 2	Working with rhymes for children	
Week 3	Child psychology and development	Child Psychology and Development For Dummies, Laura L. Smith, Charles H. Elliott
Week 4	Children, morality and society	Children, Morality and Society, S. Frankel
Week 5	Children’s stories from Europe	
Week 6	Children’s stories from Russia	
Week 7	Children’s stories from China and Japan	
Week 8	Children’s stories from India	
Week 9	Children and mythology	
Week 10	Therapeutic storytelling	
Week 11	Producing a children’s story	
Week 12	Producing a children’s story	
Week 13	Producing a children’s story	
Week 14	Producing a children’s story	
Week 15	Producing a children’s story	
Total Hours	60 Hours	

#### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component where learners will produce stories using digital devices that

students must have. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include producing a children's story that will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Interpersonal Communication (Elective Course)**

This course explores what is interpersonal communication, its relationship to culture, identity, perception, language, emotions and nonverbal communication. It also deals with developing and ending relationships, intimacy, communication within families and conflict.

#### **The course shall comprise of the following units :**

Week 1	What is interpersonal communication	Interpersonal Communication: Putting Theory Into Practice  By Denise Solomon, Jennifer Theiss, Routledge, 2013
Week 2	Culture and interpersonal communication	
Week 3	Identity and interpersonal communication	
Week 4	Perception and interpersonal communication	
Week 5	Language and interpersonal communication	
Week 6	Nonverbal communication	
Week 7	Emotions and communication	
Week 8	Listening	
Week 9	Developing and ending relationships	
Week 10	Intimacy and interpersonal communication	
Week 11	Communication in families	
Week 12	Interpersonal influence	
Week 13	Interpersonal conflict	
Week 14	Communication support and comfort	
Week 15	Evaluating interpersonal communication	
Total	60 hours	



hours		
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**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include preparing a PR plan for a specific client and presenting it. The assignment will be for 25 marks.

The self-study component of 20 hours will include conducting an exercise such as an interview. This will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Family Communication (Elective Course)**

This course explores what is interpersonal communication, its relationship to culture, identity, perception, language, emotions and nonverbal communication. It also deals with developing and ending relationships, intimacy, communication within families and conflict.

#### **The course shall comprise of the following units :**

Week 1	Perspectives on studying family communication	The Routledge Handbook of Family Communication  edited by Anita L. Vangelisti, Routledge
Week 2	The Indian family system	
Week 3	A communication perspective on cohabitation	
Week 4	Marital communication	
Week 5	On becoming parents	
Week 6	Communication in intact families	
Week 7	Divorced and single-parent families – risk, resilience and role of communication	
Week 8	Stepfamily communication	
Week 9	Support communication in culturally diverse families	
Week 10	Relational communication of family members	
Week 11	Communication in families	
Week 12	How families manage private information, communication of emotion in families	
Week 13	Conflict within families, family stories and storytelling	
Week 14	Media and family communication	
Week 15	Digital technology and families, families of the future	
Total hours	60 hours	

#### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside

the classroom that will be assigned by the teacher. The 40 hour teaching component will include preparing a PR plan for a specific client and presenting it. The assignment will be for 25 marks.

The self-study component of 20 hours will include conducting an exercise such as an interview or survey. This will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Religion, Culture and Communication (Elective Course)

This course explores the influence of communication in how individuals and communities understand, conceptualize, and pass on religious and cultural beliefs and practices that are integral to understanding exactly what religion and culture are. It is through exploring the relationships among religion, culture, and communication that we can best understand how they shape the world in which we live and have shaped the communication discipline itself. Furthermore, as we grapple with these relationships and terms, we can look to the future and realize that the study of religion, culture, and communication is vast and open to expansion.

