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Syllabus for

**B. A. (In.J)
(Bachelor of Arts In International Journalism)**

Three Years Six Semesters Course

W.E.F. Academic Year 2013-14

Forward

Over the last few years, the number of news media outlets in developing countries and emerging democracies has grown rapidly. There has been an increased recognition of the crucial role of journalism in promoting democracy, and this has created an urgent demand for well-trained journalists. As the lead UN agency in promoting freedom of expression and access to information and knowledge, UNESCO has taken various initiatives to improve the quality of journalism education worldwide. In December 2005, in response to numerous requests from Member States for help in the design of journalism education curricula, UNESCO convened an experts' consultative meeting in Paris. Major outputs of the consultation were the identification of courses, which should be included in a journalism curriculum.

A team of four UNESCO experts, commissioned for the initial development of the journalism education curricula initiative, solicited a response to their first draft from twenty senior journalism educators who were deemed to have considerable experience working in developing countries and emerging democracies. Their responses proved to be essential for the establishment of appropriate and applicable curricula. The revised draft design thus featured a list of courses for both undergraduate and post-graduate levels, a brief description of each course and an outline of fundamental journalism competencies. Journalism instructors with experience working in developing countries or emerging democracies were then carefully selected from Africa, Asia, Europe, the Middle East, and North and South America to write the syllabuses for seventeen core courses. The draft curricula was reviewed at a second experts' consultative meeting at UNESCO in Paris, selecting a number of model syllabuses to qualify the document for formal presentation to the World Journalism Education Congress in June 2007 in Singapore.

Our hope is that journalism schools and individual instructors everywhere will find inspiration and assistance from these curricula. We know that journalism, and the educational programmes that enable individuals to practice and upgrade their journalistic skills, are essential tools for the underpinning of key democratic principles that are fundamental to the development of every country.

UNESCO Model Curricula for Journalism Education

Background

In December 2005, UNESCO convened a meeting of journalism educators in Paris to consider the broad outlines of a curriculum in the study of journalism that would be suitable for use in developing countries and emerging democracies. The initiative was a response to requests for guidance from UNESCO member states seeking to establish journalism programs within their educational systems. Following the December meeting, UNESCO appointed a working group, Michael Cobden (co-ordinator), G. Stuart Adam, Hans-Henrik Holm, and Magda Abu-Fadil, to propose a detailed curriculum and present it to the first World Congress of Journalism Educators in Singapore, June 2007.

Introduction

As a source of information, analysis and comment on current events, journalism performs a number of functions in modern societies. The basic goal of most journalists, however, is to serve society by informing the public, scrutinizing the way power is exercised, stimulating democratic debate, and in those ways aiding political, economic, social and cultural development. A journalism education should teach students how to identify news and recognize the story in a complex field of fact and opinion, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) and for their

particular audiences. It should give them the knowledge and training to reflect on journalism ethics and best practices in journalism, and on the role of journalism in society, the history of journalism, media law, and the political economy of media (including ownership, organization and competition). It should teach them how to cover political and social issues of particular importance to their own society through courses developed in co-operation with other departments in the college or university. It should ensure that they develop both a broad general knowledge and the foundation of specialized knowledge in a field important to journalism. It should ensure that they develop — or that they have as a prerequisite — the linguistic ability necessary for journalistic work in their country, including, where this is required, the ability to work in local indigenous or vernacular languages. It should prepare them to adapt to technological developments and other changes in the news media.

Journalism education is offered in many different ways by many different organizations with different educational traditions and resources, in many different settings, circumstances and cultures, and in many different political conditions. Our simple guiding principle has been to develop a strong core educational structure with a balance between the practical and the academic. We acknowledge that many successful mid-career training programs exist at specialized institutions, some independent, some funded by donors, some sponsored or run by the news media industry, and we include (as Appendix 1) a diploma program that may be adapted to mid-career training. We do believe, however, that study in university disciplines should continue to be seen as basic to professional training in journalism, and this document focuses on journalism education as offered in universities at undergraduate and post-graduate levels. We do not assume or assert that the curricula we have developed will suit every situation; our only claim is to have tried to develop models that, once adapted to local conditions, will lay a foundation

for good journalism education. We know that the success of any curriculum depends on having good instruction and a good environment for achieving its goals.

We restrict these curricula to the education of students to practice journalism, as distinct from preparing students for the academic study of the way people and organizations communicate through the mass media. We do include coursework to help students understand the context for the practice of journalism, including its history and ways in which the news media are organized and function in a society.

We also aim to prepare students to be critical of their own and others' journalism practice. Our curricula, however, do not include coursework in communication studies (or mass communications or mass media studies) or in film studies, information studies, public relations, or advertising, all of which we feel should be offered separately.

Journalism education in universities is normally organized around three curricular axes or lines of development:

1. An axis comprising the norms, values, tools, standards, and practices of journalism;
2. An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and
3. An axis comprising knowledge of the world and journalism's intellectual challenges.

The coursework along the first axis prepares students to report, write and edit for the various media. It represents the core of any program designed to prepare students for careers in journalism. It should be noted, however, that the professional skills of journalism involve methods of knowing and thinking as well as recording and representing. A weakness of much of journalism education arises out of a failure to grasp the degree to which education in university

disciplines constitutes (with reporting and writing) the foundations of the practice of journalism. On the other side of this equation, journalism students need training in the techniques of journalism and the use of equipment, by competent practising journalists, not just as occasional visitors but as respected and appropriately paid members of the teaching staff. To enrich the practical side, every program should include an internship (or placement) at a news media outlet, and journalism schools should develop partnerships with local news media. These partnerships may include practical seminars conducted by journalism instructors working with respected journalists, seconding of faculty to news media outlets or exchanges, and joint projects. Schools may arrange for seminars to be held on site at the media organization with the aim of giving students access to technology and information services that they don't have at school. Such partnerships may serve to narrow the gap between academic journalism programs and the industry. The news media industry should be encouraged to give journalists the time to engage in university or college study, and to give journalism instructors the opportunity to upgrade their professional skills.

The coursework along the second axis elucidates the institutional and societal contexts within which journalists function and connects the practice of journalism to related human activities. Such studies strengthen professional identity, values, and goals through an understanding of democratic functions and legal and moral constraints. They should emphasize professional and ethical attitudes and knowledge and the importance to democracy of independent journalism.

The coursework along the third axis exposes students to modern knowledge. In this respect, journalism is not a stand-alone discipline. It should be combined with education in the disciplines of arts and sciences, and we encourage journalism educators to steer their students towards study that expands and enriches the language of

public life. We also encourage journalism educators to collaborate with their colleagues in related fields.

A curriculum in journalism education should include units in what we have called the foundations of journalism, which are designed to promote prerequisite intellectual and craft skills. These foundations include:

1. An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods.
2. An ability to write clearly and coherently using narrative, descriptive, and analytical methods.
3. Knowledge of national and international political, economic, cultural, religious, and social institutions.
4. Knowledge of current affairs and issues, and a general knowledge of history and geography.

We begin our model curricula for undergraduate programs with such foundations because we believe a number of basic skills and capacities cannot be assumed when students begin their undergraduate studies in journalism. The axis that guides the portion of the curriculum dedicated to intellectual development therefore includes journalism as well as arts and science courses.

The model curricula we propose below reflect the principles of the three axes. But there are two other principles that have also guided our work and that should be noted at the outset. One leads to a special emphasis on writing and reporting; the other leads to a careful allocation of time in the curriculum to ensure that courses dedicated to content and intellectual development are not marginalized.

There are three categories of courses in these curricula, corresponding to the three axes: professional practice, journalism studies, and arts and sciences. Assigning each course in the three-

year bachelor's program to one of these categories, and assigning each course the credit value we think it deserves, we estimate that in the first year 20% of coursework is in professional practice, 10% in journalism studies, and 70% in arts and science. In the second year, the percentages are 40%, 20% and 40%. In the third year, 80% of courses are in the professional category and 20% in arts and science. Those percentages add up to the following balance for the three-year bachelor's program: professional practice, 47%; journalism studies, 10%; arts and science, 43%. We stress that this is an estimate. The credit value for individual courses should be calculated according to the system in place at each educational institution and the number of courses students are expected to take each year. Looked at a little differently, the balance for the three-year program may be calculated as: professional practice, 40%; journalism studies, 10%; arts and science, 50%.

EXPECTED JOURNALISTIC COMPETENCE GOALS

1. The competence to reflect on the societal role of and developments within Journalism

- i. Have a commitment to your society/community/audience and knowledge of societal developments;
- ii. Have insight in the role and influence of journalism in modern society;
- iii. Be able to develop a grounded point of view on the most important developments within journalism;
- iv. have an understanding of the values that underlie your professional choices;
- v. Be able to make grounded choices concerning your own development as a journalist.

2. The competence to find relevant and newsworthy issues and angles, given the audience and production aims of a certain

medium or different media.

- i. Have the knowledge of current events and be able to analyze if a subject is both interesting and newsworthy enough;
- ii. know the possibilities of the medium or media you are working for, in order to determine whether or not the subject/angle is suitable;
- iii. know your audience well and be able to determine the relevance of a subject or angle for that audience;
- iv. Be able to analyse public opinion and to stimulate debate.

3. The competence to organise and plan journalistic work

- i. be able to make a realistic work plan;
- ii. be able to work under time pressure;
- iii. be able to adjust to unforeseen situations.

4. The competence to gather information swiftly, using customary newsgathering techniques and methods of research

- i. have a good general knowledge and societal insight, especially in economics, politics and socio-cultural issues;
- ii. know all required sources, including human sources, reference books, databases, news agencies, the internet;
- iii. know how to use your sources and your own observation effectively and efficiently;
- iv. have the will and ability to balance your stories by using methods such as check/ double-check and balancing systematically;
- v. have the will and ability to interact with your public in different ways, personally as well as with the aid of (new) media.

5. The competence to select the essential information

- i. be able to distinguish between main and side issues;
- ii. be able to select information on the basis of correctness, accuracy,

- reliability and completeness;
- iii. be able to interpret the selected information and analyse it within a relevant (historical) framework;
- iv. be able to select information in accordance with the requirements of the product and medium;
- v. Be aware of the impact of your information on sources, the public and the public debate.

6. The competence to structure information in a journalistic manner

- i. be able to use different types of structuring;
- ii. be able to fine-tune content and form;
- iii. be able to structure in accordance with the requirements of the product and medium;
- iv. be able to structure on the basis of relevance;
- v. be able to structure on the basis of alternative storytelling techniques.

7. The competence to present information in appropriate language and an effective journalistic form

- i. have an outstanding linguistic competence, oral as well as written;
- ii. be able to make information visual, for example in the form of images or graphics, and to present it in all kinds of combinations of words, sounds and images;
- iii. master the most important genres, including their style-techniques and basics of lay-out;
- iv. Be able to work with relevant technical equipment and software;
- v. Be able to cooperate with technicians and know the possibilities of their instruments.

