

# SCHEME AND SYLLABUS

## Doctor of Philosophy in Media Studies

(From the Academic Session 2025-26)



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Meenakshi  
Bisplika

**Gurugram University, Gurugram**

**GURUGRAM UNIVERSITY**  
**Ph.D. (Media Studies)**  
**Scheme of Ph.D. Coursework**

Course Code	Title of the Course	Theory Marks	Theory Internal Marks	Practical Marks	Total Marks	Credits L+T+P	Time (Contact Hours)
PhD/MS/101	Research Methodology	70	30	-	100	4+0+0	4
PhD/MS/102	Communication Theory	70	30	-	100	4+0+0	4
PhD/MS/103	Seminar Presentation	-	50	50	100	4+0+0	4
	Research and Publication Ethics	35	15	-	50	2+0+0	2
	Total					14	

*Meenakshi  
Bajaj*

**Paper I: Research Methodology**

Credits: 04  
Max Marks: 100  
Theory Marks: 70  
Internal Marks: 30  
Duration of Examination: 3 hours

**Course Objectives:**

1. To develop a clear understanding of research concepts, types, methods, and ethical practices.
2. To build foundational knowledge and analytical skills required for literary research.
3. To train students in academic writing, documentation, formatting, and referencing techniques.
4. To enable students to design research proposals and explore diverse theoretical approaches in literary studies.

**Course Outcomes:**

1. Students will be able to explain and apply various research methods, identify primary and secondary sources, and follow ethical research practices.
2. Students will be able to formulate research problems, conduct literature reviews, and apply textual and interdisciplinary approaches in literary analysis.
3. Students will be able to produce well-structured research papers with proper citation, formatting, and academic style.
4. Students will be able to prepare research proposals, review books and films critically, and identify potential areas for literary research.

**Unit-I: Research: Concept, Types and Methods**

- a. Research: Why, What and How?
- b. Types and Approaches
- c. Ethics in Research, Plagiarism, Intellectual Property Right/Copyright
- d. Inductive and Deductive, Qualitative and Quantitative, Spatial, Chronological, Cause and Effect, Comparison and Contrast, etc.
- e. Primary and Secondary Sources
- f. Resources: Library (Print and Online), Field, Archives, Documentaries, EResources (UGC Infonet, INFLIBNET and ERNET), Online Repository and Preparation of Working Bibliography
- g. Field Methods. Designing and Conducting Interviews, Preparation of Questionnaire etc.

**Unit-II: Basics of Research**

- a. Meaning, Objectives and Approaches
- b. Relevance of Research and ethical concerns related to AI

- c. Selection of Topic
- d. Review of Literature and Evaluation
- e. Formulating the Objectives and Hypothesis
- f. Framing a Methodology
- g. Textual, Inter-textual and Inter-disciplinary Analysis
- h. Note-taking, Note-making, Summary and Paraphrasing

**Unit- III: Tools/ Techniques for Research**

- a. Referencing: Citing Print, Web and Archival Sources, Quotations (run-on and runoff etc.) and Notes, as per MLA/APA latest edition.
- b. Tools/ Techniques: Softwares like Mendeley etc., softwares for paper formatting like MS Office, Software for detection of Plagiarism like Turnitin/ Drillbit etc.
- c. Audio-visual aids

**Unit-IV: Research Proposal, Review and Potential Areas/Approaches of Literary Research**

- a. Potential Research Areas
- b. Visual Ethnography
- c. Sample Synopsis/Research Proposal
- d. Book and Film Review
- e. Writing a Research Paper— Selecting a Topic, Preparing a Working Bibliography and Outlining a Research Paper

**Suggested Readings:**

*APA 7<sup>th</sup> Edition*

*The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers.* Latest Edition.

Guerin, Wilfred L. (et al). Eds. *A Handbook of Critical Approaches to Literature.* (Fourth edition) Delhi: OUP, 2010.

Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries, 2009.

Kothari, C. R. *Research Methodology: Methods and Techniques,* New Delhi: Wiley and Eastern Ltd., 2008.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications, 2014.

Marcuse, Michael J. *A Reference Guide for English Studies.* Oxford: University of California Press, 1990.

Williams, Kate and Jude Carroll. *Referencing and Understanding Plagiarism.* Palgrave Macmillan, 2009.