#### The course shall comprise of the following units :

Week 1	Defining religion – approaches by Karl Marx, Max Weber, Emile Durkheim and Georg Simmel	Rethinking Media, Religion, and Culture
Week 2	Defining religion – approaches by Karl Marx, Max Weber, Emile Durkheim and Georg Simmel	edited by Stewart M. Hoover, Knut Lundby, Sage, 1997
Week 3	Culture studies - ideology and class structures	Mediating Religion: Studies in Media, Religion, and Culture
Week 4	Culture studies – national formations, ethnicity	edited by Jolyon P. Mitchell, Sophia Marriage, T&T Clark, 2003
Week 5	Culture studies – sexual orientation	
Week 6	Cultural studies – hegemony, agency	
Week 7	Cultural studies – the concept of 'text'	
Week 8	Community studies	Media, Religion and Culture: An Introduction
Week 9	Community studies	
Week 10	Religion as part of culture in communication studies	By Jeffrey H. Mahan, Routledge, 2014
Week 11	Religion as part of culture in communication studies	
Week 12	Religious communication – Hindu practices	Roots of Acceptance: The Intercultural Communication of Religious Meanings
Week 13	Religious communication – Islamic practices	
Week 14	Religious communication – Sikh practices	By William E. Biernatzki, Roma, 1991
Week 15	Religious communication – Christian practices	
Total hours	60 hours	

**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include preparing a PR plan for a specific client and presenting it. The assignment will be for 25 marks. The self-study component of 20 hours will include conducting a survey or interviews. This will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Digital Media Marketing (Elective Course)

The course shall educate the learner about the history and evolution of digital communications. Touching upon some of the new media theories, it will also help the learner understand how traditional media theories play out on digital media. Exploring latest trends in digital marketing, the course will offer some of the best practices for crafting and disseminating marketing messages for digital platforms.

The course shall comprise of the following units:

Week 1	Fundamentals of communication, introducing communication theories	Media Literacy Edition 5, W. James Potter, SAGE Publication
Week 2	What is new media, what differentiates 'new' from 'traditional'	Ogilvy on Advertising, RHUS, 1 <sup>st</sup> Vintage Books ed edition (1985)
Week 3	New media theorists	The Indian Media Business, Vanita Kohli-Khandekar, SAGE Publication
Week 4	New media and technology	
Week 5	Introducing digital and social media, role of user-generated content on digital media	FICCI-KPMG Media and Entertainment Industry Report
Week 6	The digital market and its economics	The Longer Long Tail, Chris Anderson, Hyperion Books, 2006
Week 7	The Long Tail phenomenon	
Week 8	Algorithm, analytics, e-commerce	Digital Marketing, Vandana Ahuja, Oxford University Press, 2015
Week 9	Fundamentals of marketing, marketing for the digital medium	Online Marketing: A Customer-led Approach, Richard Gay, Alan Charlesworth, and Rita
Week 10	Digital marketing tools – SEO,	

	SEM, SMO	Esen, Oxford University Press, 2007
Week 11	Staying in touch – e-mail marketing and newsletters	
Week 12	Social media marketing – Facebook, Twitter, Instagram, YouTube	
Week 13	Content marketing – creating and disseminating communication for and on digital media	
Week 14	Making digital noise – influencer marketing	
Week 15	Crisis management on digital media – The Maggi Controversy	
Total Hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Basic Course for Indian Sign Language Communication (Elective Course)

The course shall provide the learner with a basic knowledge of what is Indian Sign Language?, understanding the nature of sign language, basic communicative competence in Indian sign language, Basic Indian Sign Language vocabulary of about 400+ words, Ability to interpret a basic level and communicate with a persons who are Deaf with confidence in communication. It will encourage the learner to engage with language used by culturally Deaf persons and will be able to understand their culture better while communicating with them. The Course will train the learner insight into the non-verbal form of communication by human beings. The course will also provide basic training in Indian Sign Language usage and skills in using various software for captioning of sign language and its usage in various appropriate multimedia. Universal Design in Digital Media application in providing information, education, entertainment, will be given special emphasis with practical assignments for application in the selected area of interest of the learner. Disability rights enshrined in RPWD act 2016 and UNCRPD will be guiding principle, in the usage of ICT enabling accessibility in digital media will also provide application to this basic course for Indian Sign Language Communication.