8. The competence to evaluate and account for journalistic work

- i. have a clear image of the required quality of journalistic products;
- ii. be able to give a critical and comprehensible review of your own work and that of others on the basis of that clear image;
- iii. Be able and willing to critically reflect on and take criticism of your work;
- iv. Be able to explain and take responsibility for the choices you made with regard to sources, approach and execution;
- v. Be able to take responsibility for product as well as process on the basis of ethical standards.

9. The competence to cooperate in a team or editorial setting

- i. have good social skills;
- ii. be reliable;
- iii. show dedication and initiative;
- iv. have insight in your strengths and weaknesses;
- v. Have feeling for (hierarchical, democratic) relations.

10. The competence to work in a professional media-organisation and as a freelancer

- i. be creative and innovative and able to present your ideas;
- i. know your rights and obligations and be able to critically evaluate your working conditions;
- ii. have knowledge about objectives, financial and market conditions, organisational
- iii. structures and processes in media organizations;
- iv. be able to evaluate the strategic options and editorial policy of a media-organisation;
- v. Know the practical aspects of being a freelancer / entrepreneur.

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Admission Rules & Fee Structure For

B. A. (International Journalism)

Professional New Degree Course designed by UNESCO

BA(InJ) : R-1 : B. A. (M. C. J.) : Bachelor of Arts (International Journalism) is a three years highly professional UNESCO's degree course. The minimum qualification of the admission of this course is 12th (Art/Science/Commerce) streams with 40% marks or equivalent grade.

BA(InJ) : R-2 : The intake capacity of for this course shall be 20 and admission shall be made on the basis of the entrance examination. The reservation policy of the State Government / University shall be applicable in admission. 30% seats shall be reserved for female candidates, within the respective categories (Open, S.C., S. T., O. B. C., NTDNT etc.).

BA(InJ) : R-3 : The candidate has to pay Rs. 1000/- as a registration, test, syllabus, profile fee or the fee fixed by the university from time to time.

BA(InJ) : R-4 : The course shall be of three academic years & six semesters. The fee structure of the course shall be as follows for University Department & All Colleges

Indian Students

| | |
|----------------------------|---------------|
| Admission Fee | : Rs. 2000/- |
| Tuition fee per semester | : Rs. 15000/- |
| Laboratory fee per year | : Rs. 500/- |
| Dept. Library fee per year | : Rs. 500/- |

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|---|--------------|
| Study tour contribution per year | : Rs. 5000/- |
| Placement fee final year | : Rs. 1000/- |
| Examination fee per semester | : Rs. 500/- |
| Other fees as per university structure. | : Rs. 201/- |

Foreign Students

| | |
|---|---------------|
| Admission Fee | : Rs. 2000/- |
| Tuition fee per semester | : Rs. 25000/- |
| Laboratory fee per year | : Rs. 500/- |
| Dept. Library fee per year | : Rs. 500/- |
| Study tour contribution per year | : Rs. 5000/- |
| Placement fee final year | : Rs. 1000/- |
| Examination fee per semester | : Rs. 500/- |
| Other fees as per university structure. | : Rs. 201/- |

BA(InJ): R-5 : The candidate, who completes the terms but fails in examination of first semester, shall be eligible to take admission to second semester. However, the candidate, who has clearly passed the first semester shall be eligible for taking admission to third semester. Likewise, to take admission for fourth semester, he /she must pass the second semester examination & for admission to the fifth semester. The candidate has to clear third semester and to take admission to sixth semester, the candidate must clear his fourth semester.

BA(InJ): R-6 : As course is professional one, admitted candidates are required to attend Department regularly and minimum 75% attendance is essential. The candidate fails to attend the course, shall be liable for cancellation of admission to the concerned semester and he has to repeat that semester again.

BA(InJ): R-7 : One study tour is compulsory for every candidate per academic year and student has to pay the contribution of

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Rs. 5000/- per year for the purpose. The study tour shall carry marks as fixed by the Department / University.

BA(InJ): R-8 :The Department will have Three Years integrated Bachelor of Arts in International Journalism Course. It will run for 6 semesters & will have a total of 96 credits, divided into 16 credits per semester. One credit course, whether for theory or practicals, will be for one clock hour per week running for 15 weeks which comprise one semester. A total no. of 15 clock hours work will thus be required to be organised for one credit course.

Medium of instruction and answer shall be English.

BA(InJ): R-9 :The system of evaluation will be as follows : Each assignment / Test will be evaluated in terms of marks. The marks for separate assignments and the final (semester end) examination will be added together and then converted into a grade and later grade point average, Results will be declared for each semester and the final examination will give total marks, grades and grade point average.

BA(InJ): R-10 :The contributory teachers shall be either from approved teaching faculty of other colleges / institutions / NET/ SET/Ph. D. (Journalism), holding candidates or from media profession with minimum 10 years experience. The contributory teachers shall be entitled for honourarium of Rs. 500/- per lecture.

BA(InJ): R-11 :The practical & oral examination shall be conducted by the team of internal & external examiners. (2 from colleges & 2 from university). The practical assessment honourarium shall be Rs. 100 per practical file / paper / unit; as the case may be.

Grade Awards :-

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- (i) A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Master's Programme. Grade points are based on the total number of marks obtained by him/her in all the heads of examination of the course. These grade points and their equivalent range of marks are shown separately in Table-I.

Table I: Ten point grades and grade description

| Sr. No. | Equivalent percentage | Grade points | Grade | Grade description |
|---------|-----------------------|--------------|-------|-------------------|
| 1. | 90.00-100 | 9.00-10 | 0 | Outstanding |
| 2. | 80.00-89.99 | 8.00-8.99 | A++ | Excellent |
| 3. | 70.00-79.99 | 7.00-7.99 | A+ | Exceptional |
| 4. | 60.00-69.99 | 6.00-6.99 | A | Very good |
| 5. | 55.00-59.99 | 5.50-5.99 | B+ | Good |
| 6. | 50.00-54.99 | 5.00-5.49 | B | Fair |
| 7. | 45.00-49.99 | 4.50-4.99 | C+ | Average |
| 8. | 40.01-44.99 | 4.01-4.49 | C | Below average |
| 9. | 40 | 4.00 | D | Pass |
| 10. | < 40 | 0.00 | F | Fail |

- ii.) Non appearance in any examination/assessment shall be treated as the student have secured zero mark in that subject examination/ assessment.
- iii.) Minimum D grade (4.00 grade points) shall be the limit to clear / pass the course/subject. A student with F grade will be considered as 'failed' in the concerned course and he/she has to clear the course by reappearing in the next successive semester examinations. There will be no revaluation or recounting under this system.
- iv.) Every student shall be awarded Grade points out of maximum 10 points in each subject (based on 10 Point Scale). Based on the Grade points obtained in each subject, Semester Grade Point Average (SGPA) and then Cumulative Grade Point Average (CGPA) shall be

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computed. Results will be announced at the end of each semester and cumulative Grade card with CGPA will be given on completion of the course.

VIII. Computation of SGPA (Semester grade point average) & CGPA (Cumulative grade point average)

The computation of SGPA & CGPA, will be as below:

- a. Semester Grade Point Average (SGPA) is the weighted average of points obtained by a student in a semester and will be computed as follows:

Sum (Course Credit * Number of Points in concern course gained by the students)

$$SGPA = \frac{\text{Sum(Course Credit * Number of Points in concern course gained by the students)}}{\text{Sum(Course Credit)}}$$

The Semester Grade Point Average (SGPA) for all the four semesters will be mentioned at the end of every semester.

- b. The Cumulative Grade Point Average (CGPA) will be used to describe the overall performance of a student in all semesters of the course and will be computed as under -

$$CGPA = \frac{\text{Sum(All four semester SGPA)}}{\text{Total Number of Semesters}}$$

The SGPA and CGPA shall be rounded off to the second place of decimal.

R.750 Minimum Standard of Instructions

There shall be minimum standard of instructions, as per U.G.C. guide lines and requirement of professional course of Journalism. The colleges / institutions not fulfilling the requirement shall not be allowed to conduct this course. The medium of instruction shall be English and the examination paper shall be set in English language

in single question paper.

- (a) In the Department / Institution / College, where Bachelor of Arts International Journalism course is being conducted, there shall be atleast 3 full time teachers appointed as per existing qualifications and recruitment conditions, laid down by the university / U. G. C.
- (b) There shall be a separate computer lab with at least 10 computers, having LAN and broadband internet connection. It shall also consist of laser printer, scanner and photocopier .
- (c) Every department/college/institution shall purchase atleast four digital video cameras, one still digital camera, large screen TV, DVD Player, LCD/digital projector. Audio/video recording & editing studio
- (d) There shall be a library of media books, journals, magazines, newspapers, DVD & CDs. There will be initial investment in the tune of minimum Rs. 50,000/- for library. Every year college / department shall add books of Rs. 50,000.
- (e) There shall be one librarian (part time / full time) 2 non-teaching staff, out of which one shall be a DTP operator .

R.751 The examination shall consist of four semester as detailed below :

B. A. (International Journalism) Course Structure & Scheme of Examination
THREE YEARS COURSE OF 144 CREDITS

| | Credits | Theory | Practicals |
|--|---------|--------|---|
| SEMESTER - I | | | |
| BA InJ - 01 : Introduction to Journalism | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 02 : Art of Writing | 04 | 50 | |
| BA InJ - 03 : Logic, Evidence, Research and Critical Thinking | 04 | 50 | |
| BA InJ - 04 : General Knowledge & National and International Institutions | 04 | 50 | |
| SEMESTER - II | | | |
| BA InJ - 05 : Reporting And Writing Basic News And Features Stories | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 06 : Communication and Soft Skills | 04 | 50 | |
| BA InJ - 07 : Introduction to Political Science | 04 | 50 | |
| BA InJ - 08 : Basics of Science and Technology | 04 | 50 | |
| SEMESTER - III | | | |
| BA InJ - 09 : Reporting And Writing In-Depth Journalism-I | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 10 : Broadcasting Reporting and Writing (Radio and Television) | 04 | 50 | |
| BA InJ - 11 : Journalism Ethics | 04 | 50 | |
| BA InJ - 12 : Introduction to Sociology and Sociology Problems | 04 | 50 | |
| SEMESTER - IV | | | |
| BA InJ - 13 : Reporting And Writing In-Depth Journalism-II | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 14 : Multimedia/Online Journalism and Digital Developments | 04 | 50 | |
| BA InJ - 15 : Media and Society | 04 | 50 | |
| BA InJ - 16 : Introduction to Culture and Multiculturalism | 04 | 50 | |
| SEMESTER - V | | | |
| BA InJ - 17 : Reporting And Writing Media Management | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 18 : Radio and TV Production | 04 | 50 | |
| BA InJ - 19 : Media Laws (India and International) | 04 | 50 | |
| BA InJ - 20 : Economics and Sustainable Development | 04 | 50 | |
| SEMESTER - VI | | | |
| BA InJ - 21 : Media Politics and Democracy | 04 | 50 | 200 Marks (Four practicals of 50 marks each) |
| BA InJ - 22 : Development Journalism | 04 | 50 | |
| BA InJ - 23 : International Journalism | 04 | 50 | |
| BA InJ - 24 : Environmental Journalism | 04 | 50 | |

Total Marks : Theory - 1200 + Practical - 1200 = 2400 * Total Credits : 144

B. A. (International Journalism)
FIRST YEAR : SEMESTER - I

BA InJ - 01 : INTRODUCTION TO JOURNALISM

Unit I

1. Meaning concept and Nature of Journalism, Principles & Philosophy of Journalism.
2. Elements and principles of Journalism
3. A discussion of the role and responsibility of the Intellectual-Journalist, Social & Political effects of Journalism, Journalism trends & importance in globalized world.

