

**Appendix-5**  
**Resolution No. 14-1(14-1-1)**

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**DEPARTMENT OF ENGLISH (JOURNALISM)**

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# SEMESTER-IV



## Department of English

### COURSES OFFERED BY DEPARTMENT OF ENGLISH

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE 10- (DSC-10) : Conflict and War Reporting

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Conflict and War Reporting	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To inculcate among students, an in-depth awareness of the difficulties involved in conflict reporting while keeping in mind ethical standards to their analysis of conflict reporting.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to apply a historical perspective to the media coverage of conflict and war reporting.

## **SYLLABUS OF DSC-10:**

### **UNIT – I (15 hours)**

#### **Unit 1: Introduction**

- Conflict Reporting and War Reportage: Concepts
- Information warfare and dominance
- Issues & Obstacles in war reporting
- Dimensions of War Coverage: Organizations and Reporters
- Working lives of War Correspondents
- Components and themes in war reporting, construction of 'enemy'
- Concept of 'hybrid war'

### **UNIT – II (15 hours)**

#### **Unit II: Issues**

- Risks and Risk Management, Threats to personal safety
- Objectivity, Rationality and accuracy of media coverage
- Competing narratives & Viewpoints
- Cultural differences in reporting the war on terror
- Reporting from a foreign land (Challenges)

### **UNIT – III (15 hours)**

#### **Unit III: Challenges and Ethical Concerns**

- Media Opinions and Advocacy
- Contemporary changes in warfare & Media environment
- Women in war reporting: discrimination, derogatory attitudes, sexual harassment
- News Media Visuals, Images of death spectacle
- Technological developments and its uses in war
- Digital Platforms, blogs, Twitter, chats

### **Practical component: (30 hours)**

Students are expected to do projects, critically examining the coverage of wars in each phase of development of the media. The students must submit write ups on the reporting of wars in the context of the limitations of technology in each phase of the media beginning from the coverage from the era of print journalism to the present times. Debates and discussions will be held on the issues of conflict and the role of international bodies in the call for peace. They must write a critical report comparing the reportage of war on traditional/mainstream media with posts/reports on social media platforms of the Russian-Ukraine war and its implications on international politics and economy. The students can also do an analytical write up on the violent visuals and images of destruction of the Russo-Ukraine war.

### **Essential/recommended readings**

1. Harris, Janet and Kevin Williams. 2018. *Reporting War and Conflict*. Taylor and Francis.
2. Thussu, Daya Kishan and Des Freedman. 2003. *War and the Media*. Sage Publications.
3. Zelizer, Barbie and Stuart Allan. 2004. *Reporting War: Journalism in Wartime*. Routledge.

### **Suggestive readings:**

1. Armoudian, Maria. 2016. *Reporting from the Danger Zone: Frontline Journalists, Their Jobs and an Increasingly Perilous Future*. Introduction, Chapter Two & Conclusion
2. Wolfsfeld, Gadi. "Telling a Good Story." In *Making Sense of Media & Politics*. Routledge, 2011
3. Galtung, Johan, and Dietrich Fischer. 2013. "High road, low road: Charting the course for peace journalism." *Johan Galtung*. Springer Berlin Heidelberg. 95-102.  
[http://reference.sabinet.co.za/webx/access/electronic\\_journals/track2/track2\\_v7\\_n4\\_a4.htm](http://reference.sabinet.co.za/webx/access/electronic_journals/track2/track2_v7_n4_a4.htm)

4. Jakobsen, Peter Viggo. 2000. "Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect." *Journal of Peace Research*. Vol. 37, No. 2 (p. 131-143).
5. Lance Bennett: When the Press Fails. University of Chicago Press. Introduction, 2008
6. Cull, Nicholas. 2009. *Annals of the American Academy of Political and Social Science*. Vol. 616, Public Diplomacy in a Changing World (Mar., 2008), pp. 31-54.
7. Seib, Philip. 2010. "Transnational journalism, public diplomacy, and virtual states." *Journalism Studies* 5: 734-744.
8. Norris, Pippa, Montague Kern & Marion Just. "The Lessons of Framing Terrorism." In *Framing Terrorism*, 2004
9. Bolt, Neville. 2011. "Conclusion." From *The Violent Image*., Columbia University Press.
10. Rutkin, Aviva. 2016. "Cyberwar becomes official." *New Scientist*.

#### DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Multimedia Journalism

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Multimedia Journalism	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of multimedia and its contribution towards journalism. To help students adapt the contemporary practises of multi-media journalism and production.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to learn how to produce a personal website that showcases their work (also used as a digital portfolio throughout the major); produce a portfolio of photographs; produce an audio and video production; and produce a final multi-media project.

### **SYLLABUS OF DSC-11:**

#### **UNIT – I (15 hours)**

##### **UNIT I: Introduction to Multimedia**

- Development of multimedia journalism
- Basics of Multi-media Journalism- features and elements
- Importance of multimedia skills in contemporary newsroom
- Writing and editing for online
- Interviewing for the web
- Developing content for multimedia publishing
- Online media law, ethics & multicultural sensitivity

#### **UNIT – II (15 hours)**

##### **UNIT II: Multimedia production**



- Multimedia production process, multimedia newsroom function
- Online research, planning, sources, news gathering, storyboarding
- Developing website, website design, editing and publishing – Tools and Software
- New forms of journalism – blogs, social media, interactive stories, mobile journalism, citizen journalism, news application

### **UNIT – III (15 hours)**

#### **UNIT III: Packaging and integration**

- Basics on developing photos, audio and video production for online, Different forms and formats of online photo stories, Tools, techniques and software for photo editing
- Mobile Journalism- Learning how to shoot, edit and tell stories through mobile phones
- Social media as a tool of reporting and a distribution tool
- Concepts of multimedia narrative, packaging and multimedia documentary
- Social media integration – tools and techniques
- Social media optimization of content
- User Generated Content integration – forms and techniques

#### **Practical component: (30 hours)**

Multimedia journalism will involve practical participation of students by means of constantly pitching ideas and learning to align their ideas with a suitable medium across different online platforms. Class discussions on individual multimedia projects

and team inputs from the teacher will help create a dynamic online newsroom for the duration of this course.

Teacher will impart knowledge of traditional (DSLRs) and emerging tools, including smartphones, and sharing multimedia storytelling fundamentals, especially creative photo and audio techniques.

Record Man on the Street Interviews, shooting feature videos and podcast using smartphones, story pitch review, writing for the web; expanding the idea of narrative; interviewing tips and techniques

Final project: Producing a multimedia package and making it live online

#### **Essential/recommended readings-**

1. Christin, Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*. Flammarion-Pere Castor, 2002.
2. Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006.
3. Korolenko, Michael. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*. Pearson. 2005.
4. Savage, Terry Michael, and Karla E. Vogel. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.
5. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*, Published by Corwin; 2013
6. *Video journalism: Multimedia Storytelling*, Routledge, 2017

#### **Suggestive readings:**

1. Poynter Online Media Ethics Bibliography, 2002,  
<https://www.poynter.org/archive/2002/media-ethics-bibliography/>

2. *The Principles of Multimedia Journalism: Packaging Digital News*, by Richard Hernandez, Jeremy Rue, 2015
3. *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia* by Al Tompkins, 2011
4. *Feature and Narrative Storytelling for Multimedia Journalists*, by Duy Linh Tu, 2015
5. *Journalism Next: A Practical Guide to Digital Reporting and Publishing* by Mark Briggs, 2009

[http://www.poynter.org/content/content\\_view.asp?id:1208](http://www.poynter.org/content/content_view.asp?id:1208)

6. Digital Natives (Produced by the Berkman Center for Internet and Society, Youth and Media Project)

<http://cyber.law.harvard.edu/research/youthandmedia/digitalnatives>

7. Press Ahead! A Teacher's Guide to Creating Student Newspapers

[http://www.naafoundation.org/docs/Foundation/teacher%27s\\_guide-4color.pdf](http://www.naafoundation.org/docs/Foundation/teacher%27s_guide-4color.pdf)

8. Journalist's Toolbox, Presented by the Society of Professional Journalists

<http://www.journalisttoolbox.org/>

#### DISCIPLINE SPECIFIC CORE COURSE-12 (DSC-12) : Broadcast Production

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Broadcast Production	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate students with the knowledge of history of broadcasting models in India.
- To enable students to understand the basics of sound and visual grammar of diverse broadcast genres.
- To make the students adept at script writing and production for broadcast media

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to make TV News bulletins, documentaries and other programs.