#### The course shall comprise of the following units :

Week 1	<p><b>Unit 1: The Nature of sign language</b> <b>2.5 hours</b></p> <p>1.1 Sign language is NOT the same all over the world.</p> <p>1.2 Sign language does NOT lack grammar.</p> <p>1.3 Sign language is NOT dependent on spoken language.</p> <p>1.4 Sign language is NOT a “language of the hands” only.</p> <p>1.5 Sign language has not been invented by hearing people to help Deaf Persons.</p> <p>1.6 No sign language are better than any other sign language.</p> <p>1.7 Sign codes for spoken languages (Signed English, Signed Hindi Signed</p>	<ol style="list-style-type: none"> <li>1. Indian Sign Language Training Module-Level A- Developed by AYJNISHD (D)-Mumbai in 2001 CD format and as depicted in the syllabus of RCI-New Delhi.</li> <li>2. Captioning and Subtitling- Published by National Institute for Captioning, USA</li> <li>3. C-Print –NTID-Rochester, Newyork, USA.</li> <li>4. CART-UK</li> <li>5. Media Style Guide-RCI - 2005.New Delhi.</li> <li>6. W3C guidelines &amp; Markup Validators available on the Web.</li> <li>7. Software for captioning/Subtitling- Media-Subtitler,</li> <li>8. Software for inclusion of ISL without chrome - Pinnacle studio, Adobe premier pro/fcp</li> <li>9. Usage of Teleprompter for</li> </ol>
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	Marathi etc.) are NOT better than Indian Sign Language.	recording of ISL-signs
Week 2	<p><b>Unit 2: Perspectives on sign language usage 2.5 hours</b></p> <p>2.1 Effective communication with deaf people: Becoming a good signer</p> <p>2.2 Deafness and society: Using sign language for inclusion in society</p> <p>2.3 Understanding deaf culture: Aspects of deaf people, culture and communication</p> <p>2.4 History of deafness and sign language in India</p> <p>2.5 Characteristics of good interpreters</p>	
Week 3	<p><b>PRACTICAL: Basic sign language skills.</b></p> <p><b>Unit 1: 2.5 hours.</b></p> <p><b>Grammar Topics</b></p> <p>Special statements Greetings</p> <p>Describing people, media equipments and professionals and objects (Adjectival predicates) Pronouns</p>	
Week 4	<p><b>Unit 1: 2.5 hours.</b></p> <p><b>Grammar Topics</b></p> <p>Special statements Greetings</p> <p>Describing people, media equipments and professionals and objects (Adjectival predicates) Pronouns</p>	
Week 5	<p><b>Unit 2: Grammar Topics 5 hours</b></p> <p>Simple with question words Family</p>	

	and relations Common objects (clothing, household, etc) Plants	
Week 6	<b>Unit 3 : 5 hours</b>  <b>Grammar Topics</b>  Questions with question words Interrogatives, Places  People and professions, Actions	
Week 7	<b>Unit 4:5 hours</b>  <b>Grammar Topics</b>  Revision talking about the time  Communicative expressions	
Week 8	<b>Unit 5: 5 hours</b>  <b>Grammar Topics</b>  Negative sentences Food (vegetables, fruits, beverages, etc.)  Finger spelling (alphabet) Opposites	
Week 9	<b>Unit 6: 5 hours</b>  <b>Grammar Topics</b>  Negative commands Calendar (week/month/year)  Negative responses to offers/suggestions Colours  Finger spelling (use) Place names	
Week 10	<b>Unit 7: 5 hours</b>  <b>Grammar Topics</b>  Numbers Measures, Talking about money, Animals,	

Week 11	<p><b>Unit 8: 5 hours</b></p> <p><b>Grammar Topics</b></p> <p>Revision Body &amp; Health, Use of space, perspective and role play Deafness and Disability, Abstract concepts.</p>	
Week 12	<p><b>Unit 9: 5 hours</b></p> <p><b>Grammar Topics</b></p> <p>Relations in actions Verbs,</p> <p>Expressing movement, Talking about language</p>	
Week 13	<p><b>Unit 10: 5 hours</b></p> <p><b>Grammar Topics</b></p> <p>Possession Geometrical shapes</p> <p>Talking about the workplace</p> <p>Environment (earth and sky)</p>	
Week 14	<p><b>PRACTICAL : Interpreting</b></p> <p><b>Category :2.5 hours</b></p> <ul style="list-style-type: none"> <li>- one-on-one interpreting</li> <li>- consecutive interpreting</li> <li>- informal settings</li> </ul> <p><b>-Usage of multimedia technology for captioning &amp; ISL</b></p>	
Week 15	<p><b>Sample settings to be practiced: 2.5 hours</b></p> <ul style="list-style-type: none"> <li>- Interviewing Person who is Deaf.</li> <li>- obtaining official documents (e.g. audiometric test, handicapped identity, card, bus/railway pass, ration</li> </ul>	

	card)  -solving admission and interpreter issues.  <b>--Usage of multimedia technology with addition of captioning &amp; ISL in a TVCA.</b>	
Total Hours	60 hours	

