

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII



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**DEPARTMENT OF ENGLISH
UNIVERSITY OF DELHI**

Draft B.A. Journalism Syllabus Under UGCF

Semester VII and VIII

STRUCTURE OF DISCIPLINE SPECIFIC CORE PAPERS

SEMESTER VII:

DSC 19: New Media and Digital Communication

SEMESTER VIII:

DSC 20: Data Journalism

AS

STRUCTURE OF DISCIPLINE SPECIFIC ELECTIVE PAPERS (DSE)

SEMESTER VII:

DSE 13 Visual Communication
DSE 14 Media, Polity and Democracy
DSE 15 Investigative Journalism

SEMESTER VIII:

DSE 16 Environmental Journalism
DSE 17 Video Production
DSE 18 Law, Media and Society

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

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

ODD SEMESTERS

- GE 1 Basics of Journalism
- GE 2 Introduction to Media Studies
- GE 3 Basics of Photography
- GE 4 Advertising and Corporate Communication
- GE 5 Television Journalism
- GE 6 Web Journalism
- GE 7 Print Journalism
- GE 8 Media Management
- GE 9 Documentary Production

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

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

EVEN SEMESTERS

- GE 10 Media and Popular Culture
- GE 11 Media Laws & Society
- GE 12 Basics of Sports Journalism
- GE 13 Film Appreciation & Criticism
- GE 14 War Reporting
- GE 15 Investigative Reporting
- GE 16 Content and Brand Marketing
- GE 17 Social Media & Governance

AS

Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH

SEMESTER -VII

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

DISCIPLINE SPECIFIC CORE COURSE-19 (DSC-19) : New Media and Digital Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical /Practice		
DSC-19: New Media and Digital Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of various new media formats and genres of new media
- To familiarise students with a philosophical understanding of debates around human-machine interaction.

Learning Outcomes:

The Learning Outcomes of this course are as follows:

- By the end of the course students will be able to create engaging digital multimedia stories and effective content for websites, blogs, and social media by understanding online user behaviour and participatory cultures.
- Students will be able to critically analyse key issues in digital media, including ownership, economics, cybersecurity, gender, politics, regulation, privacy, and identity.

Syllabus of DSC-19

Unit I: Introduction to New Media Forms and Genres (15 hours)

- Understanding New Media and Digital Communication: Definition, Key Concepts and Characteristics
- Forms of Storytelling: Trans-media Storytelling, Multimedia storytelling, Interactive Storytelling, Data-Driven Storytelling, Immersive Storytelling, Social Media Storytelling
- Genres of new media: digital art, digital cinema – new media fiction and documentary, Video Games, Memes, Vlogs, Podcasts, AR/VR

Essential Readings:

1. *The New Media Theory Reader*, edited by Robert Hassan and Julian Thomas, Open University Press, 2006. (Pages 5-13)
2. *New Media Old Media: A History and Theory Reader*, edited by Wendy Hui Kyong Chun & Thomas Keenan, Routledge, 2006. (Pages 418-431)
3. *New Media: a critical introduction*, edited by Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly, Routledge, 2003 (Pages 9-13), (Pages 105-132)

UNIT II: Application in Society: Technology and social dynamics (15 hours)

- Social construction of technology, Utopian-Dystopian Perspectives
- Digital inequalities – digital divide, access and participation
- New Media Campaigns, Digital Identities
- Digital Preservation of Indigenous Knowledge

Essential Readings:

1. *New Media: A Critical introduction*, edited by Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly, Routledge, 2006 (Pages 237-307)
2. *Digital Divide*, Jan Van Dijk, Polity Press, 2020 (Pages 1-13)
3. *Digital Identities: Creating and Communicating the Online Self* by Rob Cover, Academic Press, 2016 (Pages 4-21)

UNIT III: Impact and Governance – Ownership, Control and Surveillance (15 hours)

- Ownership and control of new media
- Net-neutrality
- Surveillance, cyber-security and issues of privacy
- Convergence Culture - social media ecosystems and participatory media culture

Essential Readings:

1. *Convergence Culture: Where Old and New Media Collide*, Henry Jenkins, New York University Press, 2006 (Pages 1-24)
2. *Net Neutrality and the Battle for the Open Internet*, Danny Kimball, University of Michigan Press, 2022, (Pages 1-17)

3. *After Net Neutrality: A New Deal for the Digital Age*, Victor Pickard and David Elliot Berman, Yale University Press, 2019 (Pages 1-44)

UNIT IV: Project Work (15 hours)

- Multimedia storytelling project (e.g., documentary, transmedia narrative)
- Digital identity audit or meme analysis
- An observational field project on use of new media in panchayats and rural areas like the Bharat Broadband, mobile phones, WhatsApp, government apps, or internet services.
- A mobile capsule for social activism and marketing it through social networks & actively participate in a cyber media campaign.