## SYLLABUS OF DSC-12:

### UNIT – I (15 hours)

#### Unit I: Broadcasting Models

- Public Service Model in India (Policy and laws)
- Global Overview of Public Service Broadcasting
- Private Broadcasting Model in India; Policy and Laws
- Structure, Functions and Working of a Broadcast Channel
- Public and Private partnership in television and Radio programming (India and Britain case studies)

### UNIT – II (15 hours)

## **UNIT II: Broadcast Genres**

- News, Interviews, Features
- Why am I the 'Idiot Box'? -Debates, Issues and Concerns of Television Genre
- Various Evolving Contemporary Television genres: Drama, soap opera, comedy, reality television, children's television, animation, prime time and day time
- Current and emerging trends of broadcast media: Audience effectiveness
- Use of social media by Radio & TV channels,
- Internet TV/ Radio and Mobile TV/Radio

## **UNIT – III (15 hours)**

### **Unit III: Advanced Broadcast Production**

- Writing and Producing for Radio
- Public Service Advertisements
- Jingles
- Radio Magazine shows
- Music Video for social comment/as documentary
- Mixing ENG and EFP
- Reconstruction in News based Programming

### **Practical component: (30 hours)**

Students will work in groups under the supervision of faculty member to produce news bulletins as a part of practical component of this course. They can also be encouraged to

visit studios of leading news channels to understand the process of television news production thoroughly and familiarize themselves with the rapidly changing newsroom.

- Script writing
- Presentation of experimental genre in Radio/ TV
- Presentation about PSBT and similar organizations
- Script on Music Presentation
- Presentation of Commercial Channel functions.
- Presentation on global broadcasting models & Indian broadcasting models

**Essential/recommended readings:**

1. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland, *The Television Handbook*, London: Routledge, 2005.
2. Chatterji, P.C., *Broadcasting in India*. New Delhi: Sage, 1987.
3. Fleming, Carole, and Pete Wilby, *The Radio Handbook*, London: Routledge, 2002.
4. Orlebar, Jeremy, *The Practical Media Dictionary*, London: Arnold, 2003.
5. Page, David, and William Crawley, *Satellites over South Asia*, (1<sup>st</sup> edition), New Delhi: Sage Publications, 2001.

**Suggestive readings:**

1. Rajagopal, Arvind, *Politics after Television*, (1<sup>st</sup> Edition), Cambridge UK: Cambridge University Press, 2001.
2. Saksena, Gopal, *Television in India*, (1st Edition), New Delhi: Vikas Publication

House, 1996.

3. Starkey, Guy, and Andrew Crisell, *Radio Journalism*, (1st edition), Los Angeles: Sage, 2009.

4. Thussu, Daya Kishan, *News as Entertainment*, (1<sup>st</sup>. edition), Thousand Oaks California: Sage, 2007.

5. Verma, and Adarsh Kumar, *Advanced Journalism*, (1st edition), New Delhi: Har- Anand Publications, 1993.

6. Baruah, U.L., *This is All India Radio*. (1<sup>st</sup> Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.

7. Bhatt, S.C., *Satellite Invasion of India*, (1<sup>st</sup> Edition), New Delhi: Gyan Publication House, 1994.

8. Sabharwal, Tarjeet, *Satellite Television: An Impact on Social Participation*, Kanishka Publishers, 2008.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

### DISCIPLINE SPECIFIC ELECTIVE COURSE 4– (DSE-4): Introduction to Media and Politics

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Introduction to Media and Politics	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the uses and impact of media in politics. The students will be able to grasp the language and narrative of issues of political parties and political activities.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assess application of the range of theories and methodologies in the field of political communication.
- They will be able to critically evaluate the uses and effects of media on political processes and citizens; and apply theories and principles to developments and trends involving countries, levels of governance, and issues of interest to them.

#### SYLLABUS OF DSE-4:

##### UNIT – I (15 hours)



## **Unit I: Introduction**

- Political Communication: Background
- Relationship between Politics and Communication
- Role and Influence of media on political communication
- Influence Agents – opinion leaders, intellectuals, trolls
- Religion and Politics
- Gender and Politics
- Culture and Politics

## **UNIT – II (15 hours)**

### **Unit II: Political Language**

- Political Communication Strategies
- Myths and Ideology
- Strategic uses of political language
- Political Rhetoric
- Political Advertising
- Framing of Issues, Agenda and Narrative setting
- Post-truth and Alternative Facts

## **UNIT – III (15 hours)**

### **Unit III: Trends**

- Political Branding and Image-building
- Digital Platforms – Social Media and Political Engagement
- Political Polarization and Mobilization
- Use of AI, Big Data, Hybrid Intelligence
- Political Humour and Satire, memes and echo chambers

### **Practical component: (30 hours)**

The students must submit a report of how issues are framed in the media. They must be able to contextualise the political rhetoric and the narrative discourse of issues by political leaders. They must also analyse how social media is used for political branding and image building.

**Essential/recommended readings-**

1. Oates, Sarah (2008). *Introduction to Media and Politics*, Sage Publications
2. Robertson, Alexa (2015). *Media and Politics in a Globalizing World*, Polity Press
3. Rozell, Mark (ed.) (2003). *Media Power, Media Politics*. Rowman & Littlefield

**Suggestive readings:**

1. Carey (1995). The press, public opinion and public discourse. In Glasser & Salmon (Eds.), *Public opinion and the communication of consent*, pp. 373-402.
2. Nimmo & Combs (1983). Pack journalism. In *Mediated Political Realities*, pp. 162-81.
3. Atkin (1980). Political Campaigns: Mass Communication and Persuasion. In Roloff & Miller (Eds.), *Persuasion*, pp. 285-308.
4. Iyengar (1987). Television news and citizens' explanations of national affairs. *American Political Science Review*, 81: 815-31
5. *The Influence and Effects of Mass Media* (McQuail) Cook, Timothy. (2005). *Governing with the News: The News Media as a Political Institution*. 2<sup>nd</sup> ed. University of Chicago Press.
6. Dahlgren, Peter. (2009) *Media and Political Engagement: Citizens, Communication, and Democracy*. Cambridge University Press.
7. Graber, Doris A. (2009). *Mass Media and American Politics*. Washington: CQ Press.

Graber, Doris, Denis McQuail, and Pippa Norris, eds. (2007). The Politics of News: The News of Politics, 2<sup>nd</sup>. Ed. CQ Press.

8. Kuhn, Raymond. (2007). Politics and the Media in Britain. Palgrave Macmillan.
9. McNair, Brian. 2007. An introduction to political communication. 4th ed.. London: Routledge. Oates, Sarah (2008). Introduction to Media and Politics. Sage Publications.
10. Seib, Philip (2012). Real Time Diplomacy: Power and Politics in the Social Media Era. Palgrave Macmillan.
11. Wolfsfeld, Gadi (2011). Making Sense of Media and Politics. Routledge.