### Class methodology

This is a six credit course. It will involve teaching-learning for prescribed hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic practical and theory tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests theory and practical conducted in the classroom. These tests may be written, oral or signing presentation which will be recorded and evaluated. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include visit to deaf clubs, meetings with deaf persons, sign recording and screening project, a review of signs by the teacher, conducting surveys or interviews of Deaf persons with video recording with reference to News. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### Media and Disability Communication (Elective Course)

The course shall provide the learner with a sense of what is disability, its identification, prevention, cause, intervention and rehabilitation in terms of 21 disabilities, as prescribed by the RPWD Act. 2016. It will encourage the learner to engage with language, image used in addressing various types of disabilities in the media and adopt the acceptable language in addressing disability and related issues. The Course will train the learner in finding out the accessibility nature of various media and learn to enable/increase accessibility to multimedia using audio description for the blind, captions and sign language for the Deaf. The course will also provide insight into human and machine testing of accessibility in physical environment and digital environment related to information, education and communication. The course will also provide basic training in Indian Sign Language, Usage of Braille, Captioning, Audio description format, skills in using various software for captioning techniques and its usage in various appropriate multimedia. Universal Design in Digital Media application in providing information, education, entertainment, accessibility audit will be given special emphasis with practical assignments for application in the selected area of interest of the learner. Disability rights enshrined in RPWD act 2016 and UNCRD will be guiding principle, in the usage of ICT enabling accessibility in digital media.

#### The course shall comprise of the following units :

Week 1	What are various types of disabilities mentioned in RPWD act 2016. Defining, Understanding, scaling, certification of disabilities. The concessions and facilities in terms of disability rights and law protecting these rights.	<ol style="list-style-type: none"> <li>1. UNCRPD 2007 as ratified by India</li> <li>2. RPWD Act 2016 as mentioned in the Gazette of India.</li> <li>3. Disability Communication-Manual for Media- compiled Published by AYJNISHD(D) –Mumbai 2007</li> <li>4. Indian Sign Language Training Module- Level A- Developed by AYJNISHD(D)- Mumbai 2001.</li> </ol>
Week 2	Language and Imagery in addressing disability issues in reporting, interviewing of PWDs, creating advertisements, comic strips, cinema and digital space for awareness on identification, prevention, intervention and rehabilitation.	<ol style="list-style-type: none"> <li>5. Captioning and Subtitling- Published by National Institute for Captioning, USA</li> <li>6. C-Print –NTID-Rochester, Newyork, USA.</li> <li>7. CART-UK</li> <li>8. Braille for beginners-NIVH-Dehradun,</li> <li>9. Audio-description tips and techniques- Clark, Canada.</li> </ol>
Week 3	The Causes, identification, prevention, intervention of 21 disabilities as mentioned in RPWD act 2016. The certification and rehabilitation	<ol style="list-style-type: none"> <li>10. List of Assistive devices and technologies-Barrier Break Technologies, Mumbai</li> <li>11. Accessibility of Websites of</li> </ol>

