

Central University of Punjab



Ph.D. (Mass Communication and Media Studies)

2021

Department of Mass Communication and Media Studies

Programme Graduate Attributes

1. Graduates will be able to critically analyse communication models and theories.
2. Graduates will be able to design communication strategies for government, NGO and industry.
3. Graduates will be able to discuss, analyse and predict emerging trends in media industry.

Syllabus for Ph.D. Coursework

Course Code	Course Name	L	T	P	Total Credits
JMC.701	Communication Theory	4	0	0	4
JMC.702	Research Methodology	4	0	0	4
JMC.703	Computer Applications in Research	3	1	0	4
JMC.751	Research and Publication Ethics	2	0	0	2
JMC.752	Teaching Assistantship	0	0	2	1
UNI.753	Curriculum, Pedagogy and Evaluation	1	0	0	1
	Total				16

Course Code: JMC.701
Course Title: Communication theory

L	T	P	C
4	0	0	4

Total Hours: 60

Learning outcome of the course:

- Learners will be able to
 - Explain various models and theories of communication.
 - Compare various models and theories of communication.
 - Predict trends and development in the field of communication.

Unit I Basics of Theory

(15 Hours)

- Theory: meaning, need and importance, the process of theory building
- Relationship between theory and research
- Concepts of communication in ancient Indian texts
- Asian perspectives of communication

Unit II Models of Communication

(15 Hours)

- SMCR model, Lasswell's model (1948), Braddock's model (1958)
- Shannon and Weaver's model (1949), Schramm & Osgood's model (1954)
- Newcomb's model (1953), Gerbner's model (1956), Berlo's model (1960)
- Dance's model (1967), Westley MacLean's model (1957), Spiral of Silence model (1974)

Unit III Theories of Communication

(15 Hours)

- Mass Society Theory and Propaganda
- Psychological and Individual Difference Theories
- Sociological Theories
- Normative theories

Unit IV Ideologies, Media and Communication

(15 Hours)

- Frankfurt School
- Symbolic Interactionism
- Technological Determinism
- Relating theories with research

Suggested Readings:

- Baran, S.J. & Davis, D. (2020). *Mass Communication Theory: Foundations, Ferment, and Future*. Oxford University Press.
- Berger, A. A. (1995). *Essentials of mass communication theory*. Sage Publications.
- Berlo, D. (1960). *Process of Communication: Introduction to Theory and Practice*. Holt, Rinehart & Winston of Canada Ltd.
- Castells, M. (2014). *Communication Power*. Oxford University Press.
- Castells, M. (2000). *The Rise of the Network Society: The Information Age: Economy, Society and Culture*. Wiley-Blackwell.

- McQuail, D. (2015). *McQuail's mass communication theory*. Sage publications, London.
- McQuail, D. & Dueze, M. (2020). *McQuail's Media and Mass Communication Theory*. Sage Publications.
- McLuhan.M. (2011). *The Gutenberg Galaxy*. University of Toronto Press
- McLuhan, M. (2018). *Understanding Media*. Routledge.
- Severin, W. & Tankard, J. (2013). *Communication Theories: Origins, Methods & Uses in the Mass Media*. Pearson.
- Schramm,W. (2012). *Communications in Modern Society: Fifteen Studies of The Mass Media*. Literary Licensing, LLC.
- Schramm,W. (1972). *Process and Effects of Mass Communication*. University of Illinois Press.
- Siebert, F., Peterson, T. & Schramm. W. (1963). *Four Theories of the Press: The Authoritarian, Libertarian, Social Responsibility, and Soviet Communist Concepts of What the Press Should Be and Do*. University of Illinois Press.
- Wimmer, R.D. & Dominick, J.R. (2015). *Mass Media Research: An Introduction*. Cengage Learning.

Web Resources:

- www.zeepedia.com
- www.manage.gov.in
- <https://epgp.inflibnet.ac.in/>
- www.americanpressinstitute.org
- www.cjr.org

Course Code: JMC.702
Course Title: Research Methodology

L	T	P	C
4	0	0	4

Total Hours: 60

Learning outcomes of the course:-

- Learners will be able to :-
 - Discuss research problems in the field of media and communication.
 - Explain various research approaches, methods and tools.
 - Compare various research approaches, methods and tools.
 - Formulate various research problems related to media.