#### DISCIPLINE SPECIFIC ELECTIVE COURSE 5–(DSE-5): Photography and Digital Imaging

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-5 Photography and Digital Imaging	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the history of photography and
- To enable students to understand diverse types of photography and the process of photo editing.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to utilize the technology and tools of photography in the production of photographic images to include: the operation of the camera, exposure, lenses etc.

## SYLLABUS OF DSE-5:

### UNIT – I (15 hours)

#### UNIT I: History of Photography

- Introduction to history of Photography- Camera obscura, the daguerreotype and Edward Muybridge experiment (Screening of Genius of Photography, BBC Four Series)
- Profile of Famous photographers (Henri Cartier Bresson, Robert Capa, Dorothea, Raja Deen Dayal, Raghubir Singh, Raghu Rai, Homai Vyarawalla)

### UNIT – II (15 hours)

#### UNIT II: Understanding the camera

- Introduction to 35mm analog and DSLR operations
- Understanding lenses (standard and zoom) and how perspective shifts with varying focal lengths.
- Exposure Triangle
- Basic rules of composition, framing and rule of the third.

### UNIT – III (15 hours)

#### UNIT III: Types of Photography & Photo Editing

- Photojournalism, News Photography, Sports Photography, Nature photography, Portrait photography, Travel photography, Fashion photography and advertisement photography
- Introduction to editing and post-processing images;
- Photo Editing softwares - Adobe Lightroom or Photoshop.

**Practical component: (30 hours)**

- Students will make a photo feature on selected topics. Other methods will include lectures, class exercises of following photographs used by various social media and new paper and class discussions on mobile photography trends, as well as other significant debates on topical issues. The students should make photo features on a variety of topics.

**Essential/recommended readings-** as listed in the units

1. *Photography Changes Everything*, Marvin Heiferman, by Aperture Foundation, 2012
2. *Camera Lucida: Reflections on Photography*- Roland Barthes, Hill and Wang, 1980
3. *On Photography*, Susan Sontag – New York Review of Books, 1977
4. *Ways of Seeing*, John Berger, Penguin Books, 1972
5. *The Photography Book* by Editors of Phaidon Press, 30 April 2000.

**Suggestive readings:**

1. *Communication Technology for Development*, Pannu. P, Tomar A Yuki, IK international publishing House .2011
2. *All about Photography* by Ashok Dilwali, National Book trust, Year of Publication:2010 New Delhi.
3. *Practical photography* by O.P. SHARMA HPB/FC (14 March 2003)

4. *The Photographer's Guide to Light* by Freeman John Collins & Brown, 2005.

#### **Journal/Magazine Subscriptions and Book Recommendations:**

**Journals-** *Aperture, Photo works, British Journal of Photography, PDN, Amateur Photographer*

**Magazines-** *Outdoor Photography, Better Photography, National Geographic, Creative Image*

**Books,** catalogues, DVD materials

#### **DISCIPLINE SPECIFIC ELECTIVE COURSE 6–(DSE-6): Media, Gender and Human Rights**

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-6 Media, Gender and Human Rights	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To identify the limits and gaps in contemporary reporting and develop alternative approaches towards creating better democratic culture through media practice.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the intricate interconnections between media narratives and questions around gender, class and caste.

## **SYLLABUS OF DSE-6:**

### **UNIT – I (15 hours)**

#### **UNIT I: Conceptual Frameworks in Gender studies**

- Feminist Theory (Liberal feminism, Radical feminism, Socialist feminism) Black Feminism, Dalit Feminism
- Masculinity, Queer Theory, Intersectionality
- Media and Gender - Theoretical concerns
- Media and Gender- Indian debates (Case studies)

### **UNIT – II (15 hours)**

#### **UNIT II: Media: Power and Contestation**

- Public Sphere and its critique (Counter Publics)
- Public sphere of the disempowered?
- Media and Social Difference: Caste, Gender and Class

### **UNIT – III (15 hours)**

#### **UNIT III: Human Rights**

- Human Rights- Theoretical perspectives,
- Critique, Universal Declaration of Human Rights
- Human Rights and Media
- Social movements and mass media
- Social media, political change, and human rights
- Case studies

### **Practical component: (30 hours)**

The students must critically analyse the issues taken up by the main stream media on human rights and gender. The students should make a report of social movements and evaluate the role of media in highlighting and representing these issues in India.

**Essential/recommended readings:**

1. Street, John. *Mass media, politics and democracy*. Palgrave Macmillan, 2011.
2. Mackay, Hugh, and Tim O'Sullivan, eds. *The media reader: continuity and transformation*. SAGE Publications Limited, 1999. 13-28, 43-73, 287-305.
3. Asen, Robert & Brouwer, Daniel, 2001. *Counter Publics and the State*, SUNY Press. 1-35, 111-137
4. Ninan, Sevanti. *Headlines from the heartland: Reinventing the Hindi public sphere*. SAGE Publications Pvt. Limited, 2007.

**Suggestive readings:**

1. Curran, James. *"Rethinking mass communication, Cultural studies and communications"*. London: Arnold (1996).
2. Berger, Arthur Asa. *Media and society: A critical perspective*. Rowman & Littlefield, 2012. Pg 9-21, 167-180
3. Nichols, Joe & Price, John, *Advanced Studies in Media*, Thomas Nelson, 1999. 42-55
4. Thirumal, P., and Gary Michael Tartakov. "India's Dalits search for a democratic opening in the digital divide." *International Exploration of Technology Equity and the Digital Divide: Critical, Historical and Social Perspectives* (2010): 20.
5. Balnaves, Mark, Stephanie Donald, and Brian Shoemaker. *Media theories and approaches: A global perspective*. Palgrave-Macmillan. 2009 ( pg No. 3-10, 11-34, 35-53)
6. D. Ravi kumar, *"The Unwritten writing: Dalits and the Media"* in Rajan, Nalini, ed. *21st century journalism in India*. SAGE Publications India, 2007. 61-78
7. Menon, B. "Social Movements and the Mass Media", in Chandhoke, Neera, and Praveen Priyadarshi, eds. *Contemporary India: economy, society, politics*. Pearson Education India, 2009. 156-169



8. Rajagopal, Arvind, ed. *The Indian Public Sphere: Readings in Media History*. New Delhi:Oxford University Press, 2009. 278-290.
9. Bannerjee, Menon& Priyameds. *Human Rights, gender and Environment*, Pearson & Co. 2010
10. Nanda, V. (2016) *Tinka Tinka Dasna*: Tinka Tinka Foundation: ISBN 978-93-5265-730-8, Pages 31-60 (translated by Nupur Talwar)
11. Menon, Nivedita. *Seeing like a Feminist*. Penguin UK, 2012.
12. Rege, Sharmila. "A Dalit feminist standpoint. "In SEMINAR-NEW DELHI-, 1998. pp. 47-52.
13. Teltumbde, Anand. *Dalits: Past, present and future*. Routledge India, 2016.p16-33
14. Paul, Subin, and David O. Dowling. "Digital Archiving as Social Protest: Dalit Camera and the mobilization of India's "Untouchables"." *Digital Journalism* 6, no. 9 (2018): 1239-1254.
15. Balasubramaniam, J. "Dalits and a Lack of Diversity in the Newsroom." *Economic and Political Weekly* (2011): 21-23.

## Common Pool of Generic Electives (GE) Courses for EVEN Semesters

**NOTE:** The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

# SEMESTER-V



## Department of English

### COURSES OFFERED BY DEPARTMENT OF ENGLISH

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE 13- (DSC-13) : Global Media and Politics

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Global Media and Politics	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To get an over view of the politics of news dissemination and the dynamics of reporting international issues and events. To understand the use of media by different countries during war times. To grasp the turning points and changing boundaries of journalism with the evolution of technology.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the impact of globalization on media and cultural implications.