	process, issues related to such persons with disabilities and challenges faced by their families/wards.	Organisations working for persons with disabilities- Laplambert Publication
Week 4	The concept of Disability Communication, and the Psychology of persons with disabilities and their needs in the digital space and cyber psychology.	12. Mainstreaming disability in development: India country report-produced by the Disability Policy Officer for the Policy Project of the Disability Knowledge and Research (KaR) programme, funded by the UK Department for International Development (DFID).
Week 5	Education of persons with disabilities and the role of media. Preparation of accessible learning materials in accessible format as per the cognitive needs.	13. Mohapatra S, Mohanty M (2004). <i>Abuse and Activity Limitation: A study on domestic violence against disabled women in Orissa, India</i> . Swabhiman, Orissa.
Week 6	Basics of Indian Sign Language and its application in media for accessible communication.	14. NCPEDP (2004a). <i>Disabled People in India – The other side of the story</i> . NCPEDP, Delhi.
Week 7	Captioning and Subtitling, various software, its use and application in digital media	15. NCPEDP (2004b). <i>Status of Mainstream Education of Disabled Students in India</i> . NCPEDP, Delhi, India
Week 8	Audio description and its application in digital media for enabling communication	16. Asian Development Bank (2003). <i>Identifying Disability Issues Related to Poverty Reduction: India country study</i> . Available at: <a href="http://www.adb.org">www.adb.org</a>
Week 9	Creation of Accessible websites and mobile applications for persons with disabilities. Social Media and its role in Disability communication.	17. Media Training Manual, Rehabilitation Council of India, New Delhi: Dynamic Printer, 2005).
Week 10	The concept of Universal design and accessible environment for persons with disabilities. Audit of accessible environment and testing of accessible websites/digital applications.	18. People with Disabilities in India: From commitments to outcomes, Human Development Unit, South Asia Region, Document of the World Bank (2007).
Week 11	Assistive devices, technology and its usage to persons with disabilities for mobility and communication.	19. Media Style Guide-RCI -2005. New Delhi.
		20. Half world 4 frames -World Comics- New Delhi.
		21. Grass root Comics- World Comics- New Delhi.
		22. Comics for all-World Comics – New Delhi.
		23. Vasishta, M. (2006) <i>Deaf in Delhi: A Memoir</i> . Washington DC: Gallaudet University Press.
		24. Alliance for Technology Access

Week 12	Social responsibility of the media towards addressing issues of persons with disabilities. Charity model, Medical model, Social Model approaches	<p>(foreword: Stephen Hawking). <i>Computer and Web Resources for People with Disabilities: A Guide to Exploring Today's Assistive Technology</i>. 3rd ed. Hunter House, 2000.</p> <p>25. Cederholm, Dan. <i>Web Standards Solutions</i>. Friends of ED, 2004.</p> <p>26. Clark, Joe. <i>Building Accessible Websites</i> (with CD-ROM). New Riders Publishing, 2002.</p> <p>27. Duckett, Jon. <i>Accessible XHTML and CSS Web Sites Problem Design Solution</i>. Wrox, 2005.</p> <p>28. Horton, Sarah. <i>Access by Design: A Guide to Universal Usability for Web Designers</i>. New Riders Publishing, 2005.</p> <p>29. Paciello, Michael G. and Mike Paciello. <i>Web Accessibility for People with Disabilities</i>. CMP Books, 2000.</p> <p>30. Slatin, John M. and Sharron Rush. <i>Maximum Accessibility: Making Your Web Site More Usable for Everyone</i>. Addison Wesley Professional, 2002.</p> <p>31. Thatcher, Jim et al. <i>Constructing Accessible Web Sites</i>. Glasshaus, 2002.</p> <p>32. W3C guidelines &amp; Markup Validators available on the Web.</p> <p>33. Zeldman, Jeffrey. <i>Designing with Web Standards</i>. New Riders Press, 2003.</p>
Week 13	Socio-economic rehabilitation of PWDs and their Rights, identification of jobs and Reservation policies	
Week 14	UNCRPD- the article 8,9, 21 and 30 on awareness, access to information, accessible information, entertainment & leisure at various domain areas in society. Creation of Accessible entertainment, sports, and leisure.	
Week 15	Basics of Braille and its application and usage in providing accessible communication.	
Total Hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.



### Intercultural Communication (Elective Course)

The course shall provide the learner with theoretical understanding as well as practical applications of intercultural communication. The course is especially meant for those aspiring to work in intercultural environments like multinational corporate or government institutions or leadership programmes.