Unit II

1. History of journalism in India and International
2. Purpose and role of journalism
3. An introduction to the roles and functions of print, film, electronic and digital media
4. International comparisons-highlight differences and commonalities in the social and cultural position of mass media in societies with racially and ethnically diverse populations.

Unit III

1. Journalism and democracy
2. Independence and freedom of journalists in India and international
3. Yellow journalism

Unit IV

1. The relationship among media and their dynamics.
2. Reporting
3. Editing
4. Journalistic Ethics and Responsibility

Unit V

1. Introduction to Mass communication
2. Radio journalism

3. Print Journalism
4. Television Journalism
5. Online Journalism

Books for reference :

1. Rivers W. L., Mass Media.
2. Fraser Bond, Introduction to Journalism.
3. Nadig Krishnamurthy, Indian Journalism.
4. Ahuja B. N., The Theory and Practice of Journalism.
5. David Serlo, The Process of Communication.
6. Emery & Others, Introduction to Mass Communication
7. Wilbur Schram, Mass Communication

BA InJ - 02 : ART OF WRITING

Unit 1

1. **Introduction to English Language, its importance & global language.** (articles, Nouns, pronouns, Adjectives, Adverbs, Determiners, Direct and Indirect Speech, Gerund and Passive, Possessive, Clauses, The Infinitive, Verbs and Verb Tenses, syntax, Punctuation, paragraph, formation, translation etc)
2. Point of view-first and third person.
3. Pre-writing, Drafting, revising, Editing, presenting

Unit 2

1. Structure of narrative
2. Writing introduction or lead to a story
3. Various journalistic formats for various print and audio visual media such as news, features, middle and editorial notes.

Unit 3

1. The language of journalism: concrete, specific, active, clear, democratic, non-sexist, non-racist.
2. Short story-Narrative writing.

Unit 4

1. Descriptive writing: writing for the ear (with the tape and script of a radio story) written for different types of audiences.
2. Setting a scene, and covering an event with Examples from local

newspapers or magazines.

Unit 5

1. Explanatory writing: Explaining ideas and processes to people with and without knowledge / information.
2. What makes a good ending to a story?
3. Analyze the exemplary story: what are its strengths?

Books for reference :

1. Andrea A. Lunsford. *The St. Martin's Handbook: With 2003 MLA Update.* Bedford/ St. Martin's (2003, or any edition).
2. Lauren Kessler and Duncan McDonald. *When Words Collide: A Media Writer's Guide to Grammar and Style.* Belmont, California: Wadsworth
3. William Strunk (and E.B. White): *The Elements of Style.* Longman (1999, or any edition).
4. Roy Peter Clark: *Writing Tools: 50 Essential Strategies for Every Writer.* Little, Brown (2006)
5. William K. Zinsser. *On Writing Well.* New York: HarperCollins (2006, or any recent edition).
6. Roy Peter Clark and Christopher Scanlan. *America's Best Newspaper Writing.* Boston: Bedford/St.Martin's (2001)
7. Kevin Kerrane and Ben Yagoda. *The Art of Fact.* Scribner (1998)

BA InJ - 03 : LOGIC, EVIDENCE, RESEARCH AND CRITICAL THINKING.

Unit 1

1. Introduction to course. Logical analysis of arguments and language;
2. Forms of evidence, and criteria for assessing credibility of evidence.
3. Research skills and techniques for journalists.

Unit 2: Bogus or misleading information

1. Techniques of public relations, special interests groups, political communication
2. Basics of ideologies such as communism, capitalism and Gandhism.

3. Logic evidence and research how the media deals with debates, controversies and different issues in the contemporary world.
4. Analysis of key press conferences, press releases and crisis events that employ "media management" techniques.
5. Developing one's own independent opinion with the help of study, history, sociology and political economy.

Unit 3: Evaluating and communicating numerical information

1. Analyzing forms of statistical information, and common errors.
2. Reporting on polls and pollsters.
3. Methods for assessing the credibility of studies, experts, web sites.

Unit 4: Health and environment

1. Problems in the public communication of science in general. Reporting on health products and "healthy" lifestyles.
2. Announcements of new drugs.
3. Reporting on risks and hazards in environment.
4. Reporting climate change.

Unit 5: Genes and genomics

1. Using logical and evidential skills to analyze debates in media over GM food and GM organisms.
2. Cloning and gene therapy.

Books for reference :

1. Kathleen Woodruff Wickham. *Math Tools for Journalists.* Oak Park, ILL.: Marion Street Press, 2002.
2. Richard Paul and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life.* Upper Saddle River, N.J.: Prentice Hall, 2001.
3. Herbert Simons, *Persuasion in Society.* Thousand Oaks, Cal.: Sage, 2001.
4. William Leiss and Douglas Powell. *Mad Cows and Mother's Milk.* 2nd ed. Montreal: McGill-Queen's University Press, 2004.
5. Athena du Pre. *Communicating about Health: Current Issues and Perspectives.* Mountain View, Calif.: Mayfield Publishing, 2000.
6. Sharon M. Friedman et al. *Communicating Uncertainty: Media*

Coverage of New and Controversial Science. Mahwah, N.J.: Lawrence Erlbaum, 1999.

7. Eleanor MacLean. *Between the Lines: How to Detect Bias and Propaganda in Everyday Life*. Montreal: Black Rose Books, 1981.

BA InJ - 04 : GENERAL KNOWLEDGE & NATIONAL & INTERNATIONAL INSTITUTIONS

A: GENERAL KNOWLEDGE

Unit 1

1. An overview of world history.
2. Introduction to identity politics and its relation to nation-building; importance of local assertions and its links to global assertions.
3. An overview of gender issues in India, differentiating between the private and the public, the biological and the socially constructed.
4. A brief overview of gender, race, ethnicity, religion, social class, conflict, poverty, development issues and public health,
5. An overview of racial discrimination; A apartheid in South Africa, race relations in the US the Conference on Racism and Xenophobia in Durban, 2001.

Unit 2

1. Religious liberty. The interface of religion, secularism and gender.
2. Overview on communalism and nationalism in India,
3. Overview of secularism and secularization in France and the US.
4. Understanding multiculturalism, secularism in the context of traditional cultures in the developing world.

Books for reference :

1. Brown, Judith M., *Modern India: The origins of Asian democracy*, Oxford University Press, 1994.
2. Donghi, Tulio Halperin, *The contemporary history of Latin America*, Duke University Press, 1993.

3. Dunkerly, James, *Rebellion in the veins—political struggle in Bolivia 1952-1982*, Verso, 1984.
4. Galeano, Eduardo, *Open Veins of Latin America: Five centuries of the pillage of a continent*, Monthly Review Press, 25th. Edition, 1997.
5. Gelwin, James L., *The Modern Middle East – A History*, Oxford University Press, 2004.
6. Gildea, Robert, *Barricades and Borders: Europe 1800-1914*, Oxford University Press, 2003.
7. Gray, Jack, *Rebellions and Revolutions: China from the 1800s to 2000*, Oxford University Press, 2003.

Section B: NATIONAL AND INTERNATIONAL INSTITUTIONS

Unit1: introduction to basic concepts in world politics and administration

1. Introduction to National Institutions in India for human rights, Environment, statistics, international relations, etc.
2. Introduction to International Institutions such as the UNO, NATO, EU, SAARC, African Union (AU), etc.
3. Basic understanding and political system such as government mechanism, Nature of democracy, beginning from the ancient Greek (508 B.C.)
4. Gandhian-style politics, Martin Luther King's civil liberties movement in the US, the Truth and Reconciliation Commission in South Africa.

Unit II: Country-specific discussion of human rights and the law.

1. Gender and the legal system.
2. Introduction to constitution, judicial system, economy, social cultural organizational functioning,
3. Tensions between democracy and constitutionalism and between the legislature and the judiciary.
4. Introduction to current international relations and the place of journalism in the architecture of democracy.

FIRST YEAR : SEMESTER - II

Unit III

1. Introduction to basic concepts in economics:

- An overview on Globalisation, Privatisation, Liberalisation – the decade of the 1990s.
- Overview of the Human Development Index.

2. Introduction to basic concepts in geography and environment: An overview of the geographical location of countries, including trouble spots and conflict zones across the globe.

Books for reference :

1. Allen, Tim and Thomas, Alan, Poverty and Development, 2nd revised edition, Oxford University Press, 2000.
2. Barr, Nicholas, Economics of the Welfare State, 4th. Edition, Oxford University Press, 2004.
3. Blaug, Mark, Economic Theory in Retrospect, Richard B. Irwin, 1962.
4. Boyle, Godfrey, ed., Renewable Energy, Oxford University Press, 2nd edition, 2004.
5. Dahl, Robert A., Democracy and its critics, Yale University Press, 1989, Orient Longman, 1991.
6. Dunn, John, ed., Democracy—the unfinished journey, 508 B.C. to A.D. 1993, Oxford University Press, 1992.
7. Elster, Jon and Slagstad, Rune, eds., Constitutionalism and democracy, Cambridge University Press and Universitetsforlaget, 1988; paperback edition 1993.

PRACTICALS

(Total 200 marks)

1. Daily writing on different topics/News of concerned subject
(Five articles) Per week (50 marks)
2. Power Point Presentations (5 PPTs) (50 marks)
3. **Weekly Discussions/Seminars**
 - a. Three seminars 10 marks each (30 marks)
 - b. Three discussions 10 marks each (30 marks)
 - c. One Essay of 2000 words on relevant topic (40 marks)

BA InJ - 05 : REPORTING AND WRITING/TIER 1: BASIC NEWS AND FEATURES STORIES

Unit I

- 1 Introduction to the course
Why do you want to study journalism and future expectations.
2. Comments on the role of the media in a democracy
 - The importance of trained, committed journalists.
 - Ideal mission of journalism- major tenets of the profession.

Unit II

1. Meaning of news. The basics of reporting and news writing.
2. Reporting and writing strategies.
3. Getting it right: A passion for accuracy.