## **SYLLABUS OF DSC-13:**

### **UNIT – I (15 hours)**

#### **UNIT I: Media and International Communication**

- Propaganda in the inter-war years: Nazi Propaganda
- Radio and international communication
- Media during the Cold War, Vietnam War, Disintegration of USSR;
- Radio free Europe, Radio Liberty and Voice of America
- Communication debates: NWICO, McBride Commission and UNESCO
- Unequal development and Third World concerns: North-South, Rich – Poor

### **UNIT – II (15 hours)**

#### **UNIT II: Conflict and Rise of Global Media**

- World Wars and Media Coverage post 1990: Rise of Al Jazeera
- The Gulf Wars: CNN's satellite transmission, embedded Journalism
- 9/11 and implications for the media

### **UNIT – III (15 hours)**

#### **Unit III: Media and Cultural Globalization**

- Cultural Imperialism, Cultural politics: media hegemony and
- Global cultures, homogenization, Local/Global, Local/Hybrid
- Discourses of globalization: barrier-free economy, digital divide
- Media conglomerates and monopolies: Ted Turner/Rupert Murdoch
- Global and regional integrations: Zee TV as a Pan-Indian Channel; Bollywood  
Entertainment: Local adaptations of global programmes: KBC/Big Boss etc.

### **Practical component: (30 hours)**

The students will prepare case studies of the media at various points in time and highlight the turning points and changing boundaries of journalism during each evolving phase of the history of the media. The students will also analyse the changing content of media for international communication in the pre and post globalization

phases. The students must compare the entertainment and other cultural products produced by international giants and media conglomerates.

**Essential/recommended readings:**

1. Yahya R. Kamalipour and Nancy Snow. *War, Media and Propaganda-A Global Perspective*, Rowman and Littlefield Publishing Group, 2004.
2. Communication and Society, Today and Tomorrow “*Many Voices One World*” UNESCO Publication, Rowman and Littlefield publishers, 2004.
3. Barbie Zelizer and Stuart Allan. *Journalism after 9/11*, Taylor and Francis Publication, 2012.
4. Stuart Allan and Barbie Zelizer. *Reporting war : Journalism in war time*, Routledge Publication, 2004.
5. Lee Artz and Yahya R. Kamalipour. *The Globalization of Corporate Media Hegemony*, New York Press, 2003.
6. Zahida Hussain and Vanita Ray. *Media and communications in the third world countries*, Gyan Publications, 2007.

**Suggestive readings:**

1. Choudhary, Kameswar (ed) *Globalisation, Governance Reforms and Development in India*, Sage, New Delhi, 2007.
2. Yadava, J.S, *Politics of news*, Concept Publishing and Co.1984.
3. Daya Kishan Thussu, *War and the media: Reporting conflict 24x7*, Sage Publications, 2003.
4. Patnaik, B.N & Imtiaz Hasnain (ed). *Globalisation: language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
5. Monroe, Price. *Media Globalisation’ Media and Sovereignty*, MIT press, Cambridge, 2002.

6. Singh, Yogendra. *Culture Change in India: Identity and Globalisation*, Rawat Publication, New Delhi, 2000.

7. Lyn Gorman and David McLean. *Media and Society into the 21st Century: A Historical Introduction*. (2nd Edition) Wiley-Blackwell, 2009 .pp.82-135, 208-283.

**DISCIPLINE SPECIFIC CORE COURSE-14 (DSC-14) : Development Communication**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Development Communication	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop an understanding and sensitivity towards developmental concerns.
- To understand the issues and factors that help in development through effective tools of communication.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped with critical skills to understand the importance of effective development communication strategies to spread development messages among the poor and weaker sections of society.

**SYLLABUS OF DSC-14:**

## **UNIT – I (15 hours)**

### **UNIT 1: Introduction to Development Communication**

- Development – Genesis, Meaning, Concept & Measurement (PQLI, HDI, GDI)
- Economic Growth vs. Development
- Human Development
- Development as Freedom
- Models of Development – Basic Needs, Nehruvian, Gandhian Model
- Development communication: Concept and approaches - Diffusion of innovation, Empathy, Magic multiplier
- Paradigms of development: Dominant paradigm, dependency, alternative/new paradigm
- Sustainable Development
- Gender and development
- Development support communication – Definition, genesis, Woods triangle

## **UNIT – II (15 hours)**

### **UNIT 2: Role of Media in Development Communication**

- Use of folk media for development
- Overview and Critical Appraisal of Development Communication Programmes of All India Radio and Doordarshan: Radio Rural Forum, Farm & Home Unit, Krishi Darshan, SITE, Kheda Communication Project.
- Case Studies of Community Video: SEWA, Video Volunteers and Community Radio in India
- ICT for development, e-governance, e-chaupal, national knowledge network
- Using New Media Technologies for Development
- Strategies for designing messages for Print, Radio, Television, New media.

## **UNIT – III (15 hours)**

### **UNIT 3: Communication for Development and Social Change**

- Information needs in rural areas; rural newspapers
- Critical appraisal of mainstream media's reporting of rural problems and issues
- Tribal society: Features, Information needs, Communication Programmes
- Role of development agencies and NGOs in development communication
- Development support communication endeavours in India: Programmes and Communication Strategies
- Health & Family welfare: National Rural Health mission; Ayushman Bharat Yojana.
- Poverty: Jan Dhan Yojna; MGNREGA.
- Education: Beti Bachao Beti Padhao; Mid-day meals scheme.

#### **Practical component: (30 hours)**

Students under the guidance of the faculty must undertake visits to mohalla clinics, NGOs, Women's Self-Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters/magazines from the visits. Interaction with rural journalists and video volunteers (eg. Khabar Lehariya) must be arranged. The students must participate pro-actively to design and execute a development project for a near by village with development support communication techniques.

#### **Essential/recommended readings:**

1. Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000
2. Srinivas R. Melkote & H. Leslie Steeves: *Communication for Development in The Third World*, Sage Publications, 2001



3. Belmont CA: *Technology Communication Behavior*, Wordsworth Publication, New Delhi, 2001.
4. D V R Murthy: *Development Journalism, What Next?* Kanishka Publication, New Delhi, 2007.
5. Amartya Sen: *Development as freedom*, Alfred A Knopf, New York, 1999.

#### **Suggestive readings:**

1. UNDP: Human Development Report (published every year), Oxford University Press, New Delhi.
2. *World Bank: World Development Report* (published every year) Oxford University Press, New Delhi.
3. Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.
4. Ghosh & Pramanik: *Panchayat System in India*, Kanishka Publication, New Delhi, 2007.
5. Shivani Dharmarajan: *NGOs as Prime Movers*, Kanishka Publication, New Delhi, 2007.
6. What Do We Mean By Development: An Article by Nora C Quebral in *International Development Review*, Feb, 1973, P-25.

### **DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Media Ethics and the Law**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Media Ethics and the Law	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the contemporary media practices through contemporary debates.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the nuances and the legal provisions laid down in the Constitution of India.