Unit I Historical Perspectives (15 Hours)

- Evolution and growth of communication research in the world
- Major research traditions in the communication discipline
- Brief review of research in the field of various media and communication for development (C4D)
- Contemporary scenario and challenges of communication research in India

Unit II Processes of Research (15 Hours)

- Defining research problem, framing title of the research, literature review, formulating hypothesis, research design, sampling techniques, defining variables,
- Various research approaches and process of theorizing research
- Survey, observation, experiment, case study, content analysis, policy research
- Ethnographic studies, studying visuals and moving image, historical research, meta-analysis, Semiotic Analysis, Rhetoric Analysis, Discourse Analysis

Unit III Data Collection & Processing (15 Hours)

- Questionnaire, schedule, interview, observation, focus group,
- Handling and analyzing qualitative data
- Collecting and handling quantitative data
- Presentation and interpretation of data

Unit IV Presentation of Report (15 Hours)

- Formatting and planning for report writing
- Citation and referencing, APA style, indexing, research archives, impact factor
- Research ethics, writing a research paper and synopsis, getting research published
- Communication/Media/Journalism Research Journals, studying research papers

Suggested Readings:

- Berger, A.A. (2013). *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Sage.

- Bryman, A. (2018). *Social Research Methods*. Oxford Publication, London.
- Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Flick, U. (2017). *An Introduction to Qualitative Research*. Sage.
- Kerlinger, F. (2019). *Foundations of Behavioural Research*. Surjeet Publications.
- Kothari, C.A. (2019). *Research Methodology: Methods and Techniques*. New Age International.
- Neuman, W.L. (2010). *Social Research Methods: Qualitative and Quantitative Approaches*.
- Singh, A.K. (2019) .*Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.
- Wimmer, R.D. & Dominick, J.R. (2015). *Mass Media Research : An Introduction*. Cengage Learning.

Web sources:-

- <https://epgp.inflibnet.ac.in/>
- <http://www.wimmerdominick.com/>

Course Code: JMC.703
Course Title: Computer Applications in Research

L	T	P	C
3	1	0	4

Total Hours: 60

Learning outcomes of the course:-

- Learners will be able to :-
 - Apply statistical tools used in research.
 - Choose appropriate statistical tool for particular set of data.
 - Analyze data in SPSS and MS Excel.
 - Discuss applicability of statistical tools.

Unit I Basics of Computer (15 Hours)

- Components and functioning of computer
- Microsoft Office- MS Word and MS PowerPoint
- Handling text, image and graphics
- Practicing error-free computer typing

Unit II Application of Statistics in Research (15 Hours)

- Basics of statistics, measuring central tendency – mean, median and mode,
- Frequency, dispersion and skewness, standard deviation, error in sampling, test of significance
- Parametric and non-parametric tests
- Cross tabulation, correlation, regression

Unit III Statistical Software (15 Hours)

- Use of MS Excel for data handling
- Statistical Programme for Social Sciences (SPSS)
- Feeding and analyzing data in SPSS
- Importance and application of statistical tests in research

Unit IV Internet Use for Research (15 Hours)

- Basics of Internet and its functioning
- Techniques of searching online resources efficiently and data mining
- Use of social media for academics and research
- Online networks of Indexing and database, checking plagiarism

Suggested Readings:-

- Berger, A.A. (2013). *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Sage.
- Bryman, A. (2018). *Social Research Methods*. Oxford Publication, London.
- Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Flick, U. (2017). *An Introduction to Qualitative Research*. Sage.
- Kerlinger, F. (2019). *Foundations of Behavioural Research*. Surjeet Publications.

- Kothari, C.A. (2019). *Research Methodology: Methods and Techniques*. New Age International.
- Neuman, W.L. (2010). *Social Research Methods: Qualitative and Quantitative Approaches*.
- Singh, A.K. (2019) .*Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.
- Wimmer, R.D. & Dominick, J.R. (2015). *Mass Media Research : An Introduction*. Cengage Learning.