Unit III

1. Analyzing strengths/weaknesses in the story.
2. The importance of writing strategies and storytelling: guidelines for writing a good personality profile.

Unit IV

1. Anatomy of a feature story and more on storytelling techniques
2. Similarities and differences in newspaper and magazine feature stories
3. Digging for Information and initiating newsgathering
4. Building and using background information and finding sources
5. Covering the community on a day to day basis on different issues and stories.

Unit V

1. Freedom of the press and the law aspects of stereotyping, mythmaking by the media, obscenity and graphic images.
2. The morality of journalism
3. Media and diversity and ethical issues.

Books for reference :

1. Shirley Biagi (1992), Interviews that Work: A Practical Guide for

- Journalists, 2nd edition, Wadsworth Publishing.
2. Bill Dedman, Power Reporting, <http://powerreporting.com>, resources and training in computer assisted reporting and editing.
 3. Edward Jay Friedlander and John Lee (2000), Feature Writing for Newspapers and Magazines, 4th edition, Longman.
 4. Melvin Mencher (2006), News Reporting and Writing, 10th edition, McGraw-Hill.
 5. John Pilger (2005), Tell Me No Lies: Investigative Journalism that Changed the World, Thunder Mouth's Press.

BA InJ - 06 : COMMUNICATION AND SOFT SKILLS

Unit I

Concept of communication, different types of communication, intra-personal communication, interpersonal- communication, group communication, written communication, verbal communication, non verbal communication, mass communication, persuasive communication, team communication, business communication, dialogue and making effective communication.

Unit II:

Communication and behavior, body language, gestures and postures, life skills, competencies of expression, power of language mastery, language, language of communication to evoke action, communication too involve and inspire, speech communication and media communication, message designing and interview skills.

Unit III:

Art of listening, listening for understanding, bridging barriers of perception and prejudgment, creating involvement to enhance understanding, communication process effective feedback, listening to angry people, communication in crisis, web communication, mobile communication, interactive communication, blog and web groups creation, developing goodwill and relationship, importance of resourcefulness.

Unit IV

Personality and personality development, Id, ego and superego, emotional intelligence knowing self, self management, ability to introspect, strengthening qualities and overcoming weaknesses, self branding, goal setting, basic qualities of competent and influential person.

Unit V

Presentation skills, preparing good CV/ biodata, audio and video CV, creating blog, professional connectivity through web and social media, power point presentation, stage communication skills, conducting workshops and project reports, report writing skills and graphics.

Reference books

1. The age of soft skill, gopalswami, Pearson education India.
2. Written communication and verbal, Jeff Butterfield, s. cengage
3. Communication skill and soft skills, Kumar E surch, Pearson education 2010
4. Soft skills at work, Beverly amber, cengang learning 2008
5. Written communication, Jeff Butterfield cengang learning 2009

BA InJ - 07 : INTRODUCTION TO POLITICAL SCIENCE

Unit I

1. Meaning and nature
2. Elements of state
3. Theories of origin of state: Devine theory, Social contract theory, and Evolution theory.

Government

1. Meaning and definition
2. Organs of government: legislative, Executive and Judiciary.
3. Types of Government: Unitary, Federal, Parliamentary and Presidential

Unit II - Sovereignty

1. Meaning, definition and types

2. Austin's Theory of Sovereignty
3. Pluralistic Theory of Sovereignty

Unit III - Citizenship and rights

1. Citizenship: meaning types and methods of acquisition
2. Meaning and Nature, definition and Types of Rights and Duties

Unit IV - Liberty, Equality and Justice

1. Meaning and definition
2. Types of liberty and Equality
3. Idea of Social justice

Concept of E-governance

1. Meaning, role and purpose of e-governance
2. Challenges faced by E-governance in developing countries.
3. E-governance in India.
4. E-governance and democracy
5. Difference between e-governance and e-government

Unit V - Democracy

1. Meaning and Features
2. Direct and Indirect Democracy
3. Merits and demerits of Democracy

Welfare State

1. Meaning and Features
2. Functions of Welfare state

Books for reference :

1. E. Barker, Principles of Social and political theory, Calcutta, Oxford University press 1976
2. S. I. Benna, Social principles and democracy, R. S Peters State, London, Georqu and Allen, 1959.
3. M. Carroy, The state and political theory, Princeton university Press
4. D. Held, Models of Democracy, Cambridge, Polity Press, 1987
5. D.Held, Political Theory and Modern State, Cambridge, Polity Press, 1989
6. Laski H. J, A Grammar of politics, Allen and Urwin, 1948
7. S. Ramaswami: Political Theory, Ideas and concepts, Delhi, MacMillan, 2002.

BA InJ - 08 : BASICS OF SCIENCE AND TECHNOLOGY

Unit I

1. Introduction, nature, origin, advances in science: An overview of the importance of science
2. Notable scientific discoveries, inventions, adaptations and other developments.
3. Different branches of science and how each contributes to the enhancement of human life; the symbiotic relationship between science and technology. (Brief Introduction to bio-technology, Biochemistry, nano-technology etc.)
4. Brief Introduction fibre-optics, undersea cables cable communication networks, satellites, etc.

Unit II

1. An overview of health issues and how they impact on the well-being of citizens; Economic implications of well focused or haphazard healthcare delivery system.
2. Reporting techniques for science journalism, including interviewing and presentation.
3. Writing scientific and technical language for a mass audience. Sustaining accuracy and context while writing in a way that the general public can understand.

Unit III

1. **Population issues:** birth control; child spacing; use of contraceptives; the reality and the politics of population control; its economic and social implications.
2. **The mass media and science/health:** How the mass media can be more meaningfully used as tools for disseminating science and health information
3. **Feature writing on the science and health beat:** The effectiveness of the news-feature as a vehicle for reporting science and health matter

Unit IV

1. **Brief introduction to Reporting on the weather:** Issues such

- as climate change, rainfall, drought, desertification, forestation,
2. Agricultural production, and famine and the consequence for society is discussed.
 3. **The environment:** pollution: greenhouse effect, Acid rains; domestic and industrial solid waste disposal.

Unit V

1. **Building news sources.** Emphasis is on cultivating experts who will be regular sources of information and education.
2. How to cover science and health conferences, seminars, symposia, colloquia
3. **Science and health literature as a source of information:** how to report academic papers presented at conferences and journal articles.

Books for reference :

1. Philip Meyer: Precision Journalism. New York: Oxford Rowman & Littlefield Publishers Inc., 2002
2. Debora Blum, Mary Knudson (eds): A Field Guide For Science Writers: 2nd ed. Oxford: Oxford University Press, 2006
3. Natasha Loder: So You Want to be a Science Writer. London: Association of British Science Writers, 2002 (online at <http://www.absw.org.uk/Documents/SYWTBASW.pdf>)
4. Sharon M. Friedman (ed), Sharon Dunwoody (ed), Carol Rogers (ed): Communicating Uncertainty: Media Coverage of New and Controversial Science, Mahwah, NJ: Lawrence Erlbaum Associates, 1999.
5. Idowu Sobowale: Scientific Journalism. Lagos: John West Publications Limited, 1983.
6. Action Health Incorporated: A Unique Partnership – Adolescents' Well Being in Nigeria. Lagos: 2002.
7. Human Development Initiatives: Reproductive Health & Rights of In-School Adolescents Lagos: 2001.

PRACTICALS

200 Marks

1. News Reporting (25) news items.
There shall be **Two** News items per week (50marks)
2. Article writing -**Two** articles Per month (50 marks)
(Total **six** articles/semester)
3. Essay on Media Laws (50 marks)
4. Articles (50marks)
 - a. **One** article on National and **One** article on International Politics
 - b. **Three** Articles on Science and Technology

SECOND YEAR : SEMESTER - III

BA InJ - 09 : REPORTING AND WRITING (TIER 2): IN-DEPTH JOURNALISM

Unit I

1. Introduction to the course; discussion of readings and assignments and Review of Tier 1
2. Layers of Reporting (continuation)
3. Investigative/In-Depth Reporting (Definitions and its importance in a democracy)

Unit II

1. Pinning Down and Interviewing Sources
2. Technical Interview
3. Getting the Most of Interviews: Powerful Interview Questions
4. Documents State of Mind

Unit III

1. Online Resources
2. Writing the Specialized Feature Story
3. Two local award-winning articles (one profile and one news feature)
4. Long-form storytelling
5. Math for Journalists
6. In-depth stories put together through computer-assisted reporting

Unit IV

1. Computer-Assisted Reporting
2. Prewriting consultation on profile
3. Spreadsheets for Journalists
4. Database Managers for Journalists
5. Building a Database
6. More Storytelling Techniques
7. Local articles that employ narrative techniques

Unit V

1. Narrative Writing

2. First-day, followup and in-depth stories on a major disaster that struck locally
3. Reporting Disasters
4. Background of disaster agency and representative who will be the guest speaker
5. Biodata and articles of journalist who covered a disaster(s)
6. Final prewriting consultation

Books for reference :

1. Bernstein, Carl and Bob Woodward. (1974). All the President's Men. New York: Simon and Schuster.
2. Brady, John Joseph. (2004). The Interviewer's Handbook: A Guerilla Guide (Techniques & Tactics for Reporters & Writers). Waukesha, WI: Kalmbach.
3. Friedlander, Edward Jay and John Lee. (2004). Feature Writing for Newspapers and Magazines. 5th Ed. New York: Longman.
4. Houston, Brant, and Len Bruzzese, Steve Weinberg. (2002). The Investigative Reporter's Handbook – A Guide to Documents, Databases and Techniques. 4th Ed. Boston: Bedford/St. Martin's.
5. Houston, Brant. (2004). Computer-Assisted Reporting: A Practical Guide. 3rd Ed. Boston: Bedford/St. Martin's.
6. Huckerby, Martin. (2005) The Net for Journalists: A Practical Guide to the Internet for Journalists in Developing Countries. UNESCO/Thomson Foundation/Commonwealth Broadcasting Association.
7. Iorio, Sharon (Ed.). (2004). Qualitative Research in Journalism: Taking it to the Streets. Mahwah: NJ: Lawrence Erlbaum.

BA InJ - 10 : BROADCASTING REPORTING AND WRITING (Radio and Television)

Unit I

1. Introduction to the course and to basics of broadcast reporting and writing
2. Brief history and evolution of radio & TV

3. Chronology of important events/developments in broadcast trends, their social impacts, how the sector is evolving to meet future needs
4. Introduction to broadcast media equipment: practical recording exercises and hands on microphone experience
5. **News:** Definition, values, elements, characteristics, structure. News sources & audience.
6. **Writing for ear:** Difference between news writing for print media and broadcast media.

Unit II

1. Introduction to newsroom: structure, functions, culture; the basics of reporting; getting the news stories; tools of news gathering: hand outs, news releases, covering speeches, etc.
2. Monitor reports of same story on various stations to provide follow-up angle.
3. News writing techniques (including the news angle; 5 Ws and one H; the intro; focus)
4. Facts and opinion; clichés; corroboration; attribution; multi-angled stories vs. one angled stories; Developing the story: beginning, middle and end; accuracy; reporting ethics: sourcing & verifying news; cross confirmation; apologies; trust building.