Suggested readings:

- Kishore Sharma (2010) *Visual Journalism: A Guide for New Media Professionals*, Anmol Publications
- Valerie Alia, *The New Media Nation*, Berghahn Books, 2010
- Jingala, Neha & Bhardwaj, Devender. (Eds.). 2024. *The Handbook of Digital Media & Journalism: Practices and Perspectives*. Galgotia Publishing Company
- Kohli, Aakriti. (2022). *Medium is the Sensation: OTT Platforms on the Smartphone Screen*. Akademos. Vol. 16, 17-46.
- *New Media and New Technologies* by Lister Dovey, Giddings, Grant & Kelly, 2003
- May, Keenan & Peter Newcomb. (2008, July) *How the Web was won*. Vanity Fair, retrieved from <http://www.vanityfair.com/culture/features/2008/07/internet200807>
- "Privacy vs. the Internet: Americans Should Not Be Forced to Choose" (ACLU report, 2008)
- Nakamura, —*Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet*, 1995
- Bogost, Ian. *Persuasive games: The expressive power of videogames*. MIT Press, 2007.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE-13 (DSE-13) : Visual 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		
DSE-13: Visual Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To equip students with the fundamentals of visual design
- To understand various schools of visual design thought
- To understand various emerging issues and trends in the domain of visual design

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will learn to apply visual communication theory and basic design principles across various media.
- Through short exercises, they will build visual vocabulary and practical skills, preparing them for roles as visual designers in diverse organizations.

Syllabus of DSE-13

Unit I: Fundamental of Visual Communication (15 hours)

- Defining visual communication design, Elements and principles
- Iconography, symbolism and analogy

- Photographic truth: framing, editing and manipulation
- Visual Narratives in Indian Indigenous Communication: Use of Warli art, Madhubani, Patachitra, etc.

Essential Readings:

- 1) *Visual Communication: From Theory to Practice*, Baldwin, Jonathan & Roberts, Lucienne, Lausanne: AVA Publishing, 2006, Chapters 1 & 2: What is Visual Communication?, Visual Language, (Page 10–47).
- 2) *Visual Communication: Understanding Images in Media Culture*, Aiello, Giorgia & Parry, Katy, London: Sage, 2019, Chapter 2: Photographic Truth and Image Manipulation, (Page 38–55).
- 3) *Reading Images: The Grammar of Visual Design*, Kress, Gunther & van Leeuwen, Theo, London: Routledge, 2021, Chapter 1: The Semiotic Landscape, (Page 1–24).

Unit II: Practicing Visual Design Principles (15 hours)

- Design Theory: Gestalt Principles and Visual perception
- Typography and composition
- Colour Theory
- Aesthetics in Branding and identity

Essential Readings:

- 1) *Visual Communication Design*, Davis, Meredith & Hunt, Jamer, London: Bloomsbury, 2017, Chapter 3: Visual Form and Structure, Chapter 5: Typography and Layout Principles, (Page 56–73, 90–109).
- 2) *Visual Literacy: Reading, Thinking, and Communicating with Visuals*, Newman, Mark & Ogle, Donna, Lanham: Rowman and Littlefield, 2019, Chapter 3: Colour and Visual Meaning, Chapter 7: Designing for Impact, (Page 49–68, 119–137).
- 3) *Handbook of Visual Communication: Theory, Methods and Media*, Barbatsis, Gretchen et al., London: Taylor and Francis, 2004, Chapter 4: Perception and Gestalt Psychology, (Page 83–102).

Unit III: Contemporary Challenges and Ethical Issues in Digital Media Culture (15 hours)

- Remix culture: Fan edits, meme remixing, etc.
- Internet memes and Digital satire: Virality, Misinformation, trolling, etc.
- Intellectual property in the digital age
- Digital identity and augmented reality: Surveillance, Privacy, Identity theft, etc.
- Visual bias and representation in media

Essential Readings:

- 1) *Visual Communication: Understanding Images in Media Culture*, Aiello, Giorgia & Parry, Katy, London: Sage, 2019, Chapters 6 & 8: Memes and Visual Politics, Digital Identity and Surveillance, (Page 112–131, 146–162).

- 2) *Handbook of Visual Communication: Theory, Methods and Media*, Barbatsis, Gretchen et al., London: Taylor and Francis, 2004, Chapter 11: Visual Ethics in the Digital Age, (Page 220–237).
- 3) *Vision in Context: Historical and Contemporary Perspectives on Sight*, Brennan, Teresa & Martin, Jay (Eds.), London: Routledge, 1996, Chapter 5: Visual Truths and the Ethics of Seeing, (Page 85–97).