## SYLLABUS OF DSC-15:

### UNIT – I (15 hours)

**UNIT I:** Ethical framework and media practice

- Freedom of expression (Article 19(1) (a) and Article 19(1)2)
- Freedom of expression and defamation- Libel and slander, Issues of privacy and surveillance in society
- Right to Information Idea of Fair Trial/Trial by Media
- Issues of Copyright
- Media ethics and cultural dependence
- Live reporting and ethics Legality and Ethicality of Sting Operations,
- Phone Tapping etc. Ethical issues in Social media ( IT Act 2000, Sec 66 A and the verdict of The Supreme Court )

### UNIT – II (15 hours)

**UNIT II:** Representation, Regulation and ethics

- Advertisement and Women

- Pornography related laws and case studies- Indecent representation of Women (Prohibition) Act, 1986 and rules 1987, Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act 2000 and 292 IPC etc
- Regulatory bodies, codes and ethical guidelines
- Self-regulation, media content- Debates on morality and accountability: taste, culture and taboo, censorship and media debates

### **UNIT – III (15 hours)**

#### **UNIT III: Media and Social Responsibility**

- Media reportage of marginalized sections- children, Dalits, tribals, gender, differently-abled, old-aged persons.
- Media coverage of violence and related laws - inflammatory writing (IPC 353), Sedition- incitement to violence, hate Speech.

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings::**

1. Thakurta, Paranjy Guha, *Media Ethics*, Oxford University Press, 2009
2. Barrie mc Donald and Michel petheran *Media Ethics*, mansell, 1998.
3. Austin Sarat *Where Law Meets Popular Culture* (ed.), The University of Alabama Press, 2011.
4. Vikram Raghvan, *Communication Law in India*, Lexis Nexis Publication, 2007
5. Iyer Vekat, *Mass Media Laws and Regulations in India*-Published by AMIC, 2000
6. William Mazzarella, *Censorium: Cinema and the Open Edge of Mass Publicity*, 2013

#### **Suggestive readings:**

1. Raminder Kaur, William Mazzarella, *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*, 2009
2. Linda Williams, *Hard Core: Power, Pleasure, and the "Frenzy of the Visible"*, 1999

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Common Pool of Discipline Specific Elective (DSE) Courses for Semester V

### DISCIPLINE SPECIFIC ELECTIVE COURSE 7–(DSE-7): Media and Audiences

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-7 Media and Audiences	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the diversity of media audiences. To make the students understand the importance of target audience and audience as consumers of varied content on a variety of media and social media platforms.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to generate content and messages for different audiences on various media platforms.

#### SYLLABUS OF DSE-7:

##### UNIT – I (15 hours)

##### UNIT I: Understanding Media Audiences

- Who are media audiences?
- History of Early Audiences
- Parameters of audiences – politics, religion, race, class, gender, nation
- Homogenous and heterogeneous audiences
- Contesting 'Audiences'

## **UNIT – II (15 hours)**

### **UNIT II: Sociology of Media Audiences**

- Passive and Active Audience - Perspectives
- Ball –Rokeach and DeFleur's dependency theory
- Symbolic Interactionism, interpretive communities
- Post-modern audiences
- Commodification of audiences
- Children as audiences
- Audience ratings and measurement and ethnographies

## **UNIT – III (15 hours)**

### **UNIT III: New Media Audiences and Contemporary Issues**

- 'Old' audiences to 'New' media audiences – mass to interactive
- Mapping Audiences of Digital Technologies - Music, Books, TV, Films, Video Digital news audience – active, interactive, creative
- New media ecosystems: 'audience' subjectivity to 'user subjectivity'
- Issues of privacy, tracking audiences, data mining, authenticity, challenges for audience research

### **Practical component: (30 hours)**

The students must analyse the demographic profile of audiences of different media and social media platforms. They must map the content preferences of digital audiences and compare audience of old media and new media.

**Essential/recommended readings:**

1. *Media Studies: Content, Audiences, and Production*, edited by Pieter Jacobus Fourie, JUTA, 2006
2. *Media Audiences: Effects, Users, Institutions and Power*, edited by John L. Sullivan, Sage, 2012
3. *The Handbook of Media Audiences*, Virginia Noghtingale, Blackwell, 2011
4. *Media and Audiences: New Perspectives*, Karen Ross and Virginia Nightingale, OUP, 2003
5. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008

**Suggestive readings:**

1. *Media Institutions and Audiences*: Nick Lacey, Palgrave 2002

**DISCIPLINE SPECIFIC ELECTIVE COURSE 8–(DSE-8): Sports Journalism****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-8 Sports Journalism	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with the coverage of sports by different types of media platforms in India. To help the students to grasp the sports terminologies and to use them in a lucid and simple style while reporting the game to mass audiences.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the basics of Sports in India and list down various policy making bodies functioning in India & abroad and demonstrate abilities to do sports reporting for print and electronic media.

## SYLLABUS OF DSE-8:

### UNIT – I (15 hours)

#### Unit 1: Introduction to Sports

- Sports in India: A Historical Perspective Sports Journalism: Concept & History
- Major national and international sports events Profile of outstanding sports personalities

### UNIT – II (15 hours)

#### Unit 2: Sports Policymaking

- Sports regulatory/ governing bodies in India (Ministry of Sports, SAI, BCCI, IHA, etc)
- International Sports Organisations (FIFA, IOC, etc)
- Sports Budget by Indian Government

### UNIT – III (15 hours)

#### Unit 3: Sports Reporting

- Sports Coverage by Print Media (Sports News, Sports Photography, Sports Features, Interviews)
- Sports Magazines
- Sports Coverage by Television (Sports TV Channels, Commentary & Broadcasting on TV, Special Programmes on Sports, Live Telecasts, Writing Sports News for TV)

Sports Coverage by Radio (Commentary & Broadcasting on Radio, writing sports news for radio)

- Sports Newsroom
- Gender Neutral Reporting

### Practical component: (30 hours)

The students shall prepare a comprehensive report on the coverage of various sports in newspapers and broadcast media. The students must visit a sports newsroom for reporting live telecasts and commentary on radio.

### Essential/recommended readings-

1. Stofer, Kathryan T. *Sports Journalism: An Introduction to Reporting and Writing*, Rowman & Littlefield Publishers, 2019.
2. Richards, Huw. *Routledge Handbook of Sports Journalism*, Taylor and Francis, 2020.

### Suggestive readings:

1. Srinivas Rao. *Sports Journalism*, Khel Sahitya Kendra K.S.K. Publishers, 2009
2. Prasidh Kumar. *Sports Journalism*. Apple Books, 2010
3. Phil Andrews. *Sports Journalism: A Practical Introduction*, Sage Publications, 2014

## DISCIPLINE SPECIFIC ELECTIVE COURSE 9–(DSE-9): Folk Media and Communication

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-9 Folk Media and Communication	4	3	0	1	Passed Class XII with English from List A in CUET	NIL



## Learning Objectives

The Learning Objectives of this course are as follows:

- To create awareness among students about the definition of folk, complex relationship to Indian social structure, transformations in folk media practice and orient them towards effective and hybrid use of folk media.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to explore different folk media forms of development projects. The students will be able to understand the importance of folk media in addressing significant issues in the Indian context.

## SYLLABUS OF DSE-9:

### UNIT – I (15 hours)

#### UNIT I: Folk Media and its Forms

- Understanding Oral Tradition and Folk as ‘Medium’
- Folk Media: Concept and Characteristics
- Folk Media: ‘People as Producers’
- Gender and caste in folk
- Forms of Folk Media: Theatre, Music, Dance and other Narrative forms
- Objectives of Folk Media: Aesthetic expression, Expressional and Communicational
- Folk Media: Scope and Limitations

### UNIT – II (15 hours)

#### UNIT II: Folk media and Development

Government Agencies and Promotion of Folk Artists: Song Drama Division, Publications Division, The Directorate of Advertising and Visual Publicity (DAVP) and Ministry of Rural Development.