Unit III

1. Sound Editing Introduction to audio-visual editing: Manual (tape editing) vs. digital editing. Editing techniques; learning to use various editing software, such as Adobe audition
2. **Recording techniques:** Recorders and Cameras; principles, uses and misuses.
3. **Mic:** various kinds, principles and usages; voice training; Hands on other equipment (video audio mixer board, telephone recording, live telephone recording, knowing the ABC of transmitters etc)
4. **The interview:** skills; different types; phases
5. **Focusing on Dispatches;** Dispatch writing Exercises;

Elaborating Cue and Body of a dispatch through examples; Breaking News; Characteristics; The race to be No.1 in breaking news; Preparation of News Bulletins

Unit IV

1. Introduction to Advanced Editing & Production Techniques
2. **Adobe Audition Effects:** Effects, Normalize, Noise Reduction, Fade in, Fade out, EQ, compression, Threshold, Ratio, Output Gain compensation, Attack time, Release time, Reverb, Total Reverb length, Mixing
3. **Adobe Audition Trouble shooting:** solving and managing various problems faced during operation, video editing Transition & Effects, Video Graphics and titles etc
4. Features, Documentaries: Types & Formats, Characteristics, Themes
5. Talk shows, road shows, audience feedback, live crosses, natural sounds, etc

Unit V

1. Community Broadcasting: Definition, characteristics, values, needs & prospects
2. Community based programmes: themes, issues, features and principles
3. Ethics of community broadcasting.
4. **Evaluation:** A written test of one hour duration based of on MCQs[Multiple Choice Questions] related to the 4 week performance. This would form part of the written assignment portion.
5. **Presentation:** Sharpening the Presentation skills; Time management; Phone-ins & live activities
6. Knowing audience preferences and choices: Requests for advice and information, post box, guest announcers, interviewee, vox pops, village visits, panel discussions, group interview, audience as spectators, talent guests, mobile studio, listening groups, independent programmes etc. Audience survey & Feed back

techniques

Books for reference :

1. Dominick, Josef R. The Dynamics of mass communication. Media in the digital age, University of Georgia, Athens, Mc Graw Hill. New York 2002.
2. Chrisell, Andrew. Understanding Radio. Methuen & Co. Ltd. New York.1986,pp.19-45. Gouh, Howard. Planning, producing, presenting the radio programme: An AIBD manual for media trainers. Malaysia.1982, pp. 175-77
3. Eng, Peter & Hodson, Jeff. Reporting and writing News:A basic hand book. Bangkok. Dec 2001. Written for the Indo- china Media Memorial Foundation, pp. 112-121
4. Alexander, James P. (1979). Programmed Journalism Editing. Ames, Iowa; Iowa State University Press.
5. Boyd, Andrew. (1990). Broadcast journalism. Oxford: Heinemann professional publishing.
6. Dimpleby, Nick, Dimpleby, Richard & Whittington, Ken (1994). A guide to production techniques. UK: Hodder and Stoughton Bath.
7. Wulfemeyer, K. Tim. (1984). Beginning Broadcast Writing. Ames Iowa: Iowa State University Press.

BA InJ - 11 : JOURNALISM ETHICS

Unit I

1. **Review syllabus.** Introduction to journalism ethics; philosophical background in ethics.
 2. History of Journalism ethics. Bias, impartiality, Ethnic, racial and cultural identities.
 3. Personal ethics and group ethics; Consequences of personal choices – moral judgment; Define basic journalistic concepts in relation to Journalism Ethics: Truth, Fairness, Integrity, Impartiality, Independence and Accountability
- What is the journalistic purpose or news value of this story?

- What are my motivations in doing this story?
- How does this decision fit my overall journalism values?

Unit II

1. Global ethics – universal values or relativism? Individual and social values. Global journalism ethics as an extension of journalism ethics; global values in the newsroom; codes of ethics, codes of practice (international examples) – history and evolution; what journalists believe.
2. Conflict of interests – principle of independence; censorship – threats, reprisals and intimidation; personal integrity.
3. Objectivity: is it possible? Objectivity versus relativism; objectivity versus subjectivity.

Unit III

1. Freedom of the press. Principles of openness and freedom of expression; ethics during conflicts and wars; conflict-reduction journalism; conflict-resolution journalism; coverage of state security issues and information access. The limits of the right to know; journalism ethics and patriotism.
2. Principle of accountability: Legal ethics – slander and libel considerations; professional limits – principle of harm limitation; media bias, sensationalism; should journalists be accountable?
3. Seeking the truth and information accuracy: Notion of truth; verification; evidence, fact-checking and corroboration; plagiarism; inventions, speculation, rumors and gossip; separation between news and opinion; simulations, reenactments, alterations, and artistic imaginings; fairness and balance – moral judgments; news sources; accurate attribution and confidentiality of anonymous sources; spindoctors.

Unit IV

1. New technologies, old dilemmas: Confusion about who is a journalist, and what standards are relevant. Discuss the effects and implications of new technologies:
2. Speed versus accuracy; ethics in the digital age; citizen

journalism; blogs; filtering news videos in open digital spaces like YouTube and MySpace.

3. Hidden cameras: Video editing; photo and digital manipulation and misrepresentation; offensive images; special, sensitive situations: how should journalists cover hostage-takings, suicide attempts and other events where media coverage could exacerbate the problem, or lead to deadly consequences? Suggested readings on hidden cameras at <http://www.rtnda.org/resources/hiddencamera/contents.html> and Fritz (1999), pp. 22-23
4. Graphic images: How much is too much? News judgment; diversity (including racial and cultural identities); standards of taste; gender and sexual orientation; stereotyping; children.

Unit V

1. Ethics and cheque-book journalism: bribes, personal interests, survival of ethical principles; pressure from competition; ethical decisions, scoops; increased importance of business values; journalism as one part of profit-driven corporations; priority of economic imperatives over ethical duties; boss versus journalist ethics; cheque-book journalism.
2. Journalism crisis and global issues: Citizen journalism and ethics; local, national and international study cases. Examples of recent real ethical dilemmas:
3. The future of Journalism ethics: Is there a future for journalism? Journalism as a serious source of news and democratic debate or just another source of entertainment? In a world of open digital new outlets, information overload and new standards of journalism practice, is there still a future for ethics in journalism?

Books for reference :

1. Alia, Valerie, Brennan, Brian & Hoffmaster, Barry. Deadlines and Diversity: Journalism Ethics in a Changing World. Black Point (Nova Scotia), Fernwood Publishing, 1996. [Canada]
2. Bassham, Gregory; Irwin, William; Nardone, Henry; Wallace,

James. M. Critical Thinking. McGraw-Hill, 2005

3. Baggini, Julian. Making Sense: Philosophy behind the headlines. Oxford University Press, Oxford, 2002.
4. Black, J. and R. Barney, eds. "Search for a global media ethic." [Special issue] Journal of Mass (Eds.). Media Ethics, 17(4), (2002).
5. Black, J., Steele, Bob, Barney, Ralph, Doing ethics in journalism – A handbook with case studies. The Sigma Delta Chi Foundation and The Society of Professional Journalists, EBSCO Media, Birmingham, AL, 1993.
6. Berger, Guy. (2000). "Grave New World? Democratic journalism enters the global twenty-first century". Journalism Studies 1(1) (2000): 81-99.
7. Bernier, Marc-François. Ethique et déontologie du journalisme, Québec, Presses de l'université Laval, 1994

BA InJ - 12 : INTRODUCTION TO SOCIOLOGY AND SOCIOLOGY PROBLEMS

Unit I:

Introduction to sociology

- Definition · Subject matter of sociology and scope
- Development of sociology (world and India)

Unit II:

A. Basic concepts

- Society (Definition and characteristics)
- Social Groups (Definition, characteristics and types-Primary and Secondary)
- Social institutions (Meaning and characteristics)
- Social systems (Meaning and Prerequisites)

B. Perspective in sociology

- Structural · Functional · Conflict

Unit III:

A. Social Problems

- Gender issues in India,
- Racial discrimination, ethnicity, religion, social class, conflict, poverty, development issues and public health, The caste system and its implications, Religious liberty, communalism and nationalism in India, secular state,
- Understanding multiculturalism, secularism in the context of traditional cultures in the developing world.

B. The uses of Sociology

- Analysis of Social Problems. · Evaluation of Social Change
- Social policy and action

Unit IV

A. Individual and society

- Culture (definition, Characteristics)
- Socialisation (Definition and Aims)
- Agencies of Socialisation.

B. Social Structure

- Definition of social structure · Status and Role
- Norms and Values

Unit V.- Social change

- Social change (Definition)
- Types of social Change (Brief introduction)
- Conformity and deviance (Definition)

Books for reference :

1. Inkeles Alex, 1997, What is sociology, Prentice hall of India, New delhi.
2. Berger P.L. and Berger B1976 Sociology: A biographical Approach Penguin Books.
3. Chinoy Ely 1974 Society- an introduction to sociology: Random House Publications
4. Danisoff R. Serge and Wahraman Ralph, 1979, An introduction of Sociology, Macmillan publishing New York.
5. P.Gisbert, 2004, Fundamentals of sociology, Orient Longman Private Ltd, Kolkatta.

6. Light Donald and Keller S. 1975, Sociology, Alfred, New York.
7. Maclever R.M. and Page CH 1965, Society- An introductory Analysis, MacMillan and Company Ltd London.

