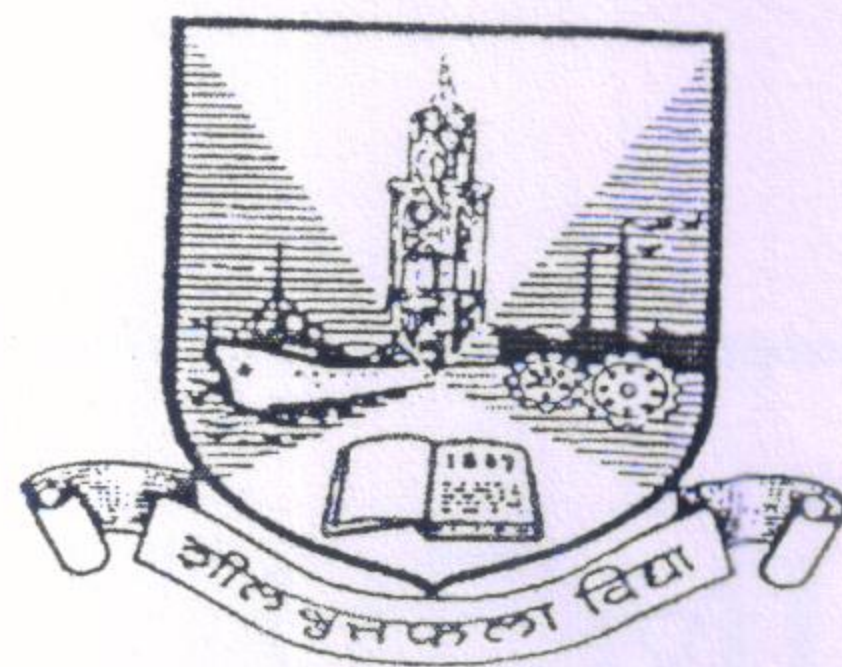


University of Mumbai



No. AAMS(UG)/113 of 2021-22

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Communication and Journalism at its online meeting held on 21st May, 2021 vide item No. 1 and subsequently passed by the Board of Deans at its meeting held on 11th June, 2021 vide item No. 8.19 (R) have been accepted by the Academic Council at its meeting held on 29th June, 2021 vide item No. 8.19 (R) and that in accordance therewith, the elective 'Decolonisation, communication, media and journalism' be added to the existing syllabus of the Master of Arts (Communication and Journalism) – Sem III, has been brought into force with effect from the academic year 2021-22 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

13th October, 2021

(Dr. B.N.Gaikwad)
I/c REGISTRAR

To

The Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/8.19 (R) 29/06/2021

No. AAMS(UG)/113 -A of 2021-22

MUMBAI-400 032

13th October, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Ad-hoc Board of Studies in Communication and Journalism,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

(Dr. B.N.Gaikwad)
I/c REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

UNIVERSITY OF MUMBAI



Master of Arts (Communication and Journalism)

Sem - III

Elective - Decolonisation, Communication, Media and Journalism

(to be introduced with effect from the academic year 2021-22)

Decolonisation, communication, media and journalism

India's struggle for Independence was organized around the interrogation and later countering of the Eurocentric theorizing of India and its realities. That process continues to this day. The need to de-Westernize and decolonize communication, media and journalism studies stems from critiques of a hierarchical elitist "Western" axiology and epistemology of universal validity, which ignores indigenous and localised metaphysical practices from non-Western settings. Scholars from the Global South continue to raise concerns about a pervasive underlying Eurocentric bias that was—and continues to be—undermining their work. Scholars warn against the pervasive influence of foreign-imposed concepts like modernity and progress, as well as common assumptions about the use of specific categories and ontologies to deconstruct and interpret communication, media and journalism around the world. This course introduces the learner to decolonization theory with a specific focus on the work of Bal Gangadhar Tilak.

The course shall comprise of the following units :

Week 1	The view from the Global South: an introduction	HARINDRANATH, R. (2014). The view from the Global South: an introduction. Postcolonial Studies, 109–114.
Week 2	Media Imperialism	Boyd-Barrett, O. (2015). Media Imperialism. London: Sage.
Week 3	Internationalizing Media Studies	Thussu, E. D. (2009). Internationalizing Media Studies. Oxon: Routledge.
Week 4	Global journalism studies: Beyond panoramas	Wasserman, H. (2011). Global journalism studies: Beyond panoramas. South African Journal for Communication Theory and Research, 100-117.
Week 5	Global Entertainment Media	Mirrlees, T. (2013). Global Entertainment Media. New York: Routledge.
Week 6	Decolonization in India: The Statement of 20 February 1947	Singh, A. I. (1984). Decolonization in India: The Statement of 20 February 1947. The International History Review, 91-209.
Week 7	De-Westernizing communication/social science research: opportunities and limitations	Gunaratne, S. A. (2010). De-Westernizing communication/social science research: opportunities and limitations. Media, Culture & Society, 473-500.
Week 8	Mass Media and National Development the Role of Information	Schramm, W. (1964). Mass Media and National Development. Stanford: Stanford University Press and UNESCO.
Week 9	Propaganda and empire	MACKENZIE, J. M. (1984). PROPAGANDA AND EMPIRE. Manchester: Manchester University Press.
Week 10	The production of Asian theories of communication: contexts and challenges	Dissanayake, W. (2009). The production of Asian theories of communication: contexts and challenges. Asian Journal of Communication, 452-468.
Week 11	The New Journalism, the New Imperialism and the Fiction of Empire, 1870–1900	Griffiths, A. (2015). The New Journalism,
Week 12	B.G. Tilak's perception of Karl Marx and class conflict	
Week 13	The "local" in global media ethics	
Week 14	Political philosophy of Lokamanya Tilak	
Week 15	The critique of renunciation: Bal Gangadhar Tilak's Hindu nationalism	
Total Hours	4 hours per week = 60 hours	

		the New Imperialism and the Fiction of Empire, 1870–1900. New York: PALGRAVE MACMILLAN. Naik, J. (1998). B.G. TILAK'S PERCEPTION OF KARL MARX AND CLASS CONFLICT. Proceedings of the Indian History Congress, 786-792. Rao, S. (2011). THE “LOCAL” IN GLOBAL MEDIA ETHICS. Journalism Studies, 780-790. Varma, V. P. (1958). POLITICAL PHILOSOPHY OF LOKAMANYA TILAK. The Indian Journal of Political Science, 15-24. Seth, S. (2006). The critique of renunciation. Postcolonial Studies, 137-150.
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Class methodology (HARINDRANATH, 2014)_(Boyd-Barrett, 2015)_(Thussu, 2009)_(Wasserman, 2011) (Mirrlees, 2013)_(Singh, 1984)_(Gunaratne, 2010)_(Schramm, 1964)_(MACKENZIE, 1984)_(Dissanayake, 2009)_(Griffiths, 2015)_(Naik, 1998)_(Rao, 2011)_(Varma, 1958)_(Seth, 2006)

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.