Unit IV: Field Work (15 hours)

Students will conceptualize, design, and produce visual media content that effectively communicates a journalistic story, issue, or campaign. The project will also require them to critically reflect on their design choices, audience targeting, and the overall visual communication strategy.

Suggested Readings:

- Evans, Jessica, and Stuart Hall, eds. *Visual Culture: The Reader*. London: Sage Publications, 1999.
- Mirzoeff, Nicholas, ed. *The Visual Culture Reader*. London: Routledge, 2002.
- Jay, Martin. *Downcast Eyes: The Denigration of Vision in Twentieth-Century French Thought*. Berkeley: University of California Press, 1993.
- Mitchell, W. J. T. *Picture Theory: Essays on Verbal and Visual Representation*. Chicago: University of Chicago Press, 1994.
- Kohli, Aakriti. "Consuming 'Candidness': Contemporary Wedding Photography Practices in India." *Samiksha* 2, no. 2 (December 2023): 15–25.
- Lester, Paul Martin. *Visual Communication: Images with Messages*. Boston: Cengage Learning, 2020.
- McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperCollins, 1993.
- Rose, Gillian. *Visual Methodologies*. London: Sage, 2022.
- Jenkins, Henry, Sam Ford, and Joshua Green. *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York: NYU Press, 2013.

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DISCIPLINE SPECIFIC ELECTIVE COURSE-14 (DSE-14) : Media, Polity and Democracy

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		
DSE-14: Media, Polity and Democracy	4	3	0	1	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the evolution of media's role in Indian politics.
- To explore media's influence in democracy and agenda-setting.
- To analyse media's relationship with governance and national security.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- By the end of this course, students will be able to analyse the relationship between media and key state institutions, including the government, judiciary, and security forces.
- The course will enable students to apply theoretical and practical knowledge to real-world case studies reflecting the media-politics-democracy interface.

Syllabus of DSE – 14

Unit I: Media relationship with Polity (15 hours)

- Historical Perspective: Colonial period, Post-Independence India, Emergency era and the rise of private news media (1990s onward)
- Digital media and new political engagement (post-2010)
- Relevance of media in shaping political discourse today

Essential Readings:

1. *Handbook of Journalism and Mass Communication*, Vir Bala Aggarwal, VS Gupta, Concept Publishing, 2002 (Pages 1-178)

2. *The Political Web: Media, Participation and Alternative Democracy*, Peter Dahlgren, Palgrave Macmillan, 2013 (Pages 1-47)
3. Dahlgren, Peter (2012) 'Public Intellectuals, Online Media and Public Spheres: Current Realignments'. *International Journal of Politics, Culture and Society* 25(4), (Pages 95-110)

Unit II: Role of the Media in a Democracy (15 hours)

- Democracy and Freedom of the Press
- Role of the media in agenda setting
- Critical review of the Media in India
- Role of media in safeguarding democratic values

Essential Readings:

1. *Indian Media: Global Approaches*, Adrian Athique, Polity Press, 2012 (Pages 13-31)
2. *The Handbook of Media and Mass Communication Theory*, edited by Robert S. Fortner and P. Mark Fackler, Wiley Blackwell (Pages 251-268)
3. *Rich Media, Poor Democracy: Communication Politics in Dubious Times*, Robert McChesney, University of Illinois Press, 2015 (Pages 1-14)

Unit III: Media and the Governance (15 hours)

- Media – Government relationship
- Media-Judiciary interactions
- National Security Concerns and Freedom of the Press

Essential Readings:

1. *Mass Media and Related Laws in India*, B. Manna, Academic Publishers, 2006, (Pages 54-167)
2. *Media And Judiciary: Revitalization of Democracy*, Sudhanshu Ranjan, Journal of the Indian Law Institute, Vol. 57, No. 3 (July-September 2015), pp. 415-436
3. *Satellites Over South Asia*, David Page and William Crawley, Sage, 2001. (Pages 35-71)
4. *Freedom of the Press: The Pentagon Papers Fifty Years on*. Lee C. Bollinger and Geoffrey R. Stone, Oxford University Press, 2021 (Pages 39-73)

Unit IV: Project Work (15 hours)

Students will conduct an in-depth case study examining a real-world intersection of media, polity, and democracy in 2500-3000 words.

Suggested Readings:

- *Necessary Secrets: National Security, The Media and the Rule of Law*, Gabriel Schoenfeld, W.W. Norton & Company, 2010
- Iyengar, Shanto, and McGrady, Jennifer A., *Media Politics: A Citizen Guide*, New York: W.W. Norton, 2011.