PRACTICALS

200 marks

1. In-depth Journalism (10 news stories on different topics) 50 marks
2. Television News Bulletin 10 Items and submission on CD 50 marks
3. News stories for Radios (10 items Submission of CD) 50 marks
4. Newspaper Articles of A thousand Words each on social problems /Issues Five items 50 marks

SECOND YEAR : SEMESTER - IV

BA InJ - 13 : REPORTING AND WRITING (TIER 2): IN-DEPTH JOURNALISM

Unit I

1. Introduction to Part 2 of the course; Discussion of list of readings and assignments; Review of Part 1 Reading(s) on the state of investigative journalism in the country and/or the region
2. Why Investigative Reporting Matters
3. A really high-impact investigative report, Examples of two or three other investigations in different sectors
4. What Journalists Can Investigate
5. What Journalists Can Investigate (continuation)
6. Organizing the Investigation
7. Difficult Interview Situations

Unit II

1. Compilation or summary of relevant media laws, Articles on legal action taken by or against journalists.
2. Case studies to be selected by the instructor
3. Ethical Concerns in Investigative Journalism
4. Putting the Story Together
5. The Executive and Legislative Branches of Government

Unit III

1. Interpreting Surveys
2. Introduction to Statistical and Mapping Software for Journalists
In-class exercise (Computer lab): Students do SPSS exercise(s).
3. **Histories:** Giving Voice to the Voiceless, Articles that employed case studies, focus groups and oral/life histories
4. More Social Science Methods for Journalists: An Introduction
5. More Social Science Research Methods for Journalists.
The Judiciary, The Police, Private Businesses

Unit IV

1. Final pre-writing consultation
2. Government Waste and Corruption. Background on state agency and corruption cases the government has prosecuted
3. Investigating Corrupt Acts and Practices and writing Corruption stories. To state anti-corruption agency and a journalist who has done corruption stories
4. Sector to be selected by the instructor

Unit V

1. Final pre-revision consultation
2. Submission of investigative project

Books for reference :

1. Bernstein, Carl and Bob Woodward. (1974). All the President's Men. New York: Simon and Schuster.
2. Brady, John Joseph. (2004). The Interviewer's Handbook: A Guerilla Guide (Techniques & Tactics for Reporters & Writers). Waukesha, WI: Kalmbach.
3. Friedlander, Edward Jay and John Lee. (2004). Feature Writing for Newspapers and Magazines. 5th Ed. New York: Longman.
4. Houston, Brant, and Len Bruzzese, Steve Weinberg. (2002). The Investigative Reporter's Handbook – A Guide to Documents, Databases and Techniques. 4th Ed. Boston: Bedford/St. Martin's.
5. Houston, Brant. (2004). Computer-Assisted Reporting: A Practical Guide. 3rd Ed. Boston: Bedford/St. Martin's.

BA InJ - 14 : MULTIMEDIA/ONLINE AND JOURNALISM

Unit I

1. Overview of local and international online journalism. How the Web works.
2. Basic values of journalism applied to the new media. "The Nine Elements of Journalism." Types of online journalism (abroad and local).

Unit II

1. Planning a class project: Web zine or news Web site. Principles of Web design, information architecture, usability of news Web sites.
2. HTML: Introduction to creating tables and using CSS. Creation of Web zine in HTML and CSS.
3. Gathering information on the Web. Principles of Computer-Assisted Reporting. Progress reports of the stories for the Web zine.

Unit III

1. Principles of writing and editing for the Web. Stories are due and edited for publication on the Web zine.
2. Introduction to digital camera and techniques.
3. Introduction to Photoshop and introduction to audio interviewing for the Web.
4. Blogs and participatory journalism. The audiences' engagement with news.

Unit IV

1. Multimedia and interactivity: changing the journalistic storytelling.
2. Basic principles of video and photo for the Web. Animated and interactive infographics, audio-slideshows and other forms of visual presentations
3. The multimedia newsrooms: how the Internet is changing the structure of news organizations. The impact of mobile technology on news production and dissemination: from text-messaging news to mobile phone to podcasts and other new formats.

Unit V

1. Ethical and legal problems of online journalism. Multimedia projects are due.
2. Online articles on the job market situation in your region. Job market and opportunities to work in online journalism in the region or country.

Books for reference :

1. Foust, James, Online Journalism - Principles and Practices of News for the Web, (2005), Holcomb Hathaway Publishers, Scottsdale, AZ.
2. Stovall, James Glen, Web Journalism - Practice and Promise of a New Medium, (2004), Pearson Education, Boston, MA.
3. Quinn, Stephen, Convergent Journalism: The Fundamentals of Multimedia Reporting, 2005, Peter Lang Publishing, New York, NY.
4. Kovach, Bill, and Rosentiel, Tom, The Elements of Journalism : What newspeople should know and the public should expect (2001), Crown Publishers, New York, NY.
5. Software: Dreamweaver, Photoshop, Audacity, Soundslides, iMovie (or other video editing software like FinalCut Pro or Adobe Premiere)

BA InJ - 15 : MEDIA AND SOCIETY

Unit I

1. Introduction to the course. Discussion of list of readings and other assignments.
2. Historical and Cultural Context, History of mass communication. The relationship among media and their dynamics.
3. History of the country's media.
4. How accurate the country's media are analyzed
5. International Media Systems", "Theories of the Press"

Unit II

1. Media systems and theories of the press. Main theories about Media.
2. Media ownership and finance. Basics of media economics: impact of advertising.
3. Media Content. News, entertainment and educational content.

Unit III

1. New media. Impact of Internet on national economies. Impact of the information gap between young and old audiences and between urban and rural areas in emerging democracies
2. Audience Theory. Mass society and mass audience.
3. Functions of media for society.

Unit IV

1. Culture and media. Critical/cultural studies.
2. The impact of media on society. Shaping attitudes and beliefs.
3. Freedom of the press. The concepts of free and independent media. Censorship.
4. Evaluations of freedom of the press; An evaluation of press freedom indicators. In *The International Communication Gazette*.
5. Freedom of the press. A global survey of media independence.

Unit V

1. The role of media in the democratization process. Stages of media reform.
2. Media and conflict
3. Media and diversity. Race, ethnic, gender and religious diversity.

Books for reference :

1. David Crowley & Paul Heyer (Eds.) (2007). *Communication in History*. 5th Edition. Boston: Allyn and Bacon.
2. Lee B. Becker, Tudor Vlad and Nancy Nusser (2007). An evaluation of press freedom indicators. In *The International Communication Gazette* 69: 5-28.
3. Joseph R. Dominick (2007). *The Dynamics of Mass Communications*. 9th Edition. Boston: McGraw Hill.
4. Peter Gross (2002). *Entangled Evolutions. Media and Democratization in Eastern*
6. *Europe*. Baltimore and London: The Johns Hopkins University

Press.

7. William A. Hachten (1993). *The Growth of Media in the Third World*. African.

BA InJ - 16 : INTRODUCTION TO CULTURE AND MULTICULTURALISM

Unit I

1. Importance of local assertions and its links to global assertions.
2. Gender specific issues in the region-from a post-colonial perspective,
3. Race and racial discrimination, caste system and its implications: ethnicity, religion, social class, conflict, poverty and development issues
4. Difference between multiculturalism and pluralism. Compatibility between Feminism and multiculturalism.
5. Communalism and nationalism in India and abroad,
6. Understanding multiculturalism, secularism in the context of traditional cultures in the developing world.
7. State, Civil Society and Nationalism;

Unit II

1. What is arts journalism for? Overview of function: critical, promotional, cultural transmission etc. The beat of the arts journalist: major arts institutions / players / sources. Arts festivals.
2. What makes 'good' arts journalism?
3. Reviewing. Structure, key components, point of view, atmosphere, reportage etc. Focus on book reviewing and examples from books pages.
4. The work of the arts journalist. The arts beat.
5. Culture and the nation. Culture, art and 'imagined communities': role of cultural production in creating narratives of nation and community
6. The modern concept of the cultural industries

Unit III

1. The culture business: the economics of the culture industries, leisure, and their significance in national economies. Guest input from agent / PR person?
2. The historical development of arts journalism. The role of the critical essay and review in different cultures and its place in the rise of the mass media.
3. Film Reviews – function, different types of review, structure, key components, point of view, atmosphere, reportage.
4. Reviewing live performances, theatre, music. Creating atmosphere, involving the audience.
5. Presentation of some specimen reviews
6. Book reviewing 2. Narrative devices, utilising background information, publishers material.

Unit V

1. The critical essay - handling a theme, managing a complex narrative structure, arriving at judgements
2. TV reviewing. Special issues it raises.
3. Reviewing exhibitions – e.g. gallery based or installation
4. Presentation of some specimen reviews
5. Profiles. Style, tone, point of view, structure. Integrating background information with critical assessment. The celebrity profile. Critical discussion of range of profiles.
6. The interview in print

Unit V

1. The broadcast interview, Workshop Interview skills.
2. Review of key issues and briefing for production phase.
3. Course review – concluding discussion.

Books for reference :

1. Allan, Stuart (2004) ‘The Rise of ‘Objective’ Newspaper Reporting’ in News Culture, Maidenhead(UK):Open University Press, 2nd edition pp.7 – 24
2. Allen, Rod (2005) ‘The art of reviewing’ in Richard Keeble ed.

Print Journalism: a critical introduction, Abingdon: Routledge. pp.179 -188.

3. Anderson, Benedict (1991) Imagined Communities, London: Verso. Ch 2 ‘Cultural Roots’.
4. Hesmondalgh, Desmond (2002) The Culture Industries, London: Sage. Introduction, Ch 2 ‘approaches to Culture’, Ch 5 ‘Ownership, Organisation and Cultural Work’..
5. Marshall, P. David (2005) ‘Celebrity and journalism’ in Stuart Allan, Journalism: Critical Issues, Maidenhead(UK): Open University Press.
6. Titchener, Campbell B. (1998 2nd edition) Reviewing the Arts, Mahweh, NJ: Lawrence Erlbaum
7. Tynan, Kenneth (1964) Tynan on Theatre, Harmondsworth: Penguin. (1990) Profiles, London: Nick Hern Books.

PRACTICALS

200 Marks

1. In-depth Journalism News stories for print **10** items 50 marks
2. Online Practical’s 50 marks
 - a. Stories for online newspapers **10** items
 - b. Multimedia stories In the form of PPT’s **10** items
3. Seminar and Group discussion 50 marks
 - a. Seminar on Media and society **Three** items
 - b. Group discussion on Media and society/
New Media two items 4. Essay (1000 words)
(On Multi-culturalism and on cultural study of one’s country)

THIRD YEAR : SEMESTER -V

BA InJ - 17 : REPORTING AND WRITING (TIER 3): MEDIA MANAGEMENT

Unit I

Principles: Principles of media management and their significance- media as an industry and profession.

Unit II

1. **Ownership patterns:** ownership patterns of mass media in India- sole proprietors, partnership, private limited companies, Public companies, trusts, co-operative, religious institutions (societies), and franchises (chains).
2. Media ownership in other countries- USA, Europe, Latin America, Africa, Asia etc

Unit III

1. Media Functioning: Policy formulation- planning and control; problems process and prospects of launching media ventures.
2. Organization theory, Delegation decentralization, motivation, control and co-ordination.
3. Hierarchy functions and organization of different departments
4. General management, finance Circulation (sales promotion – including pricing and price war aspects), advertising (marketing), personnel management, production management, and reference sections.

Unit IV

1. **Media economics-** Apex bodies: DAVP, INS, and ABC, Other international media bodies,
2. Changing role of editorial staff and other media persons. Editorial response system.
3. Economics of print and electronic media- management, business, legal and financial aspects of media management.
4. Budgeting and finance, capital costs, production costs, commercial polity, advertising and sales strategy, completion

and survival, evolving a strategy and plan of action, operations, production schedule and process, evaluation, budget control, costing, tax, labour laws and sustaining business and audience.

Unit V

Media Administration- planning and execution of programme

1. **Production-**production terms, control practices and procedures.
2. Administration and programme management in media- scheduling, transmitting, record keeping, quality control, and cost effective techniques,
3. Employee/ employer and customer relations services
4. Marketing strategies- brand promotion (space/time, circulation)- reach –promotion-market surveys techniques- human research development for media.
5. Foreign Equity in Indian media (including print media) and press commission on Indian newspaper management structure.