**Instructions to paper- setters:-**

1. The question paper will consist of a total of nine questions. Question 1 will be compulsory, comprising short-answer question of 2 marks each. (7×2= 14 marks)

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2. Question 2 and 3 will be from Unit I carrying 14 marks. Candidate is required to attempt any 1 out of given 2.

3. Question 4 and 5 will be from Unit II carrying 14 marks. Candidate is required to attempt any 1 out of given 2.

4. Question 6 and 7 will be from Unit III carrying 14 marks. Candidate is required to attempt any 1 out of given 2.

5. Question 8 and 9 will be from Unit IV carrying 14 marks. Candidate is required to attempt any 1 out of given 2.

**PAPER II: Communication Theory**

Credits: 04

Max Marks: 100

Theory Marks: 70

Internal Marks: 30

Duration of Examination: 3 hours

**Course Objectives**

1. To develop a critical understanding of classical, modern, and contemporary communication theories.
2. To apply and connect communication theory with research design, methodology, and empirical analysis.
3. To analyze media, culture, and ideology within broader socio-political contexts.
4. To examine emerging paradigms in digital and networked communication environments.

**Course Outcomes**

1. Students will be able to critically evaluate major communication theories and theoretical frameworks.
2. Students will be able to apply theory to design and interpret research and develop independent theoretical perspectives.
3. Students will be able to assess the role of media in shaping cultural, political, and ideological discourse.
4. Students will be able to analyze contemporary media trends and emerging communication phenomena.

**Unit-1: Basics of Theory**

- 1.1 Concept of theory in Social Sciences
- 1.2 Theoretical Framework of Communication Theory
- 1.3 Relationship between Theory and Research
- 1.4 Classical Foundations of Indian Communication (Sadhamnikaran)

**Unit-2: Theories of Communication**

- 2.1 Mass Society and Scientific Perspectives
- 2.2 Limited Effects Perspectives
- 2.3 Cultivation Theory
- 2.4 Agenda Setting and Propaganda Theory

### Unit-3: Media Literacy

- 3.1 Misinformation, Disinformation and Fake News
- 3.2 Understanding Media Messages (Meaning and Persuasion, Good Text v/s Bad Text)
- 3.3 Agenda Setting, Framing and Priming
- 3.4 Critical Perspectives (Public Sphere and Hegemony)

### Unit-4: Media Usage and Consumption

- 4.1 Uses and Gratification Theory
- 4.2 Representation and Reception (Encoding v/s Decoding)
- 4.3 Active v/s Passive Consumption Audience
- 4.4 Popular Culture and Negotiated Meaning

### Suggested Readings

- Adorno, T. W., & Horkheimer, M. (1972). The culture industry: Enlightenment as mass deception. In *Dialectic of enlightenment* (pp. 120–167). Herder & Herder. (Original work published 1944)
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.
- Ang, I. (1985). *Watching Dallas* Routledge.
- Castells, M. (2010). *The rise of the network society* (2nd ed.). Wiley-Blackwell.
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51–58.
- Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1986). Living with television: The dynamics of the cultivation process. In J. Bryant & D. Zillmann (Eds.), *Perspectives on media effects* (pp. 17–40). Lawrence Erlbaum.
- Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. Harvard University Press.
- Habermas, J. (1989). *The structural transformation of the public sphere: An inquiry into a category of bourgeois society*. MIT Press. (Original work published 1962)
- Hall, S. (1980). Encoding/decoding. In S. Hall, D. Hobson, A. Lowe, & P. Willis (Eds.), *Culture, media, language* (pp. 128–138). Hutchinson.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Uses and gratifications research. *Public Opinion Quarterly*, 37(4), 509–523.
- Lasswell, H. D. (1948). The structure and function of communication in society. In L. Bryson (Ed.), *The communication of ideas* (pp. 37–51). Harper.
- Lazarsfeld, P. F., Berelson, B., & Gaudet, H. (1944). *The people's choice*. Columbia University Press.
- Lippmann, W. (1922). *Public opinion*. Harcourt, Brace & Company.

McCombs, M. (2004). *Setting the agenda: The mass media and public opinion*. Polity Press.

McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.