## UNIT – III (15 hours)

### UNIT III: Culture and Folk Media

- Conceptualizing Folk culture and folk media
- Influence of Modern technology on Folk Communication: (A Comparative understanding)
- Folk Communities: Art for whose sake? (In the context of 'Art for Art's sake' debate)

#### Practical component: (30 hours)

The students will visit nearby rural areas in small teams and prepare a report on the use of folk media to address issues of health, hygiene, nutrition, illiteracy and other social issues by rural people.

#### Essential/recommended readings:

1. Chatterji, Roma. "The category of folk." *The Oxford India Companion to Sociology and Social Anthropology* 1 (2003): 567-97.
2. Singer, Melton *Traditions in India: Structure and Change*, American Folk society, 1957
3. Kothari, Komal. "On Folk Narratives." *Indian Folklife* 16 (2004).
4. Inglis, David. "Theorising Media: Power, Form and Subjectivity." (2013): 87-89.
5. Dissanayake, Wimal. "New wine in old bottles: Can folk media convey modern messages?." *Journal of Communication* 27, no. 2 (1977): 122-124.
6. Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian puppets*. Abhinav Publications, 2006.
7. Rege, Sharmila. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." *Economic and political weekly* (2002): 1038-1047
8. Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. SAGE Publications India, 2012.
9. McCormack, Thelma. "Folk culture and the mass media." *European Journal of Sociology/Archives Européennes de Sociologie* 10, no. 2 (1969): 220-237.

10. Chatterji, Roma. "Event, image, affect: the tsunami in the folk art of Bengal." In *Suffering, Art, and Aesthetics*, pp. 75-98. Palgrave Macmillan, New York, 2014.
11. Inglis, David. "Theorising Media: Power, Form and Subjectivity." (2013): 87-89.
12. Hollander, Julia. *Indian folk theatres*. Routledge, 2007.
13. Parmar, Shyam *Traditional Folk Media in India* New Delhi: Geka Books 1975
14. Kumar, Harish. "Folk media and rural development." *Indian Media Studies Journal* 1, no. 1 (2006): 93-98.
15. Sherinian, Zoe C. *Tamil folk music as Dalit liberation theology*. Indiana University Press, 2014. 1-34

#### **Suggestive readings:**

1. Snodgrass, Jeffrey. "The future is not ours to see: puppetry and modernity in Rajasthan." *Journal of Anthropology* 69, no. 1 (2004): 63-88.
2. Mehrotra, Deepti Priya. *Gulab Bai: the queen of Nautanki theatre*. Penguin Books India, 2006. P 88-97, 198-208
3. Marcus, Scott. "Recycling Indian Film-Songs: Popular Music as a Source of Melodies for North Indian Folk Musicians." *Asian Music* 24, no. 1 (1992): 101-110
4. Pierre Bourdieu. *The Field of Cultural Production. Essays on Art and Literature.*, Columbia University Press, 1993.

### **Common Pool of Generic Elective (GE) Courses for ODD Semesters**

**NOTE:** The Generic Electives for the ODD SEMESTERS will also run for Semester V students.

# SEMESTER-VI



## Department of English

### COURSES OFFERED BY DEPARTMENT OF ENGLISH

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE-16 (DSC-16) : Social Media and Communication

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16: Social Media and Communication	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the dynamics of social media platforms and their significance in daily life.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to explore new avenues of internet mediated communication.

#### SYLLABUS OF DSC-16:

## **UNIT – I (15 hours)**

### **UNIT I: Understanding Social Media: Nature and Concepts**

- Definition of social media,
- Social, para-social and asocial nature of social media
- Social media concepts and theories
- Social media-Impersonal, interpersonal, hyper-personal
- Virtual Identity
- Evolution and rise of social media- a brief historical perspective
- Social network sites and logistics of interaction, features and characteristics
- Applications-politics, government, social support, democracy

## **UNIT – II (15 hours)**

### **UNIT II: Use and relevance of Social media in Journalism**

- Sources of news
- News aggregators
- News Consumption cultures-feedback and sharing
- Crowd sourcing, micro blogging
- Social Media Activism, hash-tag activism, Cultural polarisation
- Social Media Integration

## **UNIT – III (15 hours)**

### **UNIT III: Social Media Marketing**

- Social Media Marketing – Introduction
- Social Media Management – Strategies, Tools and Technologies
- Social Media Audience Measurement

- Case studies of successful social media marketing campaigns

### Practical component: (30 hours)

The students will analyse the features of different social media platforms and understand the strategies of communicating on these platforms. The students can critically examine the social media campaigns of each social media platform. They can compare the marketing strategies of organisations/institutions for reaching out to target publics.

### Essential/recommended readings:

1. Coban, and Baris, *Social Media and Social Movements: The Transformation of communication Patterns*, New York: Lexington, 2016
2. Fuchs Christian, *Social Media: A Critical Introduction*, London: Sage, 2014.
3. Lipschultz, and Harris Jeremy, *Social Media Communication: Concepts, Practices, Data, Law*, New York: Routledge, 2014.
4. Seargeant, Philip and Tagg, and Caroline, *The Language of social media: Identity and Community on the Internet*, New York: Palgrave Macmillan, 2014.

### Suggestive readings:

1. Trottier, Daniel and Fuchs, and Christian, *social media, Politics and the state: protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and You Tube*, New York: Routledge, 2015.

## DISCIPLINE SPECIFIC CORE COURSE-17 (DSC-17) : Introduction to Cinema Studies

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Introduction to Cinema Studies	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To historicize cinema as historically specific cultural forms.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to achieve a critical vocabulary about cinema which takes them beyond reading films as just entertainment.

## SYLLABUS OF DSC-17:

### UNIT – I (15 hours)

#### UNIT I: Language of Cinema

- Focus on visual Language: Shot, Scene, Mis-en-scene
- Deep focus, Continuity Editing, Montage,
- Diegetic and Non-Diegetic Sound; Off -Screen Sound; Sync Sound;
- The use of colour as a stylistic Element
- Difference between story, plot, screenplay

### UNIT – II (15 hours)

#### UNIT II: History of Cinema

- Beginnings of Cinema (Photography to cinema)
- Soviet Cinema- Eisenstein and Pudovkin
- Classical Hollywood Cinema
- Italian Neorealism
- French New-Wave
- Beginnings of Indian cinema (Phalke, Nationalist movement and cinema)
- 1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor)



- The Indian New-Wave
- Regional cinema formations
- Globalization and Indian Cinema

### **UNIT – III (15 hours)**

#### **UNIT III: Alternative Visions**

- Third Cinema
- Non-Fiction Cinema
- Feminist Film Theory- Apparatus Theory and Male Gaze
- Auteur- Film Authorship with a special focus on Satyajit Ray or Hitchcock

#### **Practical component: (30 hours)**

Students can be encouraged to work on projects that correspond to various film movements in the world, analyze film clips, and undertake visits to film archives and produce journals / blogs as a collective project on films.

#### **Suggested Class Screenings:**

- *Rear Window* (1954) Director Alfred Hitchcock (Language of Cinema)
- *Battleship Potemkin* (1925) Director Sergei Eisenstein (Language of Cinema)
- *Man with a Movie Camera* (1929) Director Dziga Vertov
- *Shots from Lumiere Brothers*
- *Rome Open City* (1945) directed by Roberto Rossellini (Italian Neo Realism)
- *Breathless* (1960) Director Jean Luc Godard (French New Wave)
- *Pather Panchali* (1955) Director Satyajit Ray
- *Mandabi* (1969) Director Ousmane Sembane
- Clips from *The Hour of the Furnaces* (1968) Directors Gettino and Solanas, Films by Costa Gavras
- *Battle of Algiers* (1966) Director Gille Pontecorvo
- *Nishant* (1975) by Shyam Benegal/Aakrosh by Govind Nihalani (Indian New wave)

- *Pyasa* (1957) by Guru Dutt
- *Mother India* (1957) by Mehboob Khan
- *Jagte Raho* (1956) Raj Kapoor

#### **Essential/recommended readings:**

1. Villarejo, Amy. *Film Studies : The Basics*, Routledge, 2006.( Unit I & II)
2. Vincendeau, Ginette. "European cinema" *World Cinema: critical approaches*, 2000. (For Unit III) 65-82)
3. Robert Stam, " Film Theory: An Introduction". Massachusetts & Oxford: Blackwell Publishers: 2000
4. Nowell-Smith.G, *The Oxford History of World Cinema*. Oxford: Oxford University Press, 1996
5. Duggal.V, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications. 2019.