Books for reference :

1. Ruckerr L.W. and Williams Newspaper organization and management, Iowa University Press 1961,
2. Kothari Gulab Newspaper management in India, New Delhi 1965.
3. Sindhvani Trilok, Newspaper Economics management
4. I.A.Guide for Newspaper, R.N.I.New Delhi.
5. Goulden John, Newspaper management, London, 1967
6. Mehra Newspaper management in Multi Media Age, 1988
7. Lingam TNM Circulation problems in Indian Newspar PII, New Delhi

BA InJ - 18 : RADIO AND TV PRODUCTION

Unit I

1. News Structure, News sources & audience.
2. Newsroom: structure, functions, culture; the basics of reporting; getting the news stories; tools of news gathering: hand outs, news releases, covering speeches, etc.

3. Developing the story: beginning, middle and end; accuracy; reporting ethics: sourcing & verifying news; cross confirmation; apologies; trust building.
4. Sound Editing Introduction to audio-visual editing: Manual (tape editing) vs. digital editing. Editing techniques; learning to use various editing software, such as Adobe audition

Unit II

1. Recording techniques: Recorders and Cameras; principles, uses and misuses. Mic: various kinds, principles and usages; voice training; Hands on other equipment (video audio mixer board, telephone recording, live telephone recording, knowing the ABC of transmitters etc)
2. The interview: skills; different types; phases
3. Focusing on Dispatches; Dispatch writing Exercises; Elaborating Cue and Body of a dispatch through examples; Breaking News; Characteristics; The race to be No.1 in breaking news; Preparation of News Bulletins
4. Breaking news exerciseattempting various stories based on given conditions

Unit III

1. Advanced Editing & Production Techniques
2. Adobe Audition Effects: Effects, Normalize, Noise Reduction, Fade in, Fade out, EQ, compression, Threshold, Ratio, Output Gain compensation, Attack time, Release time, Reverb, Total Reverb length, Mixing Adobe Audition Trouble shooting: solving and managing various problems faced during operation, video editing Transition & Effects, Video Graphics and titles etc
3. Features, Documentaries: Types & Formats, Characteristics, Themes Talk shows, road shows, audience feedback, live crosses, natural sounds, etc
4. **Presentation:** Sharpening the Presentation skills; Time management; Phone-ins & live activities.

5. Knowing audience preferences and choices: Requests for advice and information, post box, guest announcers, interviewee, VOX popss, village visits, panel discussions, group interview, audience as spectators, talent guests, mobile studio, listening groups, independent programmes etc. Audience survey & Feedback techniques.

BA InJ - 19 : ECONOMICS AND SUSTAINABLE

Unit I

1. Introduction of teacher and students. Discussion of structure of course, readings and assignments. Discussion: what is economics journalism?
2. What kind of stories does it run? Who are the target readers? Do you find it interesting? Why/why not? [Similar country-specific reading i.e. different countries].
3. **Reporting the economy:** writing business and economics stories for your audience.
4. **Reporting the economy:** macro-economics and micro-economics. Gross domestic product. National accounts and budgets. Fiscal policy.
5. Money and inflation. The role of the central bank.
6. Unemployment and labor issues. Poverty and development.
7. Development journalism.

Unit II

1. Dealing with numbers and statistics.
2. The relationship between economics journalism, public perception and politics.
3. **Companies and business:** public and private companies.
4. Business journalism ethics.
5. **Understanding company accounts:** income statements, balance sheets and cash flow statements.
6. **Judging company performance:** reporting company results.

Unit III

1. Financing business: initial public offerings.
2. Mergers and acquisitions.
3. Small business and the informal sector
4. The role of business journalism.
5. Understanding stock markets and writing the stock market story.

Unit IV

1. Financial markets: understanding debt markets.
2. Writing about bonds and government debt.
3. Financial markets: understanding and writing about derivatives.
4. The currency market.
5. Writing about currency movements (and why we should care).
6. Commodities

Unit V

1. Writing about commodities and international trade.⁸⁴
2. Globalization.
3. The role of international institutions: World Bank, International Monetary Fund,
4. World Trade Organization, aid agencies.
5. The problem of poverty.
6. Journalism, globalization and poverty.

Books for reference :

1. Bannock, G., Baxter, R.E. and Davis, E. 2003. The Penguin Dictionary of Economics. (7th Edition). Harmondsworth: Penguin Books.
2. Roush, C. 2004. Show me the money. Writing business and economics stories for mass communication. Mahwah, N.J. & London: Lawrence Erlbaum Associates.
3. Roux, A. 2005. Everyone's Guide to the South African Economy. (8th Edition). Cape Town: Zebra Press.
4. Sen, A. 1999. Development as freedom. New York: Alfred A.Knopf.
5. Sen, A. 1987. Poverty and famines: an essay on entitlement and

deprivation. Oxford: Oxford University Press.

6. Stiglitz, J.E. 2006. Making globalization work. London: Allen Lane.
7. Vaitilingham, R. 2001. The Financial Times guide to using the financial pages. (4th Edition). London: Prentice Hall.

BA InJ - 20 : MEDIA LAW (INDIA AND INTERNATIONAL)

Unit I

1. What is media law?
2. What is a journalist? Should journalists be registered/licensed to practice?
3. The legal system and courts. Sources of law. The constitution.

Unit II

1. **Freedom of expression**-Constitutional provisions-International instruments.
2. Protecting national security and public order.
3. Access to information laws and procedures (Right To Information). Protection of whistleblowers.

Unit III

1. Rules of court reporting. Contempt of court, sub-judice rules.
2. Protection of social and moral values. Obscenity and pornography. Violence and brutality. Protecting children.

Unit IV

1. The principles of defamation law, defenses, and remedies. Criminal defamation, insult laws (if applicable).
2. The protection of confidential sources. Right of reply provisions.
3. The law and professional standards relating to privacy
4. Issues on Copyright and Intellectual Property Rights.

Unit V

1. The media and elections. Laws relating to the coverage of elections.
2. Some international instruments (laws, conventions, treaties, etc) affecting the media.

3. The Geneva Convention on treatment of prisoners of war and treatment of civilians.
4. National and International Justice system of court structure
5. Crime Against Humanity

Books for reference :

1. Article 19. 2006. Defamation ABC. A simple introduction to key concepts of defamation law. London: Article 19.
2. Article 19. 2007. The freedom of expression handbook. London: Article 19.
3. Brand, R.C. 2006. Between privilege and subpoena: protecting confidential sources. *Ecquid Novi*. 27 (2): 113 – 135.
4. Bussiek, C. & Bussiek, H. 2004. The media: making democracy work. Tool Box 1 – 4. Windhoek: Friedrich Ebert Stiftung. Available free of charge at <http://www.fesmedia.org.na>.
5. Coliver, S. (Ed.) 1992. Striking a balance. Hate speech, freedom of expression and non-discrimination. London: Article 19.
6. Commonwealth Secretariat. 2003. Freedom of expression, association and assembly. (Best practice series). Commonwealth Secretariat.
7. Cram, I. 2006. Contested words. Legal restrictions on freedom of speech in liberal democracies. Aldershot: Ashgate Publishing.

PRACTICAL:

200 Marks

1. Newspaper production (teamwork) (50 marks)
2. Television current affairs programme production (discussion programme/field visit programme)- special reports. (50 marks)
3. Radio current/ discussion /Interview/ Field report (50 marks)
4. One month attachment with Media Organization (50 marks)

THIRD YEAR : SEMESTER -VI

BA InJ - 21 : MEDIA POLITICS AND DEMOCRACY

Unit I

1. Introduction to the course. Discussion of reading list and methodology of the course.
2. Institutions, organizations and political players. Separation of power in a democratic system: **Executive** (areas and organization, functioning, hierarchy), **Legislature** (structure, committees, legislative procedures, political party representation) and **Judiciary** (structure and organization, courts, laws).
3. Interest groups, other sources of power. Armed Forces, trade unions, religious organizations, private companies, NGOs. Non formal groups of pressure: terrorists, guerrillas, drug and weapon dealers, demonstrators, activists, picketers.
4. Political parties. Main political parties, their background, their ideological foundation, their intervention in recent national history, their main referents.
5. Political system and constitutional law. Electoral law, electoral system, participation and voting.
6. Political processes. Recent history: account of the most relevant recent national events, causes and political contexts, main political actors, consequences, effects on current political scenario. Regional and international frameworks.
7. Political debates. Recent history: account of the most relevant political, economic and ideological debates in the last decade, explanations, political framework, supporters and antagonists. Regional and international frameworks.

Unit II

1. Regional processes. Relationship with the neighborhood. Integration and cooperation. Institutional architecture. Thorny regional issues. Economic integration. Regional involvement in

fundamental international processes.

2. Main national security issues and policies. Foreign and security policies: brief historical background, main outlines, strategies, allies and rivals. Domestic insecurity and global threats. Terrorism, drug-dealing, smuggling, insurgency.
3. Main national economic issues and policies. Political economy: actors and functions. Treasury, Central Bank-Federal Reserve, financial sector. Economic variables. Economic sectors: agriculture, industry, services. Energy crisis. Influence of national interest groups in economic policies. International actors: IMF, World Bank, regional organizations.
4. Main social issues and policies. Poverty, unemployment, migration, discrimination. Global changes and their impact on domestic scenario. Environmentalism. Health services. Education. Regional framework.
5. The media. The media as an influential political actor. Politics with and without media. The media as an institution-building actor and as an institution threat actor.
6. Media and democracy: The role of the media in a democratic environment and public opinion as a target of political communication. Relation between media, politics and democracy
7. State of democracy in India and international

Unit III

1. The public-private ownership debate. Multimedia and mergers. Freedom of speech and the new challenges. State and private censorships. Regulations. Restrictions on access to public information. State advertising as a tool of pressure. Politicians as owners of media.
2. The media in a political environment. Credibility and impact. Objectivity and subjectivity. Political manipulation. A journalist caught in a set of pressures. Telling “the truth” or telling “what people wish to hear”. Seminar: discussion of the texts required.
3. Public opinion. Public opinion as a decisive political actor in a

democratic system. Measuring public opinion tendencies: purposes, types and usefulness of opinion polls. Manipulating public opinion: same numbers, different outcomes.

4. Political communication. Fundamental notions of political communication: purposes, speakers, messages, audiences, channels. Permanent political communication: political strategies, public interest, news and official and non official information. Specific communication. Political campaigns: strategies, messages, images, topics, financing.
5. Political communication and rhetorical techniques: simplification, main enemy, exaggeration, counter-message, distortion. Political representation: politics as a show, debates, statements for television and radio, spots, political events, target audiences.