Week 1	Approaches to intercultural communication – understanding and applying intercultural communication in the global community	<p><b>Intercultural Communication: A Reader</b></p> <p>By Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Carolyn Sexton Roy, Cengage Learning, 2015</p> <p><b>Handbook of Intercultural Communication</b></p> <p>edited by Helga Kotthoff, Helen Spencer-Oatey, 2007</p>
Week 2	Cultural identity: issues of belonging	
Week 3	International cultures: Understanding diversity	
Week 4	Co-cultures: Living in a Multicultural world	
Week 5	Intercultural messages: Verbal and nonverbal interaction	
Week 6	Cultural contexts: the influence of the setting	
Week 7	Communicating interculturallly: becoming competent	
Week 8	Ethical considerations and changing behaviour	
Week 9	New perspectives, prospects for the future	
Week 10	Humour across cultures	
Week 11	Exploring music across cultures	
Week 12	Ritual and style across cultures	
Week 13	The cultural context of media interpretation	

Week 14	Communicating identity in intercultural communication	
Week 15	Cross cultural communication in intimate relationships	
Total Hours	60 hours	

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral or presentation. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include conducting seminars, writing a research project, a review of literature, conducting surveys or interviews. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

**SEMESTER –IV**

	<b>A. Interdisciplinary/Cross Disciplinary Courses (I/C courses)</b>	Teaching and Extension	<b>Credits</b>
	Social science research design	60	6
	Perspectives on Communication	60	6
	<b>B. Dissertation</b>	100	10
	<b>Total</b>	<b>220</b>	<b>22</b>

## Semester IV

### Course I

#### **Social science research design (Interdisciplinary)**

The course covers the following areas - Research Approaches, Hypothesizing and theorizing, Writing a Literature Review, Writing a research proposal, Research paradigms, Research methods and tools, Content Analysis, Ethnography and observation studies, how to prepare a questionnaire, interview techniques, writing the dissertation, annotation, citing, referencing, survey techniques, research writing styles, data analysis, learning to use SPSS and Excel software for data analysis, introduction to statistics and statistical terms.

#### **The course shall comprise of the following units :**

Week 1	Research Approaches and Research paradigms in social science research	Mass Media Research: An Introduction, Roger D. Wimmer, Joseph R. Dominick, Wadsworth, 2010
Week 2	Some media hypotheses and theories	
Week 3	Hypothesizing and theorizing	
Week 4	Writing a Literature Review	
Week 5	Writing a research proposal	
Week 6	Research methods and tools	Media Research Techniques, Arthur Asa Berger, Sage, 1998
Week 7	Research methods and tools	
Week 8	Content Analysis	
Week 9	Ethnography and observation studies	
Week 10	How to prepare a questionnaire	Media Research Methods: Measuring Audiences, Reactions and Impact, Barrie Gunter, Sage, 2000
Week 11	Interview techniques	
Week 12	Annotation, citing, referencing	
Week 13	Survey techniques, using SPSS and Excel software for data analysis	
Week 14	Research writing styles	
Week 15	Writing the dissertation	
Total hours	60 hours	

#### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two

assignments – writing a review of literature and preparing a research proposal. The assignment will be for 25 marks.

The self-study component of 20 hours will include conducting seminars. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## Course II

### Perspectives on Communication (Interdisciplinary)

The course covers the various interdisciplinary approaches and perspectives on communication theory. This includes relationality, ritual, transcendence, constructive approaches, embodiment, contextualization, social identity, politicizing and the like.

#### The course shall comprise of the following units :

Week 1	Communication as Relationality	Communication as ...: Perspectives on Theory  edited by Gregory J. Shepherd, Jeffrey St. John, Sage, 2006
Week 2	Communication as Ritual	
Week 3	Communication as transcendence and a practice	
Week 4	Communication as construction	
Week 5	Communication as a collective memory and vision	
Week 6	Communication as embodiment	
Week 7	Communication and race, social identity	
Week 8	Communication as craft	
Week 9	Communication as dialogue	
Week 10	Communication as autoethnography, as storytelling	
Week 11	Communication as complex organizing, as structuring	
Week 12	Communication as political participation, as deliberation, as diffusion	
Week 13	Communication as social influence, as rational argument, as a counterpublic	
Week 14	Communication as questioning	
Week 15	Communication as translation	
Total hours	60 hours	

#### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside

the classroom that will be assigned by the teacher. The 40 hour teaching component will include two assignments related to research. The assignment will be for 25 marks.

The self-study component of 20 hours will include conducting seminars. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.