#### **Suggestive readings:**

1. Brockmann, Stephen. *A critical history of German film*. Vol. 93. Camden House.43-59, 2010
2. Paul Schrader —Notes on Film Noir in John Belton ed. *Movies and Mass Culture* New Brunswick, New Kersey: Rutgers University Press:pg.153-170, 1996
3. Srinivas, S. V. "Gandhian nationalism and melodrama in the 30s Telugu cinema. *"Journal of the Moving Image* 1, no. 1: 14-36, 1999
4. Velayutham, Selvaraj. *Tamil cinema: the cultural politics of India's other film industry*. Routledge, 2008. P 1-15, 58-75
5. Anandam P. Kavoori & Punanthambekar Eds. *Global Bollywood*, New York: New York University Press. 2008. Pages 17-41, 223-240

6. Mishra, Vijay. *Bollywood cinema: Temples of desire*. Routledge, 2013. chapter 3, chapter 4, Chapter 5
7. Ravikant. "Popular Cinephilia in North India: Madhuri shows the way (1964–78)." *Journalism Studies* 16, no. 5 (2015): 637-650.
8. Andre Bazin, —*The Ontology of the Photographic Image*|| from his book *What is Cinema* Vol I Berekeley, Los Angeles and London: University of California Press: 1967, 9-16
9. Sergei Eisenstein, —*A Dialectic Approach to Film Form*|| from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63

#### DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Media Industry and Management

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Media Industry and Management	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To apprehend Media Economics, problems of finance, personnel, land, machinery etc.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the emerging alternative online media platforms and their role in keeping spirit of free press alive.

## **SYLLABUS OF DSC-18:**

### **UNIT – I (15 hours)**

#### **Unit I: Media Management Concepts and Issues**

- Concept, origin and growth of media management, fundamentals of management, management school of thought
- Changing phases of media management
- Challenges and issues: finance, personnel, land, machinery etc.
- Media industry as manufacturers- Manufacturing Consent, news and content management.
- Market Forces, performance evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns

### **UNIT – II (15 hours)**

#### **Unit II: Media Economics**

- Media Economics, Strategic Management and Marketing, Government-Media Interface Policies and regulations, FDI (policies & Practices)
- Issues of Paid news, lobbying, pressure group influence,
- Corporatization and Politicization of Media Capital inflow, Budgeting, Financial management, and personnel Management, Market forces

### **UNIT – III (15 hours)**

#### **UNIT III: Media Market: Contemporary Scenario**

- Ethico–legal perspectives in Media management
- Regional media industry
- Alternative media forums and their management
- Case Studies -Indian and International Media Giants

### **Practical component (30 hours)**

The students must undertake a case study examination of the Indian and International media giants and examine their management strategies.

### **Essential/recommended readings:**

1. Vinita Kohli Khandekar, *Indian Media Business*, Sage, 2010.
2. Pradip Ninan Thomas, *Political Economy of Communications in India*, Sage, 2010
3. Lucy Kung, *Strategic management in media*, Sage, 2008
4. Dennis F. Herrick, *Media Management in the age of Giants*, Surjeet Publications, 2003
5. Jennifer Holt and Alisa Perren, (Edited) *Media Industries-History, Theory and Method*, Wiley- Blackwell, 2009

### **Suggestive readings:**

1. John M. Lavine and Daniel B.Wackman, *Managing Media Organisations*, 1988
2. Robin Jeffrey, *India's Newspaper Revolution*, Oxford University Press, New Delhi, 2000

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Common Pool of Discipline Specific Elective (DSE) Courses for Semester VI

### DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): Media Automation

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-10 Media Automation	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the interconnections between media and automation applications and the ethical issues associated with them. The students will understand the future of the media industries with the induction of AI and Robots.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of automation and artificial intelligence with special reference to media industries.
- They will be able to comprehend current trends and developments in news, advertising, social media and political communication with respect to the use of automation, AI, big data and the ensuing ethical challenges and issues.

#### SYLLABUS OF DSE-10:

## **UNIT – I (15 hours)**

### **Unit I: Technologies, Terms and Concepts**

- Big data and the algorithmic world
- Automation Technologies
- Algorithms: what are they, and why do they matter
- Automation in Media industry

## **UNIT – II (15 hours)**

### **Unit II: Automation Applications**

- Algorithmic journalism and computer assisted reporting
- News bots: automating news and information dissemination
- Digital Advertising and Algorithms
- Social Media Automation
- Political Campaigning and use of Data

## **UNIT – III (15 hours)**

### **Unit III: Ethical Issues and Challenges**

- Critical perspectives of AI, robots and ethics
- Human-machines communication
- Big Data, surveillance and privacy
- Fake news and open-source journalism

### **Practical component: (30 hours)**

The students will prepare a comprehensive report on the media automation applications in the industry. They will write a critical report on the use of Artificial Intelligence and Robots in news and information dissemination.

### **Essential/recommended readings:**

1. Gillespie, T. (2016). Algorithm. In B. Peters (Ed.), *Digital keywords: A vocabulary of information society and culture* (pp. 18-30). Princeton: Princeton University Press.

2. Striphas, T. (2012). What is an algorithm? *Culture Digitally*.
3. Beer, D. (2017). The social power of algorithms. *Information, Communication & Society*, 20(1), 1-13 (online first)
4. Napoli, P. M. (2014). On Automation in Media Industries: Integrating Algorithmic Media Production into Media Industries Scholarship. *Media Industries* 1(1).
5. Lokot, T., & Diakopoulos, N. (2015). News bots: Automating news and information dissemination on Twitter. *Digital Journalism*, 4(6), 682-699.
6. Woolley, S. C., & Howard, P. N. (2016). Political communication, computational propaganda, and autonomous agents. *International Journal of Communication*, 10, 9. [Introduction to a special issue: "Automation, Algorithms, and Politics"]
7. Gunkel, D. J. (2012). Communication and artificial intelligence: Opportunities and challenges for the 21<sup>st</sup> century. *Communication+* 1, 1(1), 1-25.
8. Gunkel, D. J. (2012). *The machine question: Critical perspectives on AI, robots, and ethics*. Cambridge: MIT Press.
9. Lewis, S. C., & Westlund, O. (2016). Mapping the human–machine divide in journalism. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *The SAGE handbook of digital journalism* (pp. 341-353). London: SAGE.
10. Kreiss, D. (2016). *Prototype politics: Technology-Intensive campaigning and the data of democracy*. Oxford: Oxford University Press.
11. Usher, N. (2016). *Interactive journalism: Hackers, data, and code*. Champaign, IL: University of Illinois Press.
12. Anderson, C. W. (2013). Towards a sociology of computational and algorithmic journalism. *New Media & Society*, 15(7), 1005-1021.
13. Lewis, S. C., & Usher, N. (2013). Open source and journalism: Toward new frameworks for imagining news innovation. *Media, Culture & Society*, 35(5), 602-619
14. Lewis, S. C., & Usher, N. (2014). Code, collaboration, and the future of journalism: A case study of the Hacks/Hackers global network. *Digital Journalism*, 2(3), 383-393.



15. McCoy, T. (2016, November 20). For the 'new yellow journalists,' opportunity comes in clicks and bucks. *The Washington Post*.
16. Boczkowski, P. (2016). Fake news and the future of journalism. *Nieman Journalism Lab*
17. Lewis, S. C., & Westlund, O. (2015). Big data and journalism: Epistemology, expertise, economics, and ethics. *Digital Journalism*, 3(3), 447-466
18. Dörr, K. N. (2015). Mapping the field of algorithmic journalism. *Digital Journalism*, 4(6), 700-722.

### **Suggestive readings:**

1. Perlich, C. (2013, May 13). How big data touches YOU: Tales from the digital advertising world. Presentation given at the Governing Algorithms conference in New York.
2. Neff, G., & Nagy, P. (2016). Talking to bots: Symbiotic agency and the case of Tay. *International Journal of Communication*, 10, 17
3. Coddington, M. (2015). Clarifying journalism's quantitative turn: A typology for evaluating data journalism, computational journalism, and computer-assisted reporting. *Digital Journalism*, 3(3), 331-348.
4. Bucher, T. (2016). 'Machines don't have instincts': Articulating the computational in journalism. *New Media & Society*, 1461444815624182
5. Kraemer, F., Overveld, K. V., & Peterson, M. (2011). Is there an ethics of algorithms? *Ethics and Information Technology*, 13(3), 251-260

## **DISCIPLINE SPECIFIC ELECTIVE COURSE 11—(DSE-11): Development Journalism**

### **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		

DSE-11 Development Journalism	4	3	0	1	Passed Class XII with English from List A in CUET	NIL
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## Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with an understanding and sensitivity towards developmental concerns.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped with skills to write development features and develop development material for different media platforms.

## SYLLABUS OF DSE-11:

### UNIT – I (15 hours)

#### UNIT I: Development and Development Journalism

- Models of development, major development paradigms -dominant paradigm. Alternative paradigm – participatory approach.
- Evolution of development journalism, agriculture extension, development support communication,
- Communication for social change, media advocacy, new age media, use of ICTs for development, Participatory development journalism

### UNIT – II (15 hours)

#### UNIT II: Development stories:

- Researching and writing a development story,
- Development with a human face,

- Packaging of the development story,
- Development feature writing,
- Conflict of interests,
- mobilizing support for development.

### **UNIT – III (15 hours)**

#### **UNIT III: Media specific development coverage:**

- The differences in approach between print and broadcast development journalism,
- packaging attractive ideas, visuals and documentation,
- Folk media,
- community radio for local development,
- Niche, rural and tribal communication media, newspapers and magazines
- Development communication agencies and websites.
- Critical appraisal of mainstream media's reporting of development issues.

#### **Practical component: (30 hours)**

Students under the guidance of the faculty must undertake visits to mohalla clinics, NGOs, Women's Self-Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters/magazines from the visits. Interaction with rural journalists and video volunteers (eg. Khabar Lehariya) must be arranged too.

#### **Essential/recommended readings:**

1. *A Manual of Development Journalism* – Alan Chalkley, Vikas Publications, 1970.
2. *Participatory Communication, Working for change and development* – Shirley

A .White, K Sadanandan Nair and Joseph Ascroft, Sage, 1994.

3. *Development Communication and Media Debate* – Mridula Menon, Kanishka Publishers, 1997.
4. *India, the Emerging Giant* – Arvind Panagariya, Oxford University Press, 2008.
5. *Participatory Video, Images that Transform and Empower* – Shirley A. White (Editor), Sage Publications, 2003.
6. *The Art of Facilitating Participation* – Shirley A . White (Editor), Sage Publications, 1999.
7. *Television and Social Change in Rural India* – Kirk A. Johnson, Sage Publications, 1999
8. *Communication, Modernization and Social Development*. K. Mahadevan, Kiran Prasad, Ito Youichi and Vijayan K. Pillai.

**Suggestive readings:**

1. *Everybody Loves a Good Drought*. Stories from India's Poorest Districts, P. Sainath, 2000.
2. *Designing messages for development communication: An audience participation-based approach* (communication and human values).by Bella M Mody, Sage Publications, 1991.
3. *Development Journalism/Communication: The Status of the Concept*, Christine L. Ogan, Sage, 1982
4. *Development Journalism: What Next? An Agenda For The Press*, D. V. R. Murthy, Kanishka Publishers Distributors, 2006
5. *Communication for Development: theory and practice for empowerment and social justice*, Melkote, Srinivas R, Steeves, H. Leslie, Sage (New Delhi), 2015

## DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): Research Methodology for Media

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-12 Research Methodology for Media	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarise students on how to write a research paper and a research report.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to write a research proposal and undertake research. T
- Students will be equipped to work as researchers independently as well as for various organisations.

### SYLLABUS OF DSE-12:

#### UNIT – I (15 hours)

#### UNIT I: Introduction to Research and Basic Elements

- Definition, basic and applied research,
- Scientific approach, theoretical framework,
- Steps of research: selection of the problem, review of literature, statement of hypothesis and research question, methodology and methods, research design, sampling, data analysis and interpretation, presentation of results,
- Replication and ethical perspectives of mass media research

- Concepts and constructs,
- Independent and dependent variables,
- Nature of Measurement, levels of measurement, measurement scales, Specialized Rating Scales, Reliability and Validity, Research question and Hypothesis

## **UNIT – II (15 hours)**

### **UNIT II: Sampling and Methods**

- Universe, population, need for sampling, sampling methods: probability and non-probability, representativeness of the samples, sampling error, sample size
- Quantitative and Qualitative Techniques: content analysis, survey method, audience and readership surveys, designing questionnaires, observation methods, experimental research, case studies, field experiments, focus groups, intensive interviews, longitudinal research, Historical research, Ethnographies, Textual analysis, Discourse analysis

## **UNIT – III (15 hours)**

### **UNIT III: Media Research Approaches**

- Representational approach
- Media and the senses
- Academic writing, Citations, Bibliography

### **Practical component: (30 hours)**

The students will present and submit a research proposal in his/her area of interest under the guidance of the faculty.

### **Essential/recommended readings-**

1. Wimmer, Roger, D and Dominick, Joseph, R. *Mass Media Research*, Thomson Wadsworth, 2006, pgs1-60; 65-81;83-98.
2. Arthur Asa Berger. *Media Research Techniques*, Sage Publications, 1998.

3. John Fiske. *Introduction to Communication Studies*, Routledge Publications, 1982.
4. David Croteau and William Hoynes. *Media/Society: Industries, Images and Audiences*, Forge Press (For Case Studies) Amazon, 2002.
5. Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. New Delhi, Sage Publications, 1997.
6. Mankekar, Purnima. *Screening Culture, Viewing Politics*. Duke; 1999.
7. Buck-Morss, Susan. 1994. "The Cinema Screen as Prosthesis of Perception: A Historical Account." In The Senses Still, ed. Nadia Seremetakis, Chicago: University of Chicago Press (Chapter 4).
8. Hirschkind, Charles. 2006. The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics. New York: Columbia University Press.

#### **Suggestive readings-**

1. Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age International Ltd. Publishers, 2004, pgs 1-55; pp. 95-120.
2. Bertrand, Ina and Hughes, Peter. 2005. *Media Research Methods; Audiences, institutions, Texts*. New York; Palgrave

### **Common Pool of Generic Elective (GE) Courses for EVEN Semesters**

**NOTE:** The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.