Unit IV

1. Political communication and crisis: catastrophes, scandals, governmental or cabinet crises, conflicts, riots, wars. Techniques for gathering information in a hostile environment.
2. Citizen journalism. Journalism as a social activity. New roles for journalism and public opinion. Building citizenship through participation, on line forms of interactions (web, e-mail, forum, chat, blog), changing the community through the action of the media, helping critical public opinion.
3. Event coverage. Types of political events. Elections, conventions, meetings, speeches, press conferences. Following the news, following the candidate, following the officials. Actors, messages, gestures, audiences, political environment. One event, different points of view. News judgment. Critical analysis of political implications.
4. Sources of information. Classification. Material sources of information: archives, documents, statistics, press releases, newsletters, video tapes, papers.
Human sources of information: bureaucrats, politicians,

entourage, spokesmen, informers, advisors. How to deal with sources of information. Techniques.

Information to be published, information for further research. Seminar: practice of managing information (provided by the teacher) from different sources.

5. Sources of information and levels of political information. Political interests of sources of information. Favorable, unfavorable, official and technical sources of political information. Building a trusting relationship with sources of information. Quotations, differences and purposes. On the record and off the record in a political environment. Information with undefined origins. Avoiding the role of political messenger.

Unit V

1. Processing information. How and where to gather political information. Fighting for keeping the agenda initiative. Developing story ideas. Checking, balancing and providing a framework for political information. Methods of ensuring accuracy. Facts and opinions. News values and ethics. Objectivity. Attribution. Interviews: objectives, types and techniques.
2. Newsroom and a political section. Division of roles and topics in a political section. Investigative reports. Computer assisted research. Day to day routine and organization of work. Checking other media: agency, radio, Internet and television.
3. Special media coverage. Official trips, regional and international summits, special political events, reporting from areas of conflict. Envoys, correspondents and stringers.
4. Editing. Pre-edition and post-edition. Conceptual frameworks. Gathering information through a journalistic prism. Thinking headlines, pictures and graphics with political criteria.
5. Reporting and writing for differing media. Differences and similarities between reporting for television, radio and press. Information, images, voices: what to look for and what to take

into account in any case. Multimedia journalist.

Books for reference :

1. Jenkins, Henry, and Thorburn, David (eds.) (2003), Democracy and New Media, MIT Press.
2. Lavrakas, Paul, and Traugott, Michael (eds.) (2000), Election Polls, News Media and Democracy, Seven Bridges Press.
3. Raymond Kuhn, Erik Neveu (eds.) (2002), Political Journalism: New Challenges, New Practices, Routledge/ECPR Studies in European Political Science.
4. McNair, Brian (2000), Journalism and Democracy An evaluation of the political public sphere, Routledge Taylor & Francis Group.
5. Yantek, Thom, and Harper, Joe (2003), Media, Profit, and Politics: Competing Priorities in an Open Society, Kent State University Press.
6. Curran, James and Gurevitch, Michael (2000), Mass Media and Society, Oxford University Press.
7. Curran, James and Park, Myung-Jin (2000), De-Westernizing Media Studies, Routledge.

BA InJ - 22 : DEVELOPMENT JOURNALISM

Unit I

1. Brief introduction to: The concept of development communication, Origin and evolution of Development journalism, Two different approaches of West and East (The western Model and Indian Model based on Gandhi's vision), The rise of sustainable development communication.
2. The development theory. Historical approaches of studies on national development, and its relevance to developing countries
3. The alternative model of rural Development and its relevance to Indian condition.
4. Media organizations and the international coverage of development issues

Unit II

1. The status of the mass media in developing nations; newspaper readership, radio and television audiences.
2. Creation of development messages- language, context, social environment, areas of rural development, health, population, agriculture, Panchayati raj,
3. Development journalism versus mass media in developing countries Reporting / writing Assignment: Research in the websites of The World Bank and of the United Nations Development Program to identify sources for news stories on development.

Unit III

1. Participatory model, mechanistic and organic models of development for communication
2. Diffusion of innovation, extension, dependency, Guardian model.

Unit IV

1. Campaigns and their evaluation case studies in Indian context. **Anna Hazares** concept of ideal village success story of Ralegaon Siddhi and Hiware Bazar In India.

Unit V

1. Internet, civil society and democracy

Books for reference :

1. Communication for the development in the Third World, Srinivas Melkote and Leslie Steevs, Sage Publications ,2001.
2. Development communication, Mthomas Mcphail, Wiley Blackwell,London,2009
3. International and Development communication, Bellamody, Sage Publications 2003
4. Development communication, N.K Jayswal
5. Development Communication, Paolo Meflopuos, World Bank Washington 2008
6. Adam Gopnik. "Culture vultures." The New Yorker, May 24, 1999.

BA InJ - 23 : INTERNATIONAL JOURNALISM

Unit I

1. Overview of the course; selected references: books, journals, websites, and blogs; method of evaluation: news writing and class attendance
2. Instructors will choose a continent, present it, and ask students to pick one country.
3. What is international/foreign news made of? The structure of news.
4. **A brief introduction to** - Political, economic, cultural dimensions of international communication. International news flow, imbalance and disparities. Communication as human right, Unniversal Declaration of rights. News Agencies and biases. MacBridge Commision, Technology and information super high way. Satellites and Communication. Democratization of information flow and media systems. Western new values

Unit II

1. Samples of foreign reporting: subjects of the news; the concept of newsworthiness.
2. Gathering information 1: Finding international news sources

Unit III

1. Gathering information 2: Conducting interviews for international news.
2. International news reporting styles.
3. International media: how traditional and online media are organized at present.

Unit IV

1. Discussion on how internet may be a tool for international reporting
2. Discussion on journalists' safety in conflicted regions.
3. Discussion on stereotypes in international reporting: do they still exist? Which role they play, and how to avoid them.

Unit V

1. Discussion on journalism laws and press freedom in different countries.

Books for reference :

1. Rogers and Singhal India Information Revolution Sage, London
2. Bhatnagar subhas information and communication technology in Development, Sage New Delhi
3. Melkote Srinivas Communication for development in third World Sage Publication, New Delhi, 2001
4. Vilani J. V. Science Communication for development in third world Sage Publication, New Delhi 1993
5. Kanungo Sivraj, making Information technology Work sage Publication, New Delhi
6. Peter Zorkoczy, Information technology, An Introduction, East-West Press New Delhi, 1989
7. Pande Sundir Handbook of Satellite communication, authors, press, New Delhi 2000,

BA InJ - 24 : ENVIRONMENTAL JOURNALISM

Unit I

1. **Introduction to-**The environmental and ecology definition, physical environment its composition – geology, soil, topography, climate and weather, catastrophes, biotic environment, biotic and abiotic interactions.
2. **Reporting on the weather:** Issues such as climate change, rainfall, drought, desertification, forestation, agricultural production, and famine and the consequence for society.
3. **The environment:** pollution: carbon monoxide emission from vehicles, from industries, industrial effluents and noise pollution; greenhouse effect, pesticides CFC zones and ozone layer, nitrogen cycle, phosphorus cycle. Acid rains; sewage treatment and contamination of water sources; domestic and industrial solid waste disposal.

4. Polluted cities of the world. Ecosystems and importance and types. Biodiversity and importance, global diversity, maintaining biodiversity conservation principles, ethical arguments, role of ecology, conservation of species, conservation of ecosystems and biosphere recycling, biological controls
Assignment: Monitor the noise level in your area for two days and interview the authorities on what they are doing about the problem.
5. Climate change and the debate on global warming.
6. **General agriculture:** definition of agriculture; world population and food production; the livestock industry; systems of livestock production; management of different types of farm animals..

Unit-II

1. Legal and ethical issues in science and health reporting: privacy; doctor/patient confidentiality; copyright; patent and other legal matters.
2. Alternative sources of healthcare: medicinal herbs, leaves and roots; synergy between alternative and orthodox medicine; quality control.
3. **Tropical diseases:** parasites, tropical diseases – plasmodium, onchocerciasis, filariasis.
4. **Malaria:** Types of mosquitoes that carry the malaria parasite; treatment; environmental sanitation; drug resistance; economic implications of malaria.

Unit III

1. Special environment channels, programmes of TV and radio, international organizations, websites, Kyoto protocol, Copenhagen Report.
2. Food science and technology: food poisoning and its prevention; food processing and preservation; contamination of food from natural sources, and other food issues.
3. **Reproductive organs and body functions:** maturation; physiological changes; implications; abortion.

5. HIV/AIDS and other sexually transmitted diseases: causes, treatment, control social and economic effects on society.

Unit IV

1. The environment education, need of awareness among people, environment education, formal and informal, environment, environment education through mass media mass media. Role of mass media in developing water literacy, energy literacy, environmental literacy, soil literacy and earth literacy
2. **Energy:** Petroleum in the contemporary energy structure; classification and composition of crude petroleum and natural gases; other aspects of the industry; other types and sources of energy; social, economic and political significance of energy; industrialization and environmental degradation.
3. **Blood pressure:** hypertension, hypotension; diabetes, other cardiac conditions.
Assignment: Write a profile of a patient suffering from one of the diseases discussed this week.
4. Immunization and the six childhood killer diseases. Other children diseases; general hygiene and sanitation, etc.

Unit V

1. Investigative journalism in science and health.
2. DNA/Genetics: Genes; mutation; cloning; application to treatment of diseases; food production.
3. **Mining:** exploration; processing; marketing and importance to national development.

Books for reference :

1. Philip Meyer: Precision Journalism. New York: Oxford Rowman & Littlefield Publishers Inc., 2002
2. Debora Blum, Mary Knudson (eds): A Field Guide For Science Writers: 2nd ed.Oxford: Oxford University Press, 2006
3. Odum E.P:Environmental studies:The earth as a living planet
Goudie Andrew:The Human Impact:manis role in environment change,Oxford,Basil Blackwell,1981

4. Reddy Ratna V;Environmental Movements in india, India In Developments and change Vol.25 No,1994
5. Goudie Andrew:The Human impact:Manis Role in environmental Change,Oxford,Basil Blackwell 1981
6. Moore Ron and Jon Ryan;Sustainable Development:Policy and practice,New Delhi,New Age International-publishers.
7. Joshi Y.G and Verma D.K Social Environment for sustainable development Jaipur,Rawarat Publications

PRACTICAL: BACHELOR'S PROJECT

The bachelor's project is a substantial journalism story or series in any medium. It is intended to demonstrate the student's ability to conduct in-depth research, gather and organize large amounts of material, and present that material professionally. Where possible, students should choose a subject related to their area of concentration in their arts/science program. Students may also be required to produce a reflection on the substantive issues they have addressed in their story.

This reflective piece would require students to list the sources of their story but more importantly to write about the subject matter from an academic perspective and to address ethical, legal or other issues their story raises.

PRACTICAL

- | | |
|-------------------------------|-----------|
| 1. Bachelors Project on Media | 100 marks |
| 2. Media Internship | 100 marks |

200 Marks