Postman, N. (1985). *Amusing ourselves to death*. Penguin.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

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2. Question 2 and 3 will be from Unit I carrying 14 marks. Candidate is required to attempt any 1 out of given 2.
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5. Question 8 and 9 will be from Unit IV carrying 14 marks. Candidate is required to attempt any 1 out of given 2

### PAPER III: Seminar Presentation

Credits: 04  
 Max Marks: 100  
 Internal Marks: 50  
 External Marks: 50

#### Course Objectives:

1. To develop effective oral communication skills for presenting academic content.
2. To train students in organizing and structuring a seminar presentation logically and coherently.
3. To enhance the use of visual aids, multimedia, and body language to support clear communication.
4. To build confidence in engaging with an audience, handling questions, and managing discussion.

#### Learning Outcomes:

By the end of the paper/seminar, students will be able to:

1. Deliver a clear, structured, and engaging presentation of research or literature review content.
2. Use visual aids (slides, charts, diagrams) effectively to enhance audience understanding.
3. Demonstrate professional communication skills, including voice modulation, eye contact, and pacing.
4. Respond confidently and thoughtfully to audience questions and feedback during a seminar.

S.No.	Course Assessment	Components Marks/Weightage (%)
1.	Writing of Concept Paper/ Working Paper/ Review article and report Submission	50 (50%)
2.	Presentation & Viva – Voce (End-Term)	50 (50%)
	Total Marks	100

Note:- 1. The research scholar is required to prepare a concept paper/ working paper/ review paper by reviewing at least 30 research papers/ reference books/ dissertations/ other reports etc. in the area of research.

2. The research scholar is required to make a presentation based on the review paper as above and also to participate in the Viva Voce before the Evaluation/DRC Committee to be constituted by the Dean/Director (with one external expert) and be evaluated.

3. This course has no written theory end-term examination.

## PAPER IV: Research Publication and Ethics

### Course Objectives:

1. To understand the importance of being ethical in carrying out research and publication activities.
2. To differentiate the quality publication practices and how to be cognizant about dubious publishing practices/ publishers
3. To have an increased awareness about 'open access' and contribution of research output to open access publishing platforms
4. To get acquainted with the software/ databases which are necessary for carrying out research work.

### Unit-I

Philosophy and Ethics: Introduction to Philosophy: definition, nature and scope, concept, branches. Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

### Unit-II

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

### Unit-III

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

### Unit-IV

Open Access Publishing: Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU: UGC-CARE list of journals, Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

### Unit-V

Publication Misconduct: Group discussions, Subject specific ethical issues, FFP, authorship, Conflicts of interest, Complaints and appeals: examples and fraud from India and abroad, Software tools: Use of reference management software like Mendeley, Zotero etc. and anti-plagiarism software like Turnitin, Urkund

Unit-VI

Databases and research metrics:

Databases:

Indexing databases, Citation databases: Web of Science, Scopus etc.,

Research Metrics:

Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score, Metrics, h-index, g-index, i-10 index, altmetrics

References:

1. American Educational Research Association (1992). AERA ethical standards. Washington DC. AERA.
2. American Educational Research Association (2011). Code of Ethics of AERA. Washington DC. AERA.
3. British Educational Research Association (2018). Ethical guidelines for educational research. London BERA.
4. Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
5. Comstock, Gary (2013). Research Ethics: A Philosophical Guide to the Responsible Conduct of Research: Cambridge University Press.
6. Elliott, Deni (1997) .Research Ethics – A Reader: University Press of New England.
7. Jones, Julie Scott (2011). Research Ethics in Practice (Fundamentals of Applied Research): SAGE Publications Ltd.
8. Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
9. Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches : SAGE Publications Ltd.
10. Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in education research.
11. Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
12. Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book
13. Welfel, Elizabeth Reynolds (2019). Ethics in Counseling and Psychotherapy: Standards, Research and Emerging Issues :Cengage India.
14. Wiles, Rose (2012). What Are Qualitative Research Ethics?: Bloomsbury Publishing India.
15. Loue Sana (2019), Text book of Research Ethics: Theory & Practice, Springer.
16. Tina Miller, Maxine Birch, Melanie Mauthner & Julie Jessop (2012). Ethics in Qualitative Research: Sage Publication.
17. Julie Scott-Jones (2015). Research Ethics, Context and Practice: Sage Publication.
18. David B. Resnik (2018). The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust: Springer Publication.