- Lippman, Walter. *Public Opinion*. New York: Macmillan, 1922.
- Mitchell, Amy et al. "Millennials and Political News: Social Media the local TV for the next generation?", Pew Research Center Journalism & Mass Media, 2015.
- Snowden, Edward. "The World say No to Surveillance". The New York Times, 2015.
- Toobin, Jeffrey. "Edward Snowden is No Hero". The New Yorker, 2013.
- Young, Dannagal Goldwaite, *The Daily Show as the New Journalism: In Their Own words*, Laughing Matters: Humor and American politics in the Media Age, New York: Routledge, 2008

DISCIPLINE SPECIFIC ELECTIVE COURSE-15 (DSE-15) : Investigative 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		
DSE-15: Investigative Journalism	4	3	1	0	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basics of investigative journalism
- To study investigative stories, their processes and impact
- To familiarise with ethical-legal issues in investigative journalism

Learning Outcomes

The Learning Outcomes of this course are as follows:

- The course will help the students understand and analyse the key areas of investigative journalism required for working as successful investigative reporters.

Syllabus of DSE – 15

Unit 1: Foundations of Investigative Journalism (15 hours)

- Investigative Reporting: History, Concept, Purpose, Process
- Investigative Journalist- Qualities, Career & Opportunities
- Tools: Sting Operations, Internet / Social media, Right to Information
- Press Commissions: Recommendations on press responsibility, autonomy, and the public interest mandate

Essential Readings:

- 1) *Investigative Reporting: A Study in Technique*, Focal Press, 2012 – Spark, David, Chapter 2: Getting the Story. (Page 20–42).
- 2) *Tell Me No Lies: Investigative Journalism and Its Triumphs*, Vintage Digital, 2011 – Pilger, John (ed.), Introduction & Case . (Page 1–32).
- 3) *Committees And Commissions In India*, Kumar, Virendra, Vol. 1: 1947-54. Concept Publishing Company, 1976.

Unit 2: Tools and Techniques (15 hours)

- News Sources – Traditional and Digital
- Confidentiality of Source (On/Off the record)
- Fact Checking
- Legal Tools: Right to Information Act, 2005 (RTI), Bharatiya Nyaya Sanhita , Whistleblower Protection Act, 2014, Information Technology Act, 2000, etc.

Essential Readings:

- 1) *Investigative Journalism: Proven Strategies for Reporting the Story*, CQ Press, 2007 – Gaines, William C., Chapter 3: Legal Strategies. (Page 54–73)
- 2) *Investigative Reporting: A Study in Technique*, Focal Press, 2012 – Spark, David, Chapter 4: Sources and Confidentiality. (Page 63–80)
- 3) *Journalism Through RTI: Information, Investigation, Impact*, Yadav, Shyamlal, Taylor & Francis, 2024.

Unit 3: Impact of Investigative Journalism (15 hours)

- Investigative Journalism's Role in Exposing Corruption
- Landmark Investigations: Panama Papers (2016), Watergate (1972), etc.
- Challenges Faced by Investigative Journalists

Essential Readings:

- 1) *Tell Me No Lies: Investigative Journalism and Its Triumphs*, Vintage Digital, 2011 – Pilger, John, Chapter: The Watergate Scandal. (Page 90–112).
- 2) *Investigative Journalism in India: Challenges and the Way Forward*, Media Watch Journal, 2015 – Kumar, M. (Page 33–46)
- 3) *Democracy's detectives: The economics of investigative journalism*. Hamilton, James T, Harvard University Press, 2016.
- 4) *Investigative journalism* , De Burgh, Hugo, Routledge, 2008.

Unit 4: Ethical Issues and Concerns (15 hours)

- Ethico-legal Coefficient
- Right to Privacy Vs Public Interest
- Accuracy, Fairness & Conflict of Interest
- Guidelines and principles for ethical journalism

Essential Readings:

- 1) *Ethics for Digital Journalists: Emerging Best Practices*, Routledge, 2015 – Craig, David & Zion, L., Chapter 2: Privacy and Public Interest. (Page 41–58)
- 2) *Investigative Journalism: Proven Strategies for Reporting the Story*, CQ Press, 2007 – Gaines, William C., Chapter 5: Ethical Concerns. (Page 87–103)
- 3) *Investigative journalism*, Kieran, Matthew. "The regulatory and ethical framework for investigative journalism." Routledge, 2013. 149-166.

Practical component: (NIL)

Suggested Readings:

- S.K. Aggarwal; *Investigative Journalism in India*, Mittal Publications, New Delhi.
- John Carreyrou; *Bad Blood: Secrets and Lies in a Silicon Valley Startup*, Knopf, 2018
- Janet Malcolm, *The Journalist and the Murderer*, Vintage, 1990
- Reports from the *International Consortium of Investigative Journalists (ICIJ)* – <https://www.icij.org>
- *Investigative Journalism Manual*, Global Investigative Journalism Network (GIJN), available at <https://gijn.org>

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

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

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -VIII





Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH

SEMESTER -VIII

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

DISCIPLINE SPECIFIC CORE COURSE-20 (DSC-20) : Data 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-20: Data Journalism	4	3	0	1	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the emergence of data journalism in a changing news room
- To study existing data-driven stories to understand their process and impact
- To learn the techniques and skills for producing data stories

Learning Outcomes

The Learning Outcomes of this course are as follows:

- It will equip students to use data to produce stories about sustainable development initiatives.
- The course will enable the students to find a data driven story from available digital information. Students will learn to process it, and make a judicious use of the essential tool kit to tell an effective data driven story in their work as data journalists.

Syllabus of DSC-20

Unit I: Data Journalism – An Overview (15 hours)

- Data Journalism: History, Importance and Scope
- Key sources of data – websites, social media, blogs, open data portals, government data portals (Ministry of Statistics and Program Implementation, Niti Aayog), international bodies- World Bank, UNO and other online platforms
- Elements of effective visual storytelling – clarity, design, impact

Essential Readings:

- 1) *The Data Journalism Handbook*, O'Reilly Press, 2012 – Chapters 1 & 2, pp. 1–28
- 2) *Between Objectivity and Openness: The Mediality of Data for Journalism*, Cogitatio Press, 2014 – Lesage, F., & Hackett, R.A., pp. 2–14
- 3) *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press, 2013 – Briggs, M., Chapter 6: Visual Storytelling with Data, pp. 135–150
- 4) *The Data Journalism Handbook*, Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.), Chapter 1: Introduction, (Page 1-21)

Unit II: Techniques and Skills (15 hours)

- Data Collection and preparation of Data Sheets
- Arrangement and Presentation – charts & graphs, diagrams & Flowcharts, tables & statistics, maps, plot lines, sketches/ illustrations, , infographics, timelines
- Advanced Visualization techniques – Scroll- based, animated Graphs, bubble plots, heat maps, Choropleth Maps and other interactive visuals
- Contemporary data Driven Stories by national and international media houses

Essential Readings:

- 1) *The Data Journalism Handbook*, O'Reilly Press, 2012 – Chapter 3: Visualizing Data. (Page 35–56)
- 2) *The Data Journalism Handbook*, Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Chapter 5: Understanding the Data , (Page 147-176)
- 3) *The Data Journalism Handbook*, Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Chapter 6: Delivering Data , (Page 177-218)
- 4) *Challenge and Change: Reassessing Journalism's Global Future*, Henninger, Maureen, UTS e Press, 2013, Chapter 7: Data-driven journalism (Page 158-184)).

Unit III: Role of Data Journalism (15 hours)

- Role of Data Journalism in Accountability and Transparency
- Data Journalism in Public Health and Climate Reporting
- Influence on Policy and Public Discourse, Sustainable Development Initiatives
- Case studies: Wikileaks, NSA Files, etc.

Essential Readings:

- 1) *Precision Journalism: A Reporter's Introduction to Social Science Methods*, Rowman & Littlefield Publishers, 2002 – Meyer, Philip., Chapters 2 & 3. (Page 20–65)
- 2) *The Data Journalism Handbook*, Eds. Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, Chapter 3: Case Studies, (Page 61–106)
- 3) *The Truthful Art: Data, Charts, and Maps for Communication*, Alberto Cairo, New Riders, 2016, Chapter : Mapping Data (Page 263–296)

Unit IV: Future perspective and Field Work (15 Hours)

- Role of AI, automation, and algorithms
- Fact-checking with digital tools and emerging tech platforms
- Ethical concerns – privacy, bias, transparency, data misuse
- Students will create data-driven stories by applying advanced visualization techniques, enabling them to present complex data in a compelling and accessible manner for diverse audiences.

Essential Readings:

- 1) *Ethics for Digital Journalists: Emerging Best Practices*, Routledge, 2015 – Craig, D. & Zion, L., Chapters 4 & 5. (Page 67–95)
- 2) *Journalism, Fake News & Disinformation: A Handbook for Journalism Education and Training*, UNESCO, 2018 – Chapter 6: Fact-Checking in the Digital Age. (Page 85–104)
- 3) *Journalism in the Data Age*, Tong, Jingrong. Chapter: Data Journalism, Vol. 0. 55 City Road: SAGE Publications Ltd, 2022

Suggested Readings:

- Susman-Pena, T. *Understanding Data: Can News Media Rise to the Challenge?* The Center for International Media Assistance, 2014.
- Wong, D, *The Wall Street Journal guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures*, New York: W.W. Norton & Company, 2014
- Aitamurto, Tanja, Esa Sirkkunen, and Pauliina Lehtonen. "Trends in data journalism." Espoo: VTT (2011): 0-27.
- Mair, John, and Richard Lance Keeble. *Data Journalism*. Harry N. Abrams, Inc., 2014.
- Lewis, Norman P., Mindy McAdams, and Florian Stalph. "Data journalism." *Journalism & Mass Communication Educator* 75.1 (2020): 16-21.
- *The Data Journalism Handbook: Towards a Critical Data Practice*. Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Amsterdam University Press, 2021, Chapter 1: "Introduction: Data Journalism in Context", (Page 15–24)
- *Fundamentals of Data Visualization*, Claus O. Wilke, O'Reilly Media, 2019, Chapter: "Principles of Visual Perception", (Page 13–30)
- *The Data Journalism Handbook: Towards a Critical Data Practice*, Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Amsterdam University Press, 2021, Chapter: Experiencing Data, (Page 157–211)

DISCIPLINE SPECIFIC ELECTIVE COURSE-16 (DSE-16) : Environmental 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		
DSE-16: Environmental Journalism	4	3	0	1	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the field of environmental journalism
- To analyse critical environmental issues
- To learn the skills and techniques of environmental reporting

Learning Outcomes

The Learning Outcomes of this course are as follows:

- It will equip students to understand sustainable development goals and their implementation.
- Upon successful completion of the course students will be able to demonstrate ability to communicate various environmental issues in appropriate journalistic form as environmental journalists.

Syllabus of DSE-16

Unit I: Environmental Journalism: An Overview (15 hours)

- Environment Journalism: Meaning, Significance & Scope
- Relevance of environmental studies in journalism
- Understanding the Five Elements of Environment: Air, Water, Land, Living Organisms, and Energy
- Key environmental challenges: climate change, pollution, resource depletion

Essential Readings:

- 1) *The Green Pen: Environmental Journalism in India and South Asia*, Acharya, K. & Noronha, F., New Delhi: Sage Publications, 2010, Chapters 1 & 2: Introduction to Environmental Journalism, (Page 1–30).
- 2) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 1: Defining Environmental Communication, (Page 1–25).
- 3) *Our Environment*, Futerhally, Laeeq, New Delhi: National Book Trust, 2021, Chapter 3: Environmental Challenges in India, (Page 45–60).

Unit II: Environmental Movements – India and the World (15 hours)

- Ancient traditions and ecological wisdom in Indian culture
- Major Indian environmental movements: Chipko, Narmada Bachao Andolan, Save Aarey, etc.
- Overview of global environmental movements
- Environmental consciousness in Indian Knowledge System: An Overview

Essential Readings:

- 1) *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*, Mallick, Krishna, Amsterdam: Amsterdam University Press, 2021, Chapters 2 & 3: Case Studies of Indian Environmental Movements, (Page 40–85).
- 2) *Ecology & Sustainable Development*, Ramakrishnan, P.S., New Delhi: National Book Trust, 2015, Chapter 5: Traditional Ecological Knowledge in India, (Page 90–110).
- 3) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 4: Social Media's Influence on Environmental Movements, (Page 60–80).

Unit III: Environmental Reporting and Ethical Concerns (15 hours)

- Key Themes: E-waste management, 3R policy, Green Chemistry, climate & health, organic farming, Extreme weather patterns and phenomena, Climate, influence of climate change on extinction of species
- Techniques: news production, gatekeeping, balance, and objectivity
- Comparative insights: Indian and global media coverage of environmental issues
- Paris Agreement (2016) and International Climate Policies

Essential Readings:

- 1) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 6: Environmental Journalism Practices, (Page 130–160).
- 2) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 7: Ethical Challenges in Environmental Reporting, (Page 120–140).

Unit IV: Ethical Issues and Field Work (15 hours)

- Environmental ethics in reporting: accuracy, advocacy vs. neutrality
- Citizen journalism and alternative media in environmental advocacy
- Students will do a case study on an environmental issue in 2500-3000 words.

Essential Readings:

- 1) *The Green Pen: Environmental Journalism in India and South Asia*, Acharya, K. & Noronha, F., New Delhi: Sage Publications, 2010, Chapter 5: Ethics in Environmental Journalism, (Page 100–120).
- 2) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 9: Advocacy and Objectivity in Environmental Reporting, (Page 200–220).
- 3) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 10: Citizen Journalism and Environmental Advocacy, (Page 180–200).

Suggested Readings:

- Srivarnesh, S. N., and I. Aram. "Framing of Environmental Issues in Indian News Channels." *Recent Advances in Journalism & Mass Communication* 2, no. 1 (2024): 25–40.
- Aram, I. "Climate Communication and Indian Media: Challenges and Responses." *International Journal of Social Science* 11, no. 2 (2023): 50–65.
- Mallick, Krishna. *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*. Amsterdam: Amsterdam University Press, 2021.
- Narula, Sumit, Swapnil Rai, and Archana Sharma, eds. *Environmental Awareness and the Role of Social Media*. Hershey, PA: IGI Global, 2018.
- Jingala, Neha, and Nidhi Chaudhry. "Media's Role in Global Ecopolitics: Unravelling Climate Change Narratives and Fostering Informed Dialogue." In *Eco-Politics and Global Climate Change*, 170–190. Cham: Springer Nature Switzerland, 2024.
- Futerhally, Laeeq. *Our Environment*. New Delhi: National Book Trust, 2021.
- Ramakrishnan, P. S. *Ecology & Sustainable Development*. New Delhi: National Book Trust, 2015.
- Acharya, K., and F. Noronha. *The Green Pen: Environmental Journalism in India and South Asia*. New Delhi: Sage Publications, 2010.
- Cox, Robert. *Environmental Communication and the Public Sphere*. 5th ed. London: Sage Publications, 2021.

**DISCIPLINE SPECIFIC ELECTIVE COURSE-17 (DSE-17) : Video
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		
DSE-17: Video Production	4	3	0	1	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the basics of video production
- To understand the scripting process
- To learn the various other stages of production

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Upon successful completion of the course students will be able to produce video content (fiction and non-fiction) as well as be conversant in the production process, right from pre-production to post-production stages.

Syllabus of DSE-17

Unit I: Scripting and Planning for Video Production (15 hours)

- Conceptualisation, research, and location scouting (recee)
- Developing ideas into scripts: fiction and non-fiction
- Shooting scripts and storyboards
- Scripting specifics: news reels, documentaries, docudramas

Essential Readings:

- 1) *An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres*, Musburger, Robert B., Oxford: Focal Press, 2007, Chapter 2: The Writing Process for Electronic Media, (Page 21–38).
- 2) *Broadcast News: Writing, Reporting and Producing*, White, Ted & Bernas, Frank Oxford: Focal Press, 2010, Chapter 6: Script Writing, (Page 85–101).

Unit II: Camera and Visual Language Fiction (15 hours)

- Understanding Video Formats and Genres: Fiction, Non- Fiction, Participatory
- Introduction to video equipment and components: Lens, Imager, Recorder, Memory card
- Composition techniques and Basics of lighting

Essential Readings:

- 1) *Practice of Looking: An Introduction to Visual Culture*, Sturken, Marita & Cartwright, Lisa, Oxford: Oxford University Press, 2001, Chapter 1: Practices of Looking, (Page 9–45).
- 2) *Television Journalism*, Yorke, Ivor, London: Routledge, 2001, Chapter 3: Camera and Composition Techniques, (Page 52–70).

Unit III: Production Process and Post-Production (15 hours)

- Pre-production: planning, scheduling, budgeting
- Production: location setup, set design, filming, sound management
- Post-production: editing video and audio, visual effects, CGI

Essential Readings:

- 1) *Communication Technology for Development*, Pannu, Poonam & Tomar, Y.A., New Delhi: IK International Publishing House, 2011, Chapters 18 & 19: Video for Development, Participatory Video, (Page 209–230).
- 2) *India on Television*, Mehta, Nalin, New Delhi: Harper Collins India, 2008, Chapter 6: Visual Framing and News Scripting, (Page 112–135).

Unit IV: Project Work (15 hours)

Students can produce a 5-10 minutes short film (fiction or non-fiction), create news reels, and develop a documentary or docudrama, honing their skills in both storytelling and technical aspects of video production.

Suggested Readings:

- Ninan, Sevanti. *Headlines from the Heartland*. New Delhi: Sage Publications India, 2007.
- Vasudevan, Ravi, ed. *Making Meaning in Indian Cinema*. New Delhi: Oxford University Press India, 2000.
- Dwyer, Rachel. *Bollywood's India: Hindi Cinema as a Guide to Modern India*. London: Reaktion Books, 2014.
- Mishra, Vijay. *Bollywood Cinema: Temples of Desire*. London: Routledge, 2002.
- Thoraval, Yves. *The Cinemas of India*. New Delhi: Macmillan India, 2000.
- Kapur, Jyotsna. *Coining for Capital: Movies, Marketing, and the Transformation of Childhood*. New Brunswick: Rutgers University Press, 2005.
- Deshpande, Satish. *Contemporary India: A Sociological View*. New Delhi: Penguin Books, 2003.
- Ray, Satyajit. *Our Films, Their Films*. Hyderabad: Orient BlackSwan, 1993.

DISCIPLINE SPECIFIC ELECTIVE COURSE-18 (DSE-18) : Law, Media and Society

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		
DSE-18: Law, Media and Society	4	3	1	0	Passed Class XIIth with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the legal framework within which media operates
- To understand various debates around media practices

Learning Outcomes

The Learning Outcomes of this course are as follows:

- This course will enable students to understand the nuances and legal provisions outlined in the Constitution of India.
- Students will gain insights into contemporary media practices and debates, equipping them with the skills to engage in legal reporting and conduct research for organizations.

Syllabus of DSE-18

Unit I: Ethical Framework and Media Practice (15 hours)

- Freedom of Expression: Article 19(1)(a) and reasonable restrictions [Article 19(2)], Defamation: Libel and slander
- Issues of privacy and surveillance in media and society, Right to Information and the concept of Fair Trial vs. Trial by Media
- Copyright concerns in media production, Legality and ethicality of live reporting, sting operations, phone tapping
- Case study: Cross Roads (1951)

Essential Readings:

- 1) *Communication Law in India* – Lexis Nexis, 2007, Vikram Raghavan, Chapter 2: Freedom of Speech and Expression. (Page 35–60)
- 2) *Where Law Meets Popular Culture* – The University of Alabama Press, 2011, Austin Sarat, Chapter 4: Trial by Media. (Page 78–95)

- 3) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 5: Copyright and Related Issues. (Page 112–130)

Unit II: Safeguarding Women's Rights in Media (15 hours)

- Representation of women in advertisement and popular media
- Legal framework: Indecent Representation of Women (Prohibition) Act, 1986 and Rules, 1987, Section 67 of the IT Act, 2000, Protection of Women against Sexual Harassment Bill, 2007
- Media's role in shaping perceptions and challenging gender norms
- Highlighting gender sensitivity and legal action

Essential Readings:

- 1) *Censorium: Cinema and the Open Edge of Mass Publicity* – Duke University Press, 2013, William Mazzarella, Chapter 2: Gender Representation in Indian Media. (Page 40–58)
- 2) *Media law and ethics*, Neelamalar, Maraimalai, PHI Learning Pvt. Ltd., 2009, Chapter-12, (Page 139-143)

Unit III: Media Regulation and Content Ethics (15 hours)

- Regulatory bodies: Press Council of India, Central Board of Film Certification, Advertising Standards Council of India, News Broadcasting & Digital Standards Authority
- Ethical codes and professional conduct in journalism and broadcasting, Self-regulation
- Media content and morality: censorship, cultural taboos, and public accountability
- Press Commissions and Media Ethics: Key recommendations on regulation, accountability, and ethical standards in journalism

Essential Readings:

- 1) *Media Ethics* – Arnold Publishers, 1998, Barrie McDonald & Michel Petheram, Chapter 1: Journalistic Ethics and Professional Conduct. (Page 12–35)
- 2) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 6: Press Commissions and Regulatory Frameworks. (Page 142–165)
- 3) *The Indian Press: Profession to Industry* – Oxford University Press, 2000, Robin Jeffrey, Chapter 3: Regulating the Fourth Estate. (Page 73–92)
- 4) *Media laws in India: A brief observation*, Mishra, Akash Kamal, Notion Press, 2020. Chapter 9: Authorities Regulating the Media Industry, (Page 70-79)

Unit IV: Media and Social Responsibility (15 hours)

- Media and marginality: Children, Dalits, tribals, gender, differently-abled, senior citizens
- Ethical representation and inclusivity
- Media coverage of violence and related laws: inflammatory writing, Sedition-incitement to violence, Hate speech

Essential Readings:

- 1) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 7: Violence and Hate Speech in the Media. (Page 175–193)
- 2) *Cyber Crimes And Laws*. Goswami, Siddhartha Goswami, Dr Partha Sarathi. . BFC Publications, 2024
- 3) *Offences Against Women and Children under Bharatiya Nyaya Sanhita*, Singh, Priyamvada, SSRN, 4973425 (2024)

Practical Component: (NIL)**Suggested Readings:**

- Linda Williams, *Hard Core: Power, Pleasure, and the “Frenzy of the Visible”*, University of California, 1999
- Hulin, Adeline, and Mike Stone. *The online media self-regulation guidebook*. OSCE Office of the Representative on Freedom of the Media, 2013.
- Crone, Tom. *Law and the Media*. Taylor & Francis, 2013.
- Basu, Durga Das, et al. *Introduction to the Constitution of India*. Vol. 163. Gurgaon: LexisNexis, 2015.

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

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

Anyana Sharma

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