Web sources:-

<https://epgp.inflibnet.ac.in/>

<http://www.wimmerdominick.com/>

Course Code: JMC.751
Course Title: Research and Publication Ethics

L	T	P	C
2	0	0	2

Total Hours: 30

Learning outcomes of the course:

- Learners will be able to:-
 - Interpret intellectual honesty and research integrity.
 - Use various open access publications
 - Evaluate predatory publications and journals.

Unit I Philosophy and Ethics (3 hours)

- Introduction to Philosophy : definition, nature and scope, content, branches
- Ethics : definition, moral philosophy, nature of moral judgements and reactions

Unit II Scientific Conduct (5 hours)

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts : Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications : duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

Unit III: Applied Research in Media Studies (7 hours)

- Publication ethics : definition, introduction and importance
- Best practices/ standards setting initiatives and guidelines : COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct : definition, concept, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributorship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

Unit IV Open Access Publishing (4 hours)

- Open access publications and initiatives
- SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- Software tool to identify predatory publication developed by SPPU
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer, Journal Suggester, Etc.

Unit V Publication Misconduct (4 hours)

- Group Discussions: Subject specific ethical issues, FFP, authorship; conflicts of interest; complaints and appeals: examples and fraud from India and abroad

- Software tools: Use of plagiarism software like Turnitin Urkund and other open source software tools

Unit IV Databases and Research Metrics (7 hours)

- Databases: Indexing databases; Citation database: Web of Science, Scopus etc.
- Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics : h-index, g-index, i10 index, almetrics

Suggested Readings:

- Gregory, Ian. (2003). *Textbook of Research Ethics- Theory and Practice*. Continuum: London.
- Oliver, P. (2003). *The Student's Guide to Research Ethics*. Open University Press.
- Shamoo, A.E., & Resnik, D.B. (2003). *Responsible Conduct of Research*. Oxford University Press.
- Stanley, B.H., Sieber, J.E., & Melton, G.B. (1996). *Research Ethics: A Psychological Approach*. University of Nebraska.
- Wimmer, R.D. & Dominick, J.R. (2015). *Mass Media Research : An Introduction*. Cengage Learning.

Web sources:-

<https://epgp.inflibnet.ac.in/>
<http://www.wimmerdominick.com/>

Course Code: JMC.752

Course Title: TEACHING ASSISTANTSHIP

L	T	P	Credit
0	0	2	1

Total Hours: 30

Learning Outcome:

At the end of this skill development course, the scholars shall be able to

1. familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system
2. manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:
- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
- The scholars shall be evaluated for a total of 50 marks comprising content knowledge (10 marks), explanation and demonstration skills (10 marks), communication skills (10 marks), teaching techniques employed (10 marks), and classroom interactions (10).

Course Code: UNI.753

Course Title: CURRICULUM, PEDAGOGY AND EVALUATION

L	T	P	Credit
1	0	0	1

Learning outcomes:
15

Total Hours:

After completion of the course, scholars shall be able to:

- analyze the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop curriculum of a specific course/programme

Course Content

Unit I Bases and Principles of Curriculum

4 hours

1. Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development.
2. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.

Unit II Curriculum Development

4 hours

1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process.
2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

Unit III Curriculum and Pedagogy

3 hours

1. Conceptual understanding of Pedagogy.
2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning
3. Three e- techniques: Moodle, Edmodo, Google classroom

Unit IV Learners' Assessment

4 hours

1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.
2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.
3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.

Transaction Mode

Lecture, dialogue, peer group discussion, workshop

Evaluation criteria

There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings

- Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). Curriculum Planning and Development. Boston: Allyn & Bacon.
- Brady, L. (1995). Curriculum Development. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, Journal of Curriculum Studies, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
- Gronlund, N. E. & Linn, R. L. (2003). Measurement and Assessment in teaching.
- Singapore: Pearson Education

- McNeil, J. D. (1990). Curriculum: A Comprehensive Introduction, London: Scott, Foreman/Little
- Nehru, R. S. S. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman
- Stein, J. and Graham, C. (2014). Essentials for Blended Learning: A Standards-Based Guide. New York, NY: Routledge.

Web Resources

- https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
- <https://www.uhd.edu/academics/university-college/centers-offices/teaching-learningexcellence/Pages/Principles-of-a-Flipped-Classroom.aspx>
- <http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-BasicPrinciples-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf>