

Mid-Western University (MWU)

Faculty of Humanities and Social Sciences

Surkhet, Nepal



Bachelor's Degree in Journalism and Mass Communication

Course of Study

Revised in 2078 (2021)

BA/JMC				
Semester	Course No.	Course Title	Credit Hours	Remarks
First	C.Eng 411	Compulsory English I	3	
	C.Nep 412	Compulsory Nepali	3	
	JMC 413	Introduction to Journalism	3	
	JMC 414	Fundamentals of Computer Applications	3	
	JMC 415	Communication and Mass Media	3	
	Total Cr.		15	
Second	C.Eng 421	Compulsory English II	3	
	JMC 422	Communication Theories and Models	3	
	JMC 423	History of Journalism	3	
	JMC 424	Introduction to Broadcasting	3	
	JMC 425	Profile ,Event Coverage and Narration	3	
	Total Cr.		15	
Third	JMC 431	News Reporting/Editing	3	
	JMC 432	Photo Journalism	3	
	JMC 433	Media Ethics	3	
	JMC 434	Language for Mass Media(Nepali)	1.5	
	JMC 435	Language for Mass Media(English)	1.5	
	JMC 436	Basics of New Media	3	
	Total Cr.		15	
Fourth	JMC 441	Gender and Communication	3	
	JMC 442	Broadcasting Journalism I (Radio)	3	
	JMC 443	Mass Media Rsearch : Fundamentals	3	
	JMC 444	Citizen Journalism and Social Media	3	
	JMC 445	House Journalism Publishing	3	
	Total Cr.		15	
Fifth	JMC 451	Broadcasting Journalism II (Television)	3	
	JMC 452	Public Relations	3	
	JMC 453	Advertising Basics	3	
	JMC 454	Mass Media Research	3	
	JMC 455	Multimedia Publication	3	
	Total Cr.		15	
Sixth	JMC 461	Media Laws and Rights	3	
	JMC 462	Development Communication and Journalism	3	
	JMC 463	Media Economics and Marketing	3	
	JMC 464	Creative Writing	3	
	JMC 465	Web Language Designing and Blogging	3	
	Total Cr.		15	

Seventh	JMC 471	Specialization Reporting	3	
	JMC 472	Media System and Governance	3	
	JMC 473	Journalism in Nepali Context	3	
	JMC 474	Comparative Media	3	
	JMC 475	Internship(News Reporting/Editing)	3	
	Total Cr.		15	
Eight	JMC 481	Media Organization and Management	3	
	JMC 482	Media,Society and Cultural	3	
	JMC 483	International Communication and Media Dependency	3	
	JMC 484	Dissertation	6	
	Total Cr.		15	
	Total Credit		120	

Year: First

Semester: First

C. Eng 411: Compulsory English I

Credit: 3

General Description: This course introduces the students to the reading of Nepali society and culture through a novel. It also develops grammatical knowledge of the students. The grammar is intended to polish the "grey areas" of grammar.

Course Objectives:

General Objective: The general objective of the course is to make students familiar with psycho-social and economic reality of Nepali society through the reading of the prescribed novel. The course will also remove, to some extent, the grammatical confusions faced by the students at tertiary level.

Specific Objective: After the completion of this course, the students will be able to:

- Develop the understanding of Nepali society
- Develop an empathy with subaltern class
- Learn the literary representation of Nepali social setting
- understand the subtle semantic areas of English grammar
- identify errors committed in English grammar and take steps to remove them
- Improve their knowledge of English grammar
- Analyze grammatical structures

Human Resource produced by the course: The course will produce students who will become sensitive to the psycho-social economic reality of Nepali society, who will also develop an understanding of how the real life situation can be depicted through fiction. They will also be able to understand the push and pull factors of migration and displaced in Nepali Society.

The students studying this course will be fine-tuned to the subtle nuances of English grammar.

Module: I

16 hours

Muglan by Govinda Raj Bhattarai (translated into English by Lekhnath S Pathak)

Module: II

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- That's show business
- Put it in writing
- The third age
- Communication
- The English speaking world

Module: III

16 hours

Following units from *Cambridge Advanced English* by Leo Jones, Cambridge University Press:

- Body and Mind
- The natural world
- Here is the news
- Education
- Science and technology

Textbooks

Govinda Raj Bhattarai- *Muglan*, Oriental Publication: Kathmandu, 2012 (English Translation by Lekhnath S Pathak)

Leo Jones- *Cambridge Advanced English*, Cambridge University Press: Cambridge (published in South Asia by Foundation Books, 1998)

Instruction Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecture

Demonstration

Illustration

Project work

Individual and group work

Audio and/ or video

Use of modern information and communication technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/ campus throughout the semester where the course is delivered, which will carry 40% of weightage. Internal evaluation will be done on the following areas:

Tests: class/ weekly/ monthly/ quarterly

Quiz/es

Presentation(s)

Assignments: individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/ papers in literary and linguistic journals/ magazines/ books on topics and themes related to this course and submitting as reports/ essays to the course instructor)

Field work

व्यावहारिक नेपाली (अनिवार्य नेपाली)

विषय कोड : C. Nep ४१२

क्रेडिट आवर : ३

विषयको प्रकृति : सैद्धान्तिक

वर्ष : प्रथम

तह : स्नातक

जम्मा पाठ्यघण्टी : ४८

सेमेस्टर : प्रथम

१. पाठ्यांश परिचय

यो पाठ्यांश चारवर्षे स्नातक तहमा अध्ययन गर्ने विद्यार्थीहरूमा नेपाली भाषाको मानक उच्चारण र वर्णविन्यासको पहिचान गर्ने क्षमताका साथै लेख्य नेपालीमा प्रयुक्त विविध रचना कौशलको विकास गर्नका लागि तयार गरिएको हो । यस अन्तर्गत नेपाली भाषाको कथ्य र लेख्य स्वरूप, वाक्यकोटिपरक रचना र वाक्यान्तरण, पत्र रचना तथा व्यावहारिक लेखन, साहित्यिक रचनाको आस्वादन र कृति समीक्षाका विशिष्ट क्षमताको विकास गर्ने पाठ्यवस्तुहरू समावेश गरिएका छन् ।

२. सामान्य उद्देश्य

यस पाठ्यांशका सामान्य उद्देश्यहरू यसप्रकार रहेका छन् :

- (क) कथ्य र लेख्य नेपालीको स्वरूप पहिल्याई त्यसको मानक रूप प्रयोग गर्ने,
- (ख) विभिन्न शैलीमा वाक्यकोटिपरक अनुच्छेद रचना गर्न र तिनको वाक्यान्तरण गर्न,
- (ग) विभिन्न वाक्यमा व्यक्त छोटो सङ्कथनलाई एकल वाक्यमा संश्लेषण गर्न,
- (घ) निर्धारित ढाँचामा विभिन्न प्रकृतिका पत्र रचना र व्यावहारिक लेखन सम्पन्न गर्न,
- (ङ) विभिन्न विधाका फुटकर रचनाहरूको आस्वादनका आधारमा समीक्षा गर्न,
- (च) निर्धारित साहित्यिक कृतिहरूको समीक्षात्मक टिप्पणी गर्न ।

३. पाठ्यवस्तुको विवरण

(क) पाठ्यवस्तुको विवरण

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास- ०.४ क्रे.आ.

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण- ०.६ क्रे.आ.

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण- ०.२ के.आ.

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन- ०.३ के.आ.

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन- १.५ के.आ.

(ख) पाठ्यांशको रूपरेखा

अ. एकाइ-१ : अक्षरीकरण र वर्णविन्यास

क. नेपाली शब्दको अक्षरीकरण

ख. नेपाली शब्दहरूको मानकीकृत वर्णविन्यास

ह्रस्व र दीर्घको प्रयोग, ऋ/रि को प्रयोग, ओ/व को प्रयोग, ब/व को प्रयोग, य/ए को प्रयोग, श/ष/स को प्रयोग, छे/छ्य/क्ष को प्रयोग, ज्ञ/ग्यं को प्रयोग, शिरविन्दु र चन्द्रविन्दुको प्रयोग, हलन्त र अजन्तको प्रयोग, पदयोग र पदवियोगको प्रयोग, लेख्य चिह्न को प्रयोग

आ. एकाइ-२ : वाक्यकोटिपरक रचना र वाक्यान्तरण

क. वाक्यकोटिपरक रचना : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र ध्रुवीयताका वाक्य ढाँचामा उपयुक्त सङ्गति मिलाएर वर्णनात्मक अनुच्छेदको रचना ।

ख. वाक्यान्तरण : लिङ्ग, वचन, पुरुष, आदर, काल, भाव, पक्ष, वाच्य र कथन (प्रत्यक्ष, अप्रत्यक्ष) सित सम्बद्ध भई वर्णनात्मक अनुच्छेदहरूको पारस्परिक वाक्यान्तरण ।

इ. एकाइ-३ : वाक्यको परिचय, प्रकार र वाक्य संश्लेषण

- सरल, मिश्र र संयुक्त वाक्य ।

- विभिन्न वाक्यमा व्यक्त छोटो वर्णनलाई संयोजक र असमापक क्रियाको प्रयोग गरी एकल वाक्यमा संश्लेषण ।

ई. एकाइ-४ : पत्ररचना तथा व्यावहारिक लेखन

क. पत्ररचना : चिठी (व्यावहारिक र व्यापारिक), निवेदन, सम्पादकलाई चिठी

ख. विज्ञापन लेखन

ग. शुभकामना, बधाई, श्रद्धाञ्जली/संवेदना

घ. व्यक्तिवृत्त/बायोडाटा

उ. एकाइ-५ : साहित्यिक रचनाहरूको आस्वादन

निम्नलिखित फुटकर साहित्यिक रचनाहरूको पठनका आधारमा आस्वादन र कथानक, शीर्षक, भाषा, विचार, चरित्र, शिल्प र शैलीका दृष्टिले समीक्षा

क. कविता/गीत/गजल

भूपी शेरचन : घुम्ने मेचमाथि अन्धो मान्छे (कविता)

वासुदेव पाण्डेय : नेपाली सौन्दर्य (कविता)

दुर्गालाल श्रेष्ठ : फूलको आँखामा फूलै संसार (गीत)

श्रेष्ठ प्रिया पत्थर : मानिस हामी रहने छैनौं... (गजल)

ख. कथा

विश्वेश्वर प्रसाद कोइराला : पवित्रा

माया ठकुरी : साँघु तरेपछि

महेशविक्रम शाह : छापामारको छोरो

ग. निबन्ध

लक्ष्मीप्रसाद देवकोटा : के नेपाल सानो छ ?

भैरव अर्याल : अन्तर्राष्ट्रिय भ्यागुता सम्मेलन

डा. महेन्द्र कुमार मल्ल : सगरमाथाभै अग्लो बन्नु छ

घ. एकाङ्की/नाटक

खोपीराम लम्साल : मातृभूमिको व्यथा

ङ. उपन्यास

पद्मावती सिंह : समानान्तर आकाश

४. शिक्षण प्रक्रिया

यो पाठ्यांश मुख्यतः विद्यार्थीहरूको भाषिक सिपको विकाससित सम्बन्धित भएकाले यसलाई अभ्यासमा केन्द्रित गरी सञ्चालन गरिनुपर्छ । यस क्रममा विभिन्न एकाइका पाठ्यवस्तुलाई निम्नानुसार शिक्षण गर्दा प्रभावकारी हुन्छ :

- (क) एकाइ १ को शिक्षणका क्रममा कथ्य र लेख्य नेपालीको मानक रूपसँग विद्यार्थीलाई परिचित गराउन शिक्षकले नेपाली उच्चार्य र लेख्य वर्णमा पाइने समानता र भिन्नता, शब्दहरूको अक्षरीकरण र मानकीकृत वर्णविन्यासको प्रदर्शन गर्ने, छलफल र प्रश्नोत्तर गराउने, स्पष्टीकरण दिने गर्नुका साथै अभ्यासमा जोड दिने ।
- (ख) एकाइ २ को वाक्यकोटिपरक रचना र वाक्यान्तरणका लागि वाक्यकोटि अनुसार विभिन्न वाक्य ढाँचाका वर्णनात्मक रचना गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्ने र तिनलाई आवश्यकता अनुसार भिन्न-भिन्न वाक्य ढाँचामा वाक्यान्तरणसमेत गर्न लगाउने ।
- (ग) एकाइ ३ का लागि असंश्लेषित वाक्यहरूमा वर्णित रचनाहरूलाई एकल वाक्यमा संश्लेषण गरी वाक्यान्तरण गर्ने अभ्यास गराउने जसले विद्यार्थीहरूको सङ्क्षेपीकरण गर्न सक्ने भाषिक कौशल बढाउने छ । उल्लिखित कार्यकलाप गराउँदा शिक्षकले पहिले कक्षामा उक्त रचना र तत्सम्बन्धी वाक्यान्तरणका केही नमुनाहरू प्रस्तुत गर्नुपर्छ ।
- (घ) एकाइ ४ मा उल्लिखित पत्ररचना तथा व्यावहारिक कौशल बढाउन तत्सम्बन्धी अभिव्यक्तिहरूको कक्षामा नमुना प्रदर्शन गरी छलफल गराउने र त्यसपछि निर्धारित रचनाहरूका लागि विद्यार्थीहरूलाई सहज हुने शीर्षकहरूको छनोट गरी तिनलाई कक्षाकार्यका रूपमा र गृहकार्यका रूपमा बारम्बार अभ्यास गराउने ।
- (ङ) एकाइ ५ को शिक्षण गर्दा विद्यार्थीहरूलाई निर्धारित विभिन्न विधाका साहित्यिक रचना पठन गर्न लगाई आस्वादन गराउने र आस्वादित रचनालाई अभिव्यक्त विषय, भाव, शीर्षक, पात्र/चरित्र, परिवेश, शैलीगत विशेषता आदिका आधारमा प्रतिक्रियात्मक टिप्पणी लेख्ने अभ्यास गराउने ।

५. मूल्याङ्कन

यस पाठ्यांशको मूल्याङ्कन विद्यार्थीहरूका निम्नलिखित कार्यबाट सम्पन्न गरिनेछ :

- (क) कक्षा प्रस्तुति
- (ख) कक्षाकार्य र सहभागिता
- (ग) समस्या समाधान
- (घ) परियोजना कार्य
- (ङ) मध्यवर्ती परीक्षा
- (च) सत्रान्त परीक्षा

६. सन्दर्भ सामग्री

अधिकारी, हेमाङ्गराज (२०६७), प्रयोगात्मक नेपाली व्याकरण, ललितपुर : साभा प्रकाशन ।

अनिवार्य नेपाली विषय समिति, त्रि.वि. पाठ्यक्रम विकास केन्द्र (२०६६), अनिवार्य नेपाली शिक्षण निर्देशिका, ललितपुर : साभा प्रकाशन ।

..... (२०६९), नेपाली साहित्यिक रचना, ललितपुर : साभा प्रकाशन ।

आचार्य, ब्रतराज र गौतम देवीप्रसाद (२०६९), विशेष नेपाली : प्रयोजनपरक बोध र लेखन, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

जोशी, खेमराज र जोशी खगेन्द्र (२०७०), साधारण नेपाली रचना, काठमाडौं : वेष्टर्न बुक पब्लिसिङ एण्ड प्रिन्टर्स प्रा.लि. ।

ठकुरी, माया (२०३९), साँघु तरेपछि, ललितपुर : साभा प्रकाशन ।

लम्साल, खोपीराम (२०७२), मातृभूमिको व्यथा, सुर्खेत : आस्था आशिष लम्साल ।

शर्मा, मोहनराज (२०५९), शब्द रचना, वर्णविन्यास, वाक्यतत्त्व, अभिव्यक्ति र पाठहरू, काठमाडौं : नवीन प्रकाशन ।

शेरचन, भूपी (२०२५), घुम्ने मेचमाथिको अन्धो मान्छे, ललितपुर : साभा प्रकाशन ।

श्रेष्ठ, प्रिया पत्थर (२०६७), ओभाएका छैनन् आँखा (गजल सङ्ग्रह), काठमाडौं : अनाम मण्डली ।

सिंह, पद्मावती (२०६२), समानान्तर आकाश, ललितपुर : साभा प्रकाशन ।

JMC 413: Introduction to Journalism

Credit: 3

Course Description

Journalism has been known as widely impact oriented medium in the society. Journalism is a fashionable profession to the new generation. This course will clarify the concept of journalism and its professional principle and practices. This subject familiarizes the students to the practical work as the media day to day practice. This subject matter will furnish students with the fundamental practical knowledge and theory of journalism and make possible them to apply these concepts and methods in their journalistic life in future.

Course Objectives

At the completion of the course, the students will be able to:

- Understand the definition and concept of journalism and relationship with society;
- Clarify the functions, principles, theories and canons of journalism;
- Internalize values, principle and ethics of journalism in day to day practice;
- Possess skills to be familiar in various forms of journalistic content and medias
- Be familiar to write in diverse journalistic forms.

Course Contents:

Unit 1: Basic concept

[5 Hours]

Meaning and definitions, principles and objectives, nature and scopes, types of journalists, historical background (international and national), journalistic process (reporting, editing, publication/broadcasting), importance of journalism

Unit 2: Theories of journalism

[10 Hours]

Four theories of press (Authoritarian, Libertarian, Soviet Communist, Social Responsibility), basic concept of normative theories (magic bullet, agenda setting, spiral of silence, medium theory), watchdog and lapdog concepts

Unit 3: Concept of News

[10 Hours]

Meaning and definitions, news elements and structure, news source, news values, newsroom operation, media organizations and structures, editorial writing and gate keeping, various interests groups in news making process

Unit 4: Various forms of journalism

[5 Hours]

Hard news and soft news, editorial and op-ed pieces, letter to editor, investigative reporting, features and column, news photo and caption, entertainment and sports, PSA, advertisement and advertorial.

Unit 5: Ethical Principles

[10 Hours]

Canons of journalism need of ethics in journalism, international code of conduct (ASNE, IFJ, and CPJ), code of ethics for Nepali journalists.

Unit 6: Practicum

[5 Hours]

1. Group work to assess the media code of conduct in the local media (newspapers, radio or television), and presentation in the classroom.
2. Prepare and make a presentation in classroom about the various theories of press and their implications in Nepalese context.

Reference books:

Mencher, Melvin (2002). *Basic News Writing*. New Delhi: Universal Books Stall.

Kamath, M. V. (2002). *Professional Journalism*. New Delhi: Vikash Publishing House.

Kamath, M.V. (1990). *The Journalist's Handbook*. New Delhi: Vikas Publishing House

Kharel, P. (2001). *Media Practices in Nepal*. Kathmandu: Nepal Press Institute.

Pant, N.C. (2004). *Modern Journalism: Principles and Practice*. New Delhi: Kanishka Publications, Distributors.

Sharma S.R. (1999). *Elements of modern Journalism*. New Nelhi: S.S. Publishers.

Stein, M.L. and Paterno, Susan F. (2003). *The news writer's Handbook: An Introduction to Journalism*. New Delhi: Surjeet Publications

JMC 414: Fundamentals of Computer Applications

Credit hours: 3

Nature of Course: Practical

Course Descriptions:

As information gathering and dissemination process as well as message code become increasingly digitalized, journalists should acquire a sound level of proficiency in using computer applications. While it is expected that students enrolling in Bachelors level will already have an acquaintance with computer applications, this course aims to enhance their capacity in using these applications to produce news. This is a fully practical paper.

Course Objectives:

1. At the completion of this course, the students will be able to:
2. Use MS Word to produce news,
3. Use MS Excel and make simple calculations (summation, subtraction, multiplication, division, average) using it, and process data
4. Able to prepare a PowerPoint presentation and acquire technical confidence to present it
5. Acquire working typing speed (both in Nepali and English)
6. Use unicode

Course Contents:

Unit 1. Microsoft Word

- i) Create, save and rename Word files and folders
- ii) Type in English, Nepali (Preeti font)
- iii) Type in Unicode
- iv) Insert pictures, shapes, clip arts and charts in the file
- v) Making tables in Microsoft Word
- vi) Header, Footer, Page Number, Text Boxes and Word Art
- vii) Page layout: margins, orientation, columns, page breaks, water mark, Alignment
- viii) Colors, Fonts and Effects
- ix) Insert Foot notes, endnotes
- x) Spelling checking, Comments and Track Changes

Unit 2. Excel

- i) Create, save and rename Excel files
- ii) Create tables, insert formula and make simple calculations (summation, subtraction, multiplication, division, average)
- iii) Conditional Formatting, Format as Tables, Cell Styles,
- iv) Sort and filter
- v) Find and Select
- vi) Insert/remove tables, pictures, clip art, shapes, graphs, hyperlinks, text box, header, footer,

- signature line, Word Art
- vii) Page Layout: margins, Orientation, size, print settings, Arrangement
- viii) Insert Function, Auto sum, Date and Time, Calculations
- ix) Spelling, protect/unprotect sheet/workbook, track changes

Unit 3. PowerPoint

- i) Create files, slides, insert new slides, Slide layouts
- ii) Text Direction, alignment, shapes, arrangements,
- iii) Insert/remove tables, pictures, clip art, shapes, graphs, hyperlinks, text box, header, footer, signature line, Word Art
- iv) Page Layout: margins, Orientation, size, print settings, Arrangement
- v) Spelling checker, track changes

Unit 4. Practicum

Project work 1:

- i) Using computer, write an essay (not less than 1,000 words) on any subject in English, make page layouts and print
- ii) Using computer, write an essay on any subject in Nepali (not less than 1,000 words), make page layouts and print

Project Work 2:

- i) Prepare an Excel file and make simple calculations as instructed
- ii) Make a presentation containing at least 10 slides and present it in the classroom

Note: Students can choose the subjects of essays and presentation but instructor will provide the specific layout other than default page layout.

References:

Ramachandran. P. (2001). Introduction to Computers and Communication. New Delhi: Tata McGraw Hill.

Note: This is a basic practical course and students are not required books. However, in case any problem arises, it is strongly recommended that the instructor teaches them how to use help feature in respective programs.

JMC 415: Communication and Mass Media

Credit: 3

Course Description

Communication covers the broad spectrum of communication activities ranging from intrapersonal to mass engagements. Mass Media cover all institutions and technologies designed to reach the large, widely dispersed and heterogeneous audience. Though journalism is only a function of mass media, it has the largest impact in the society. Therefore, communication, mass media and journalism are integrally linked to each other. This course seeks to clarify the basics of communication, mass communication, mass media and their relation to journalism.

Course Objectives

At the completion of this course, the students will be able to:

- introduce the concepts of communication, mass communication and mass media
- identify the types and levels of communication
- define communication and mass communication
- elaborate the elements of communication
- categorize the mass media

Course Contents

Unit 1. Introduction to communication

[10 Hours]

- i) Origin, meaning and definition
- ii) Functions of communication
- iii) Elements of Communication: Sender, receiver, message, Channel
- iv) Process of Communication: Encoding and decoding
- v) Communication barriers: Physical, psychological, semantic and environmental
- vi) Computer mediated communication

Unit 2. Types of Communication

[5 Hours]

- i) Verbal: Oral and written
- ii) Non-verbal:
 - Kinesics or Body language,
 - Proxemics or space
 - Paralanguage or vocal characteristics
 - Time language
 - Physical Context

Unit 3. Levels of Communication

[5 Hours]

- i) Intra-personal Communication
- ii) inter-personal Communication
- iii) group Communication
- iv) organizational Communication
- v) mass communication

Unit 4 Mass communication

[5 Hours]

- i) Meaning, definition and features
- ii) the mass concept
- iii) the mass audience
- iv) Elements: sender, message, channel, Receiver, Feedback
- v) Noise: Physical, psychological, Semantic, technical

Unit 5 Mass media

[5 Hours]

- i) Context and Definitions
- ii) Types: print, radio, television, online
- iii) Evolution of Mass Media (National and International Perspectives)
- iv) Sociological implications of the mass media

Unit 6 Practicum:

[15 Hours]

Project work 1: Students should write a project (approximately 3000 words) on the historical development and present context of mass media. Students can choose to write from Printing Press or Books, newspapers, radio, television, online and social media.

Project work 2: Students write a critical essay on the sociological impacts of the mass media with focus on how, with the arrival of new media and communication medium, life of the people in their village/town has changed.

Outline of the project work:

The project work should be structured in the following way:

Cover page, Acknowledgement, Table of content, i) Introduction, ii) Historical development (international perspective), iii) Development in the national context) (along with recent data, photos), iv) Strengths and weaknesses, v) Prospects and challenges, vi) Conclusion, References, Annexes (if any).

References:

Baran, Stanley j. and Davis, Dennis k. (2002). *Mass Communication Theory: Foundations, Ferment, and Future*. Singapore; Thomson Asia Pvt Ltd

Gerald Stone, Michael Singletary & Virginia P. Richmond. *Clarifying Communication Theories*. Delhi: Surjeet Publications. 2003

McQuail, Denis (2005). *McQuail's Mass Communication Theories*. Sixth Edition. New Delhi: Vistaar Publications.

Narula, Uma (1994, Reprint 2012), *Mass Communication: Theory and Practice*. New Delhi: Har Anand Publications.

Regmi, Shiva and Kharel, P. (2002). *Nepalma aam Sanchaarko bikas*. Kathmandu: Nepal Aam Sanchar Prashikshak Sangh.

Second Semester

C. Eng. 421: Compulsory English II

Credits: 3

General Description: This course introduces students to the different language skills of listening, speaking, reading, writing, study skills and basic concept of research proposal and report writing. On studying this course, the students will be able to perform basic language skills required in daily life.

Course Objectives:

General Objective: The course is designed to develop four skills of language- listening, speaking, reading and writing skills and associated sub-skills among students. They will be able to face and overcome basic language related problems.

Specific Objectives: After the completion of the course, the students will be able to:

- Acquire phonetic aspects of listening and become acquainted with problems associated with listening and learn to improve listening skills
- Develop skills related with speaking and perform speaking related tasks
- Become familiar with mechanics of improving their reading skills
- Enhance study skills by learning to focus on the language aspects to sharpen this skill
- Perform different kinds of writing tasks and prepare documents required in day to day life transactions
- Become familiar with the basic concepts of research proposal and report

Profile of the students: The students who have used different language skills will better their existing skills. They will be able to use language for various practical purposes in their daily lives.

Module I

16 hours

Listening and Speaking Skills

Listening skills: Hearing and listening, phonetic features of listening, purpose of listening, benefits to listening, guidelines for improving listening skills.

Speaking skills: English sound system, accentual pattern of words and sentences, effective speech, the art of conversation, debate, group discussion.

Module II

16 hours

Study and Reading Skills

Study skills: dictionary and its use, prepositions and phrasal verbs, vocabulary extension, effective use of words, effective use of sentences, learning spellings, punctuation, common errors in English.

Reading skills: Introduction to reading skills, mechanics of reading, types of reading, reading speed

Module III

16 hours

Writing and Business Communication Skills

Writing skills: Paraphrase writing and precise writing, note-making and summary writing, paragraph writing, writing an essay

Writing a Research Proposal and Report: Contents of a research proposal and writing a research report

Business communication: Structure and style of business correspondence, various types of letters, and job application

Prescribed Textbooks

English Language Skills by Aruna Koneru, Tata McGraw Hill Pvt. Ltd. New Delhi, 2011.

Research Methodology- A Step-by-Step Guide for Beginners (2nd edition) by Ranjit Kumar, Pearson Education, Dorling Kindersley (India) Pvt.Ltd., 2014.

Instructional Methodology

A variety of approaches, methods and techniques will be used to deliver the course. Some of them (but not limited to) will be as follows:

Lecturer

Demonstration

Illustration

Project Work

Individual and Group work

Audio and / Video

Use of Modern Information and Communication Technology

Evaluation Techniques:

The course will be evaluated both externally and internally to assess the knowledge and skill gained by the student during the semester using both formative and summative evaluation. The course will be evaluated as external evaluation based on the examination conducted by the university at the end of the semester which will carry a weightage of 60%. The internal evaluation will be done by the course instructor and the college/campus throughout the semester where the course is delivered, which will carry 40% of the weightage. The internal evaluation will be done on the following areas.

Tests: Class/Weekly/Monthly/Quarterly

Quiz(es)

Presentations(s)

Assignments: Individual and group reading and writing assignments

Library and research work (extensive reading and reviewing of articles/papers in literary and linguistic journal/magazines/books on topics and themes related to this course and submitting as reports/essays to the course instructor)

Field work

JMC 422: Communication Theories and Models

Credit: 3

Course Description:

After having preliminary understanding about communication and mass media in the first semester, the students should now concentrate towards different theories and models pertaining to the discipline. This course aims to enable students to understand the basic models of communication and especially on mass communication.

Course Objectives:

At the completion of this course, the students will be able to:

- Locate the historical development of Communication and Mass Communication Theories
- Understand basic Mass Communication Theories
- Explain the normative obligations of mass media, normative theories and models
- Understand the concept of media freedom, equality and diversity and relate these concepts to the ground realities of the context of Nepal

Course Contents:

Unit 1: Theories of Mass Communication

[15 Hours]

- i) Historical Development of Mass Communication Theories
- ii) Media-Society Theories
- iii) Functional Theories of Media

Unit 2: Normative Theories

[6 Hours]

- i) Definition
- ii) Sources of Normative Obligations
- iii) Four Theories of Press
- iv) Alternative Normative Models
- v) Public Responsibility

Unit 3: Media Freedom, Equality and Diversity

[5 Hours]

- i) Media Freedom
- ii) Media Equality
- iii) Media Diversity
- iv) Objectivity Concept

Unit 4: Communication Models**[10 Hours]**

- i) Introduction to communication models
- ii) Models versus Theories
- iii) Functions of Communication Models
- iv) Linear Models of Communication: Aristotle's model, Lasswell's Model, Shannon and Weaver's Model, Westley and MacLean's Model, Berlo's Model
- v) Non-Linear Models of Communication: Schramm's model, Convergence Model

Unit 5: Four Models of Communication**[4 Hours]**

- i) Transmission Model
- ii) Ritual/Expressive Model
- iii) Publicity Model
- iv) Reception Model

Unit 6: Practicum**[5 Hours]**

- i) Review at least one communication Model (1000 words)
- ii) Write an essay (2000 words) on any of the communication Theories and trace their relevance to the contemporary communication context.

Reference Books:

Baran, Stanley j. and Davis, Dennis k. (2002). *Mass Communication Theory: Foundations, Ferment, and Future*. Singapore; Thomson Asia Pvt Ltd

Fleming, Dan (2000). *Formations: a 21st Century Media Studies Textbook*. Manchester: Manchester University Press.

Gerald Stone, Michael Singletary & Virginia P. Richmond. *Clarifying Communication Theories*. Delhi: Surjeet Publications. 2003

McQuail, Denis (2005). *McQuail's Mass Communication Theories*. Sixth Edition. New Delhi: Vistaar Publications.

Narula, Uma (1994, Reprint 2012), *Mass Communication: Theory and Practice*. New Delhi: Har Anand Publications.

Acharya, Bhanubhakta (2011). *Aam Sanchar Ra Patrakarita Adhyayan*. Kathmandu: Pradhan Books House

JMC 423: History of Journalism

Credit: 3

Course description:

History is a foundation of any domain of knowledge. This course presents a brief outline of journalism from the historical perspective, of national and international scenario. Similarly, this course presents an in-depth understanding of history of journalism in Nepal.

Course objectives:

At the completion of this course, the students will be able to:

- Know about the historical development of media in Nepal and also briefly about the world history of press.
- Compare media and journalism practices in the various political phases of Nepal
- Locate evolution and development of printing technology in Nepal.
- Develop a perspective view about the present status of media and press freedom of Nepal

Course Contents:

Unit 1: World history of journalism

[10 Hours]

- i. Guttenberg press and revolution in publication
Preliminary practices of journalism in Europe,
- ii. Print, Radio and Television journalism in Europe and other countries (US, India, South Africa, Japan)
- iii. Evolution and practices of online journalism

Unit 2: News Agency

[5 Hours]

- i. History of news agency
- ii. Major news agencies in the world (Reuters, AFP, AP, Xinhua, Kyodo, PTI)
- iii. Recent practices of news agencies (audio, video and online services)

Unit 3: Journalism in South Asia

[5 Hours]

- i. Brief history of journalism in SA countries
- ii. Ethical issues and challenges of journalism

Unit 4: History of Nepali journalism

[10 Hours]

- i. Pre-Gorkhapatra era
- ii. Gorkhapatra and Rana Regime (1901-2007 BS)
- iii. Democratic Decade (2007-2017 BS)
- iv. Panchayat Regime (2017-2046BS)
- v. Period of Restoration of democracy
- vi. Journalism during the Royal Coup (2061-2063BS)
- vii. Present trends of journalism in Nepal

Unit 5: Journalism institutions in Nepal**[10 Hours]**

- i. Brief history of Government media (Gorkhapatra, Radio Nepal, Nepal Television and RSS)
- ii. Brief history of Ministry of Communication, Press Council Nepal, FNJ, Information Commission
- iii. A scenario of private media institutions of Nepal

Unit 6. Practicum**[5 Hours]**

Write an essay on the development of media over any period or about a single media organization that has historical importance.

Visit and observe different Media Houses (at least three: radio, TV, online and newspaper) and write a diary about the visit.

References:

Devkota, Grishma Bahadur (2051 BS). *Nepalko Chhapakhana ra Patrakarita ko Itihas*.

Kathmandu: Sajha Prakashan.

Fang, Irving E. (1997). *A history of Mass Communication*. Michigan: Focal Press.

Gunaratne, Shelton A. (2000). *Handbook of the Media in Asia*. New Delhi: Sage Publications.

Pathak, Yek Raj and Adhikari, Krishna. *RaSaSako Itihas*. Kathmandu: Rastriya Samachar Samati.

Dahal, Kashi Raj. *Aam Sanchar ra kanun*. Kathmandu: Nepal Press Institute.

Pande, Yubraj (ed.) (2055 B.S.). *Nepalma Patrakaritako Bikaskram*. Kathmandu: Press Council Nepal.

JMC 424: Introduction to Broadcasting

Credit: 3

Course Description:

Broadcast media have played important role in the society since its origin. The charm in the broadcasting profession hasn't lost any vigor yet. This course will enable students understand the concept of broadcasting and its professional principle and practices. This subject is more practice oriented and familiarizes the students to the everyday practices of broadcasting system from the origin to modern days.

Course Objectives:

- To enable the students to comprehend the concept and development of broadcasting;
- To clarify the trends, principles and practices of broadcasting;
- To motivate students to maintain standards, code and principles of broadcasting in their day to day journalistic practice;
- To support them to be comprehensive and critical to the transformation of the norms and principles in daily professional life by broadcasting media.
- To develop students ability to be familiar in various forms of broadcasting.
- To make students to be well-known in diverse journalistic forms used in broadcasting.

Course Contents:

Unit 1: Introduction of broadcasting

[5 Hours]

Concept, origin, nature and scopes, pre-broadcasting background, historical development from radio to television and satellite, webcasting/podcasting.

Unit 2: Importance of broadcasting

[5 Hours]

Significance of broadcasting, broadcasting system, public and community vs. private broadcasting, landscape and trends of broadcasting in the world, analysis of Nepali broadcasting system and trend comparing to the developed countries.

Unit 3: Technical aspect

[5 Hours]

Concept of narrowcasting and broadcasting, invention of radio and TV, transmission and receiving principle, studio and equipments, analogue to digital broadcasting, new media broadcasting, basics of recording and editing, sound and visual: importance as the tool and its quality.

Unit 4: Broadcasting journalism

[10 Hours]

Differences and similarities between radio and TV journalism, diverse journalistic forms of radio and TV, basics of reporting, editing and presentation in mediums, equipments handling, steps of production i.e.: pre-production, production and post-production; importance of issues selection and handling and research.

Unit 5: Broadcasting regulation and code of ethics

[10 Hours]

Broadcasting regulation authority, background, broadcasting law and social responsibility of broadcasters, code of ethics, ABC.

Unit 6: Practicum

[10 Hours]

Reading newspaper, listening radio news and other contents, viewing television and audio visual content as well as various online media and discuss in class about their own characteristics, similarities and differences.

- Students write different media content in diverse form like news, feature, editorial, headline, investigative stories and advertisement content. Teacher shall guide them the right way.
- Reporting after field visits and news writing practices for radio and/or television (2 events)

References:

Hudson, Gary and Rowlands, Sarah (2007). *The Broadcast Journalism Handbook*. Delhi: Pearson-Longman.

Kharel, P. (ed.). (2002). *Sight, Sound and Pulse*. Kathmandu: Nepal Press Institute.

Mendel, Toby (2000). *Public Service Broadcasting: A Comparative Legal Survey*. Kuala Lumpur, Malaysia: UNESCO

Menon, P.K. (2006) *Electronic Media and Broadcasting*. Jaipur, India: Aavishkar Polishers, Distributors.

Onta, Pratyoush, Parajuli, Shekhar, Humagain, Devraj, Bhatta, Komal and Adhikary, Krishna (eds) (2005). *Radio Patrakarita: Efemma samachar ra sambad*. Kathmandu: Martin Chautari.

Shrivastava, K.M. (2005). *Broadcast Journalism in the 21st Century*. Delhi: New Dawn Press.

Thomson, Rick (2010) *Writing for Broadcast Journalism* (second edition). Newyork: Routledge.

White, Ted (1996). *Broadcast News Writing, Reporting, and Producing*. USA. Focal Press Publication.

JMC 425. Profile, Event Coverage and Narration

Credit: 3

Course description:

Profile, event coverage and narration are the integral parts of journalism of any form. Profile making can help a holistic understanding of a person, institution or an object, in which a journalist must be careful to develop the personality of the given profile. Similarly, event coverage is a task of communication professional, where effective and impressive languages are expected. However, narration like profile making, works at any part of journalism. Without narration no journalism can function in true sense. This course has been designed to shape the student of journalism grow with the practical ideas of making a profile, covering an event and scripting a proper narration. This is a fully practical based course.

Course objectives⁹

At the completion of the course, the students will be able to:

- cover every day event properly and effectively,
- Write profiles of individuals and institutions
- develop effective narrative strategies in any form of journalism
- Be able to act as a professional communicator as per the market demand

Course Contents:

Unit 1: Profile writing

[10 Hours]

Introduction to profile writing, use of interview, quotes and facts in profile, types of profiles (personal or institutional), writing technique (conversation/ dialogue, flashback, dramatic presentation, use of humor and interesting facts), first or third person narrative, importance of profile in journalism, preparation of a profile (selecting subject, appropriate media and angle of presentation, use of language and audio/visuals).

Unit 2: Event Coverage

[10 Hours]

Introduction to event coverage, fundamentals of event coverage (knowing the event, participation, objectives, understanding main events and actors), opportunities, risks and risk management, pros and cons of event coverage. Different modalities of event coverage in various media: Print, radio, television, online and social media.

Unit 3: Narration

[10 Hours]

Introduction to narration, types, methods and modalities of narrations, narration job in print, broadcast and online, narrating an event, a fiction and a documentary, tips for effective narration.

Unit 4: Practicum

[15 Hours]

Project work 1. Students must prepare two profiles (personal and institutional) as per the following requirements:

Personal profile (tentative 1000 words), anecdotes, his/her achievements/ failures, best experiences to share, way forwards (any suggestions to audience), two photos (one pp size, next, a full photo that demonstrate action and related to the profile), 2-3 pages.

Institutional profile (Tentative 2000 words): 1. Introduction, 2. background, 3. mission, vision and goals, 4. Organogram and human resource, 5. function, 6. financial status, 7. achievements and failures, 8. future plan. This profile includes at least two photos, one table, one figure, a cover page, reference materials, information source quoted,

Requirements:

- Times new roman, 12 font, 10-12 A-4 pages excluding cover page, table of content, acknowledgement and annexes (if any).
- Students must print and submit a hard copy to the academic unit for evaluation before the final examination.
- Along with the given criteria, the profile must be evaluated on the light of creativity, originality, appropriate quote, facts and figures, and effective presentation,
- The profile topic must be chosen with the guidance and consent of subject teacher or the assigned authority,

Project work 2. Prepare coverage of an event (such as public or private ceremony) with action photos or audio collection and prepare a chronological description (2-3 pages).

References:

Adams, Paul (1998). Writing right for today's mass media: A Textbook and Workbook with Language Exercises. Nelson-Hall Publishers.

Stovall, James Glen (ed.) (2008). Writing for the Mass Media. Delhi: Dorley Kindersley.

JMC 431: News Reporting/Editing

Credit: 3

Course description:

Reporting is the core of any form of journalism from the birthday of journalism. A reporter can only be a successful journalist when s/he understands and follows the practices of good reporting. This course aims to cultivate a good reporter for quality journalism.

After having the knowledge of reporting concept and reporting skills a reporter should be able to be an editor. This course aims to provide the skill of managing, selecting and editing news stories. Also it provides a managerial skill to the students.

Course Objectives:

At the completion of the course, the students will be able to:

- develop an understanding of the skills necessary for news reporting
- write news with special attention to objectivity, accuracy and fairness
- use sources and the style and structure of good news writing
- discern differences between print and broadcast news presentations
- understand the current trends and ethical issues in reporting
- explore news stories from the various fields of society
- To make students able to know the importance of editing in journalism
- To enable students about the various editing skills
- To make students practically able in editing job especially in Journalistic and other writings
- To provide the skills of news placement and editorial leadership in media houses

Course Details:

Unit 1. Basics of news reporting

Concept, meaning and definition, people in reporting (chief reporter, reporters, stringers, liners, amateur informants) and their roles, basic qualities of a successful reporter, Importance and challenges of news reporting, Reporting for print media (daily, weekly and magazine), electronic media (Radio and TV), news agency and online media. Style and structure of good news reporting

Unit 2. Skills of news reporting

Basic skills for information collecting and processing, different types of reporting (Hard and soft news reporting, event reporting, issues reporting), different stages of reporting, covering press conferences, public speeches and interview for reporting, beat reporting, rural and urban reporting

Unit 3. Introduction to editing

Meaning, Importance of editing, Role of the Editor in Chief and other editors, Qualities of a successful editor, Challenges of editing, Skills of editing (Norms of editing, Language skills for editing job, Techniques of news editing, Rewriting, Copy editing)

Unit 4. News and opinion editing in different media

- Editing for daily, weekly and magazine, Editing for radio, Editing for television, Editing for news agency and online media, Translation for news purpose
- Importance of Editorial, Opinion editing, Letters to editors and comments, Handling op-ed page, Supplement page and special issues

Unit 5. Editing Considerations

- Checking the veracity of information
- Maintaining ABC
- Use of standard language and following in-house style book
- Headlining the news
- Decision making as an editor
- Issues and newsroom management
- Judgment of news
- Editor as a manager

Practical activities in reporting

- Writing practices of news reporting (5 events)
- Issue identification, field visit, observation and news collection, writing and presentation in classroom (2 events)
- Prepare a dummy news paper including hard news, soft news, editorial, article, feature news and advertisement.
- Classroom presentation on news reporting and editing practices in the print/online/broadcast media (1 event)

Reference books :

Mencher, Melvin (2002). *Basic News Writing*. New Delhi: Universal Books Stall.

Parthsarathi, Rangaswami (1994). *Here is the News*. New Delhi: Sterling Publishers.

Harcup, Tony (2009). *Journalism: Principles and Practice*. London: Sage Publications.

Strentz, Herbert (1989). *News Reporters and News Sources: Accomplices in Shaping and Misshaping the news*. Iowa: Iowa State University Press.

Adhikari, Dhruvahari (2058 B.S.). *Patrakarita Patrakaritako Hate Kitab*. Kathmandu: Nepal Press Institute.

Adhikari, Nirmala Mani (2008). *Communication, mass media and journalism*. Kathmandu: Prashanti Books.

Basnet, Shreeram Singh (2064 B.S.). *Patrakaritaka Aayam*. Kathmandu: Pairabi Book House.

Kafle, Kapil (2005). *Patrakarita dot Khoj*. Kathmandu: Motherland Publications.

Regmi, Ram Krishna and Khanal, Chiranjibi (2002). *Samacharkarmi*. Kathmandu: Aam Sanchar Pradhyapak Sangh.

Goradia, Prafull (1997). *Dear Editor*. Sterling Publishers

Judith Butcher (2006). *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders* (Fourth Edition). Cambridge.

Smith, Ron F. and O'Connell, Loraine M. (2004). *Editing Today*. New Delhi: Surjeet Publications.

Kunczik, Michael (1988). *Concept of Journalism*. Friedrich-Ebert-Stiftung.

JMC 432 Photo Journalism

Credits: 3

Course Description:

Basics of Photography aims at equipping students with professional expertise and academic knowledge in photography. The subject-based modules of the course arm the students with theoretical information and the practical assignments equip them with real professional talents.

This major area of study prepares students for a career in the Editorial and corporate fields. The focus is on communications photography and editorial publications including newspaper, magazines, brochures and other print or web-based usage, location photography plays a major role with emphasis on creative lighting and compositions. The major emphasizes on current techniques and through classroom demonstrations, field trips, guest lecturers, presentations and project work assignments will continue to build a strong working knowledge of the field and create a complete portfolio.

Course goals:

To help the student design his/her final portfolio of photographic samples, and to understand advanced photography techniques and to have the materials and information needed to start on location portrait studio.

Objectives:

The course is intended to:

- Provide students with concepts and practice of photography
- Develop capability of using photography, handling camera, Studio and lab for photography
- Enhance knowledge and skills of photography for practical use in our daily life
- Strengthen the perspective of communicating through pictures
- Enhance knowledge for comparative study of photography and digital photography
- **Explore:** unique creative vision.
- **Work:** with industry-standard and emerging technologies.
- **Cultivate:** marketable skills necessary to succeed in the industry.
- **Build:** a quality professional photography portfolio.

Course Requirements:

Photography includes conventional film photography to digital photography, computer-Photoshop, conventional darkroom demo. Students must complete 10-portrait assignments in every discipline in black and white and color, in the following categories, and submit samples for review.

- Studio and outdoor Portraits
- Nature photography
- Child and Family

- Wedding

Course materials required

1. Well equipped Studio with electronic-flash lights, backgrounds, Tripod and accessories.
2. Professional 35mm camera- DSLs and Digital darkroom.
3. Different format Cameras- Large, Medium and Small format cameras, SLR and Non SLRs as a teaching tool only.
4. Different types of lenses- Normal, wide, Tele and Zoom lenses.
5. Camera mount professional flash light
6. At least three different backgrounds.

Sufficient amount of assignments will be given to the students, but not more than equivalent to 10 roll films with developing and printing unless the student decides to submit more work with teacher's approval for throughout the Semester.

Course details:

Unit 1. Photography

- **Introduction:** Meaning and Definition, The way we see, How the eye works?, Camera VS eye perception
- **History of Photography:** Camera Obscura, Tent type camera, Table type camera, Heliography, Daguerreo type, Wet Collodian, George Eastman, Modern Photography, Photography in Nepal

Unit 2. The Tool - Camera

- Camera Classification: different format cameras
- Small format camera
- SLR and Non-SLR cameras
- Major Controlling systems
- Camera Handling
- What is shutter? What is an aperture?
- Exposure mode and Systems.
- Lenses: Normal Lens, Wide Angle Lens, Zoom Lens and Tele Lens
- Depth of Field
- Capturing actions-slow and fast

Recording media

Introduction to Black and White Films, Color Negative Films, Color Slide Films, Speed of Films-ASA/ISO or DIN Values, DX Code

Light & Lighting

Natural-Daylight, Artificial lights-Tungsten, Halogen, Flashlights, Filters-Correction and contrast

Unit 3. Composition

- Basic Rules of Composition
- Portrait and landscapes

Disciplines of Photography

Portraits, Landscape, Studio, Function, Wedding, Architecture, Sports, Wildlife.

Studio Photography

- Basic lighting arrangements, Compositions, Angles and Backgrounds
- Studio shooting with Electronic flashes with Umbrella and Soft boxes.
- Outdoor shooting

Unit 4. Photo journalism

- Introduction
- History of Photojournalism
- Nepalese History of Photojournalism
- Importance of visual Communication
- Newspaper photographs
- Principles of photojournalism
- Handling pictures in newsroom
- Pictures for newspapers and magazines, caption writing
- Photo Essay
- Functions and role of Photojournalist and photo-editor.
- Page make up, photo cropping, lay out and photo features.

Unit 5. Digital Photography

Introduction to Digital Camera and difference between film and digital.

Features of Digital Camera,

- Image sensors and types.
- Image formation in sensors -RAW
- TIFF-(Tagged Image File Format),
- JPEG-(Joint Photographic Experts Group)
- CF (Compact flash),
- LCD (Liquid Crystal Display)
- USB (Universal Serial Bus),
- Transformation of images in different format
- Colour Modes - Adobe RGB, Photoshop RGB, SRGB, B/W, Colour spaces.
- Histogram.
- File information.
- What is PIXEL? Megapixel, Smart Media, Resolution, Image Storage Card, 2 Megapixel cameras, 3 plus- Megapixel cameras, SLR Digital Camera, Storage Media.

Photoshop

Introduction- USB (Universal Serial Bus), Fire Wire, Software, Scanner, Color theory, RGB, CMYK, Removing dust and scratches, Replacing objects, Easy exposure correction, Enlarging an object, Cleaning an image, Improving old

photos, Removing red eyes, Filters, Layering images, Resolution, Scanning, Blurring the background, Blending images and textures.

Unit 6. Practical Assignments

- Submit a photo collection report (Covering 30 Photographs with captions)
- The Project Work on Photojournalism for daily newspapers and magazines with captions.

Project work guidelines:

- All students should prepare and submit a photo collection report under the guidance and supervision of Faculties assigned by the University. The report carries 10 marks and will be evaluated internally after the Third semester final. It should be submitted to the mentioned day of the exam routine.
- Students are required to submit a project work in the Third semester. The Project Work should base on Photojournalism for daily newspapers and magazines with appropriate captions. The Project work carries 20 marks and will be evaluated externally after the third semester final. The profile should be written in at least 750 words in computer type-set, with minimum of 60 photographs in 5x7 sizes color photographs with necessary information. The total number of photos should not be more than 75. It should be submitted to the mentioned day of the exam routine.

Criteria for the preparation of project work:

- Quality-both Technical and Aesthetical
- Principles, rules and regulations of photojournalism should be followed

Evaluators should consider the points mentioned here while examining the Project Work and Report.

Recommended Books:

Corbett,Bill (2003) *A simple guide to digital photography*. Amphoto Books

Hedgecoe,John (2004). *Complete guide to photography*. Collins & Brown Publishers.

McDarrah, Gloria S., McDarrah, Fred W. & McDarrah, Timothy S. (2001) *The photography Encyclopedia*. Schirmer Trade Books.

Pasricha, Nirmal (1996). *How to Become an Expert in Photography*. New Delhi: P.A. D.U. Publications.

Rai, Sharad (2004). *Photography Digdarshan*. Kathmandu: Photo Concern Pvt. Ltd.

Dilwali, Dilwali (2010) *All About Photography*. Delhi: National Book Trust

Hedgecoe, John (2004). *Complete guide to photography*. Collins & Brown Publishers.

Hilton Jonathan (1997). *Action photography*. Rotovision.

Horton Brian (2000). *Associated Press Guide to Photojournalism*. Mc-Graw hills.

Keene, Martin (1995). *Practical Photojournalism - A Professional guide*. Focal Press.

McDarrah, Gloria S., McDarrah, Fred W. & McDarrah, Timothy S. (2001) *The photography Encyclopedia*. Schirmer Trade Books (February 20, 2001)

Pasricha, Nirmal (1996). *How to Become an Expert in Photography*. New Delhi: P.A. D.U. Publications.

Rai, Sharad (2004). *Photography Digdarshan*. Kathmandu: Photo Concern Pvt. Ltd.

JMC 433 Media Ethics

Credits: 3

Course Description:

This course will combine practical and theoretical aspects of ethics, in various contexts. This course is intended to be a shared learning experience. The more a student participates, the more s/he can learn. This course will introduce students the ethical framework and issues of media. Students will develop a clear concept on various media issues from the perspective of ethical threshold, and they will be able to identify and critically analyze the issues of mass media industry.

Course Objectives:

- To gain conceptual clarity on media ethics from the national and international perspectives,
- To become familiar with major ethical framework and be able to apply them to different situations of mass media context,
- To identify the ethical weaknesses, violations of code of conduct and suggest the right measures to the concerned media,
- To develop a comprehensive understanding on media ethics of different forms of mass news media

Course Contents:

Unit 1: Introduction

[10 Hours]

Concept and definitions, relevance of code of ethics, historical development: int'l scenario (ASNE to present day practices) and national scenario (Dev Samsher's Sanad, journalists' code of conduct, broadcast and online ethical practices)

Unit 2: Code of conduct

[8 Hours]

Canons of journalism, IFJ Code of conduct, SPJ Code of conduct, editors' code of practice (press complaint commission, UK), Sanad, Code of conduct of Nepali journalists

Unit 3: Ethics of news gathering

[7 Hours]

Use of news source, on/off-the-record information, media bias and partisan press, different forms of content manipulation, embedded and disguised reporting, propaganda and stereotyping, censorship, rumors and corrections, hate speech and defamation, slander and libel

Unit 4: Ethical journalism

[10 Hours]

Ethics of using social media as news sources, photojournalism ethics, ethics in graphics and cartooning, ethics of using agency news and information, right to information and right to privacy, plagiarism and

academic dishonesty, copyrights issues, ethics relating to advertising, sponsored content, limitations of free expression, handling private and public issues, challenges of information source protection,

Unit 5: Practicum

[10 Hours]

1. Students will make at least one field visit and identify at least 5 cases of violation of code of conduct by different news media (newspaper, radio, television and online) and media workers, they will discuss the cases as a group work and present in the classroom.
2. Each student will review codes of conduct laid out by different national and international organizations and write a critical essay.
 - Guidelines of project work
 - 10 pages (excluding cover page)
 - Computerized copy (times new roman 12 font) on A4 paper
 - Table of content:
 - introduction of media ethics,
 - overview of code of ethics in Nepalese context,
 - 4 cases of ethics violations as sample of work (each representing different media), paste photos or scan copy if relevant
 - Critical evaluation of the cases (cites national and international code of conducts, quotes from experts and any relevant polity document)
 - Conclusions and way forward
 - References and annexes (if any)

References:

Clifford G. Christians, Kim B. Rotzoll, Mark Fackler and Kathy Brittain McKee (2005). *Media Ethics: Cases and Moral Reasoning*, 7th edition, New York: Pearson.

David Gordon and John Michael Kittross (1999), *Controversies in Media Ethics*, 2nd edition, Longman, New York.

Deni Elliott (ed.) (1986). *Responsible Journalism*, Beverly Hills, CA: Sage Publications.

KC, Bhuwan (ed.) (2009). *MBM Anthology of Media Ethics*. Kathmandu: Department of Mass Communication and Journalism & Communication Study Centre, Madan Bhandari Memorial College.

Mainali, Raghu (2059 BS). *Radio Bachan*. Kathmandu: NEFEJ.

Wilkins, Lee and Christians, Clifford G. (ed.). *The Handbook of Mass Media Ethics*. New York: Routledge.

Press Council Nepal Publications: Annual Reports, Samhita Quarterly, Code of Conduct, etc.

Equal Access Nepal. *Broadcasters' Code of Conduct 2010*. Kathmandu: Equal Access Nepal.

JMC 434 Language for Mass Media (Nepali)

Credit: 1.5

Course Description:

Language is a vital tool of communication as it has a pivotal role to clearly, artistically and articulately convey messages in all types of communication. Journalism is a fully practical based subject and language is the medium of expression of feeling, facts, meaning and attitude. As a consequence this syllabus aims at strengthening language skills of the students and equipping them with the skills to best use this tool.

Course Objectives:

At the completion of the course, the students will:

- Possess good language skills.
- Be able to apply different language structures and styles in journalistic and literary writings
- Be able to use appropriate grammar
- Make correct pronunciation in Nepali language.

Course Contents:

Unit – 1 Introduction

Importance and relevance of language in media, use of language as tool of journalism

Unit - 2 Literature and Journalism

Differences between the use of language and structure in literature and journalism

Unit – 3 Medium-specific language

Specific language in different mass mediums- print, radio, television and online

Unit – 4 Using language

Use of correct structure, grammar and pronunciation for media content

Unit – 5 Language for news

Diverse uses of language in newsroom: Language of reporting and editing, headline, number and specific jargons, abbreviation.

Practical: (20 Class hours+ home assignment)

1. Reading and practicing 'Ramro Rachana Mitho Nepali' and 'Hamro Bhasha' for fluent writing in Nepali.

2. Reading and writing various formats of news, literature, feature, editorial, script writing for radio and television production.
3. Reading and analysis of at least 5 investigative reports published by Khoj Patrakarita Kendra.
4. Analyzing content and structure of 3 pieces of news stories and opinion/column published in contemporary newspapers.
5. Reading at least 20 Nepali poems and 20 Nepali stories, 1 Nepali contemporary Novel and make analysis
6. Reading online materials and analyze the use of language in online media.

References:

Parajuli, Krishna Prasad *Ramro Rachana, Mitho Nepali*. Kathmandu: Sahayogi Press.

Wasti, Sharachchandra (2063 BS) *Hamro Bhasha*. Kathmandu: Ekta Publications.

Koirala, Bishweshwar Pradsad (2054). *Doshi Chashma (Fourth Edition)*. Kathmandu: Sajha Prakashan.
Neupane, Amar. *Seto Dharati*. Kathmandu: Fine Print.

Various periodic publications: *Rachana*, *Garima* (Shajha Prakashan), *Samakalin Sahitya* (Nepal Pragya Pratishthan) and *Madhupark* (Gorkhapatra Sansthan)

JMC 435 Language for Mass Media: English

Credit: 1.5

Course Description:

Language, like a blood in body, is a vital tool of communication since it has to transmit clear, concise and complete messages. Despite having profound knowledge, many University graduates face language problem to express and transmit their knowledge and skills to other stakeholders. Realizing this practical problem, this course has been designed, as a fully practical subject focusing the use of language in the mass media, particularly in news media. This syllabus will enhance the capacity of journalists to express themselves better by the use of effective, clear and complete language. By completing this course, students will gather abundant knowledge on using language effectively according to the nature of the media such as print, radio and television or online. The concerned institution and the assigned subject teachers are strongly suggested to fulfill the criteria of practical works to make the students able to understand and implement the appropriate language in mass.

Course Objectives:

- To capacitate students by theoretical and practical aspects of language use in mass media,
- To identify the similarities and differences of language use in different media such as print, radio, television and online
- To enable students to write and present the media content clear, concise and complete way.
- To familiarize students on various cases of challenges by the use of language inappropriate language,
- To educate and aware students about the ethical aspects of language use.

Course Contents:

Unit 1. Introduction

What is language? Types of language, features of effective language, role and importance of language in mass media, changing nature of language, media as the language changing agent. Identifying facts and opinion, use of rhetoric, abstract and diplomatic language, using style books and house styles, editorial policy on language use.

Unit 2. Language in Print media

Nature of language in print, language of hard and soft news, language of features, editorial writing and language, languages of advertising in print, word choice, sentence structure, grammar use, target audience and language, language in interview, meaning of different

layout, important rules of effective language. Strengths and challenges of language in print media.

Unit 3. Language in broadcast media

Features of language in broadcast media (radio and television), language of news bulletins, script writing and presentation, languages of advertising in radio and television, word choice, sentence structure, grammar use, target audience and language, important rules of effective language, strengths and challenges of language in broadcast media.

Unit 4. Language in online media

Characteristics of language in online media (news, blogs, social media), language of news bulletins, script writing and presentation, use of symbols and graphic techniques, languages of advertising in online, word choice, sentence structure, grammar use, target audience and language, important rules of effective language, strengths and challenges of language in online media.

Unit 5. Practicum:

Students in group are assigned to find out possible errors in newspapers (at least one local and one national) as per the style books, developed by RSS and/or Gorkhapatra and formally present in the classroom interaction.

References:

Bell, Allan (1991) *The Language of News Media*, Oxford: Blackwell. (available at http://www2.media.uoa.gr/lectures/linguistic_archives/mda0405/notes/Bell_Media_and_Language.pdf)

Bly, Robert W., (2010). *The copy writer's Handbook: A step by step guide to writing copy that sells*, New York: Owl Books

Durant, Alan (200). *Language and Media: A Resource Book for Students*, Taylor & Francis.

Style books of BBC, AP and other established news media.

JMC 436 Basics of New Media

Credit: 3

Course Description

Computer and internet based New Media have become the integral part of daily lives of the people across the world. Information and mass media content are increasingly digitalized for distribution and consumption. These media have helped turn the world into a tiny global village removing time and space barriers. This course aims at acquainting students with the basics New Media, social media and blogging.

Course Objectives

At the completion of this course, the students will be able to:

- Understand and define new media
- Locate historical development of new media
- Define social media
- Explain the concept of Global Village, Information Society and relate their influence to their daily lives
- Create a blog and post at least an article, a photo essay and embed audio and visuals

Course Contents:

Unit 1. Introduction to New Media

Concept, meaning and definition, origin and evolution, scope of new media [5 Hours]

Unit 2. Historical development of New Media

Evolution of the internet, World Wide Web (Web 1.0), Instant messaging, Web 2.0 and social media [5 Hours]

Unit 3. Blogging

Introduction to Blogging, evolution of blogging, blogging in Nepal, Major Blogging Platforms: blogspot (www.blogger.com), wordpress (www.wordpress.com) and meroreport (www.meroreport.net) [5 Hours]

Unit 4. Blogging Platforms and social media

Concept and meaning of social media, evolution and other recent trends, introduction and major social media platforms (facebook, twitter, Wikipedia, LinkedIn) [5 Hours]

Unit 5. Global information practices and their impact

Global Village: the concept and its rise; Information Society: Concept, development and their impact in the people's lives; information Super highway [5 Hours]

Unit 6. Practicum:**[20 Hours]**

- Create a blog in any blog platform, set up profile, post at least two articles, a photo essay and also embed a video and audio into the blog
- Create Facebook and Twitter ids and promote your academic profile
- Start building LinkedIn profile

References:

Albarran, Alan B. & Goff, David H. (2003) *Understanding the Web*, 1st Indian Reprint. Delhi: Surjeet Publications

Berkman, Robert I., & Shumway, Christopher A. (2005), *Digital Dilemmas: Ethical Issues for Online Media Professionals*, 1st Indian Reprint. Delhi: Surjeet Publications

Dewdney, Andrew and Ride, Peter (2006). *The New Media Handbook*. New York: Routledge.

Friend, Cecilia & Singer, Jane B. (2007), *Online Journalism Ethics: Traditions & Transitions*. Delhi: PHI Learning Pvt. Ltd.

Kshetri, Indra Dhoj (2008). Online news portals in Nepal: An overview. In *Bodhi* 2 (1), pp. 260-267.

Leavrouw, Leah A. and Livingstone, Sonia (eds.) (2006). *The Handbook of New Media: Updated student edition*. New Delhi: Sage Publications.

JMC 441 Gender and Communication

Credit: 3

Course Description

Gendered communication and gendered reception are widely discussed areas in global communication studies. There is a huge body of literature suggesting more and in-depth analysis of media contents through gender lens. This course aims at enabling students understand the basic concepts of gender, its implications in communication studies and some methods and tools to analyze media contents from the gender perspective.

Course Objectives

At the completion of this course, the students will be able to:

- Define Gender and differentiate between gender and sex
- Explain different theories pertaining to gender and communication
- Explore potential interventions in order to open up possibilities for gender sensitive communication practices
- Employ media monitoring skills and advocacy strategies to overcome the obstacles to gender equality in media portrayal, participation and reception

Course Contents

Unit 1: Gender and Sex

[3 Hours]

- i) Definition of Gender
- ii) Difference between Gender and sex
- iii) Rise of patriarchy

Unit 2: Feminist movements

[3 Hours]

- i) First wave feminism
- ii) Second wave feminism
- iii) Third wave feminism

Unit 3: Theoretical Perspectives on Sex and Gender

[10 Hours]

- i) Biological theories:
- ii) Psychological Theories: Psychoanalytic/identification theories, Gynocentric approaches in Identification Theory
- iii) Social Interaction Theories: Social Learning Theory, Cognitive Developmental Theory
- iv) Social Role Theories
- v) Moral Voices Theories
- vi) Aspect Theories

Unit 4: Global Efforts to address gender inequality

[5 Hours]

- i) Women in development

- ii) Women and development
- iii) Gender and development

Unit 5: Gender and Communication

[5 Hours]

- i) Gendered communication
- ii) Gendered reception

Unit 6: Research methods to analyze gendered communication

[4 Hours]

- i) Global Media Monitoring Project
- ii) Media Research using gender lenses: Participation and portrayal
- iii) Content Analysis using gender perspective: Sources, issues and portrayal

Unit 7: Practicum

[15 Hours]

- i) Write a critical essay either on feminist movements, theoretical perspectives or on efforts to address gender inequality
- ii) One reflective essay on how the student grew up to be a man/woman
- iii) Content Analysis (two weeks of prime time news bulletins of a radio or television station or two weeks of any two daily newspapers) from gender perspective

Note: This is strongly recommended that under the guidance from instructor, students prepare comparative studies of the findings from (iii) and are presented amidst an in-house seminar.

References:

- Stewart, Lea P; Cooper, Pamela J. & Stewart, Alan D. (2003), Communication and Gender (Fourth Edition). Boston: A to Z
- Lips, Hillary M. (1993). Sex and Gender: An Introduction (2nd Edition). CA: Mayfield Publishing Company.
- Acharya, Balaram (2068 BS). *Laingik ra mahilabadi adhyayan* (Second Edition). Kathmandu: National Book Centre.
- Chatterji, Shoma A (1998). SubjectL Cinema, Object: Women. Calcutta: Purnima Publications
- Charlotte, Krolokke & Soronsen, Anne Scott (2006). Gender Communication: theories and Analysis. New Delhi: Sage Publications. 2006.
- Creedon, Pamela J. & Cramer, Judith (2007). Women in Mass Communication (Third Edition). Sage Publications.

JMC 442 Broadcasting Journalism I (Radio)

Credit: 3

Course Description:

Radio is a very simple, handy and popular mass medium in the world. From developed to the developing countries, the role of radio to inform, educate and entertain is ever increasing. There is no doubt that the significance of radio medium is absolute in the hilly countries, like Nepal, where lack of facilities of transportation and electricity are common and a huge number of populations is illiterate. This syllabus aims to familiarize students with the role and importance of radio medium. The students will also acquire practical skills and be capable to produce news, radio magazine and other forms of radio program so that they become able to perform in newsroom or production room of radio station after they acquire the degree.

Course Objectives

At the completion of the course, the students will be:

- Understand the role of radio medium as a tool of communication and development.
- Recognize contemporary issues in radio movement and discourse.
- Produce various forms of radio program and news using sound technical skill.
- Work in newsroom and production room
- Be equipped with tools and skills of radio program production so that they will be salable in mainstream radio media easily.

Course Contents:

Unit 1: Introduction

[15 Hours]

- Introduction; definition; evolution and contemporary issues of radio in U.S.A., Europe and Asia, Nepal and South Asia.
- Tools for radio program production: signature tune; bridge/break tune; sound effect (clean sound/SFX); background music, sound and uses; narration; voice pieces or bytes.

Unit 2: Forms of radio and radio program

[5 Hours]

Forms of radio stations: public radio, community and non-profitable, commercial, government owned; radio ownership issues in Nepal, radio regulation and policy; various forms of radio program (feature, Vox-pop, news, drama, magazine, documentary, montage, profile, commentary, location description, monologue, talk, testimony radio report, news report, interview, panel discussion) and their importance.

Unit 3: Technicalities

[5 Hours]

Technical knowledge for program production: types of microphone and proper uses, field recorder, studio and essential equipment like console and recorder, input and output channels, studio microphone; talk back, cough box; communication techniques between technician and presenter in studio; proper use of editing and mixing software.

Unit 4: Production-room

[5 Hours]

Issues selection and handling technique; working style and chain of command, significance of pre-production, production and post-production process in program production; research; interview technique; script writing for various forms of production (radio feature, Vox-pop, news, drama, magazine, documentary, montage, profile, commentary, location description, radio report, news report); presentation technique; sound level and sound quality maintenance; sound editing and mixing; finalization of program; tag writing and submission the program.

Unit 5: News-room

[5 Hours]

Radio newsroom operation (regular news meeting and assignment, submission of news and maintaining deadline); working style and chain of command in newsroom; news issues identifying; news reporting with sound recording and script writing, editing (sound and words); news language; radio news structure; news editing; headline writing and news compilation for bulletin; news proportion diagram (national, local, international, sport, weather and other issues like gender, social, children, health, science, development); news policy, guideline/ethics and style book; news source maintenance; news interview and news report; presentation techniques.

Unit 6: Practicum

[10 Hours]

Project work 1:

- a. Students produce clean sound (SFX) from various field locations and edit the sound in supervision of the teacher.
- b. Produce at least one 3-5 minutes location description and edit it using editing software.

Project work 2:

- a. Produce a 10-minute radio news bulletin in group plasticizing news room operation
- b. Students produce a 30 minutes radio magazine in group using radio feature, interview, vox-pop, drama, PSA/commercials, profile or location description.

References:

- Fleming, Carole (2010). *The Radio Handbook* (Third Edition). New York: Routledge.
- Khanal, Ajayabhadra and Paudyal, Badri (1999). *Bolika Bhasha Lekhda*. Kathmandu: Nepal Press Institute.
- Kharel, P. (ed.). (2002). *Sight, Sound and Pulse*. Kathmandu: Nepal Press Institute.
- Kharel, P. and Deuja, Dhruva Kumar (). *Radiokarmi*. Kathmandu: Nepal Press Institute
- Luitel, Ghamaraj (2009). *Radio Utpadan-Radio is Magic*. Kathmandu: NEFEJ.
- Mainali, Raghu (2009). *Radio Paddhati*. Kathmandu: NEFEJ.
- Menon, P.K. (2006) *Electronic Media and Broadcasting*. Jaipur: Aavishkar Polishers, Distributors.
- Orlik, Piter B. (2003) *The Electronic Media*. New Delhi: Surjeet Publication
- Paudyal, Badri. *Radio Karyakram*. Kathmandu: NEFEJ.
- Mainali Raghu; Chapagain, Yadhab and Subba, Bikram (2009). *Community Radio Organization Development Guidebook*. Lathmandu: NEFEJ

JMC 443 Mass Media Research I: Fundamentals

Credit: 3

Description of the Course:

Research is an integral part for the study of any discipline. As media become ever-pervasive and ubiquitous, there is growing need to analyze media structure, texts, impacts and their political economy. This course introduces students to the domain of mass media research and aims to empower them to be able to design a good research and write a well-structured and convincing proposal.

Objectives of the Course

At the completion of the course, the students will be able to:

- Define Research and outline the process of a good research work
- Design a research project
- Identify sources for relevant literature
- Follow appropriate methods for reviewing literature
- Choose appropriate samples for the survey research
- Write a good research proposal

Course Contents

Unit 1: Introduction to Mass Media Research

[10 Hours]

- i) Meaning and definition of research
- ii) Characteristics of scientific research
- iii) Historical development of Mass Media Research
- iv) Four phases in mass media research
- v) Media Research and the scientific method
- vi) Methods of Knowing
- vii) Different world views
- viii) Two areas of research: Academic and Applied

Unit 2: Research Design

[10 Hours]

- i) Meaning of Research Design
- ii) Types of research by data type: Qualitative and quantitative
- iii) Procedures in designing a research
- iv) Internal and External validity of a research design
- v) Reliability
- vi) Limitations of a research work

Unit 3: The Research Process

[10 Hours]

- i) Selecting a topic,
- ii) literature search,
- iii) problem identification,

- iv) formulation of hypothesis or problem statement,
- v) construction of variables,
- vi) selection of tools and techniques of data Collection
- vii) Data analysis and interpretation,
- viii) Report writing
- ix) Presentation of research findings

Unit 4: Universe, population and sampling

[5 Hours]

- i) Meaning of universe and population
- ii) Sampling: Definition
- iii) Methods of Sampling: Random and Non-random samples
- iv) Sampling process

Unit 5: Practicum

[10 Hours]

Students identify a research problem, carry out literature review, design a survey research and choose appropriate samples

References:

Berger, Arthur Asa (2005). *Media Analysis Techniques (Third Edition)*. New Delhi: Sage Publications.

Buddenbaum, Judith M., Novak, Katherine B.(2005). *Applied Communication Research (1st Indian Reprint)*. Delhi: Surjeet Publications.

Gunter, Barrie (2000). *Media Research Methods: Measuring audiences, reactions and impact*. New Delhi: Sage Publications.

Jensen, Klaus Bruhn (2012,) *A Handbook of Media & Communication Research* (2nd Edn,). London: Routledge,

Rose, Gillian (2001). *Visual Methodologies: An introduction to the interpretation of visual materials*. New Delhi: Sage Publications.

Upreti, Tanka (2066 BS). *Sanchar Anusandhan: Paddhati ra Abhyaas*. Lalitpur: Sajha Prakashan.

Wimmer, Roger D. and Dominick, Joseph R. (2010). *Mass Media Research: An Introduction (Ninth Edition)*. Boston: Wadsworth.

JMC 444 Citizen Journalism and Social Media

Credit: 3

Course Description

With the rise of blogging and social media platforms and tools, there is growing need for mass communication scholars and students to theorize citizen journalism in the changed context. Citizens had never ever been so powerful and influential participant in the communication process. It has been customary for the journalists to have their own blogs too. This course aims at making students understand major theoretical foundations behind the concept. They will also practically learn about how to become an influential citizen journalist.

Speedy proliferation of mobile-based technology coupled with internet penetration has given the world a new medium to communicate and interact: the social media. They are hugely impacting the world and the future of communication is social media. This course aims at informing students about important concepts behind social media and also to enable them to effectively use them in their professional life and learning.

Objectives:

At the completion of the course, the students will be able to:

- Define citizen journalism
- Analyze theoretical foundations behind the rise of citizen journalism
- Locate the development of citizen journalism in Nepal
- Create their own blog and post articles unreported by the mainstream media
- Describe major theoretical aspects behind social media
- Explain the rise of social media
- Locate various elements behind the rise and expansion of social media
- Use major social media tools effectively for learning and in their professional life

Unit 1. Introduction to citizen journalism:

- Meaning, Definition
- Historical development
- Citizen journalism vs. Civic journalism
- Citizen journalism in Nepal (History, Present Trends, Major achievements, Influential Nepali blogs, Citizen journalism platform in Nepal: meroreport.net)

Unit 2. Conceptualizing Democracy

Public Sphere and Civil Society as foundations of modern democracy

The propaganda Model: why mainstream media can't represent all citizen's voices

Citizen journalism as an alternative movement

Unit 3. New Technologies, New Initiatives: Rise of Blogging and social media platforms

The rise of Web 2.0 and interactive media

Simplifying blogging: Blogging platforms (Wordpress and blogger)

Rise of Social Media and Social Media Tools.

Unit 4. Introduction to social media

- Social media: meaning and definition
- Rise of social media: historical perspective
- Internet, web 2.0 and social media
- Social media in Nepal (Rise, development and proliferation of social media in Nepal, Trends of social media use, Social media use by mainstream media)

Unit 5. Theoretical Concept

- Human interaction at the heart of social media
- Active participant in the communication process
- Leisure time activity, Infotainment
- Social media and political campaigns
- Social media and marketing,
- Social media versus mainstream media
- Social media and accountability
- ethics of those engages in social media
- code of conduct for social media

Unit 6. Major social media platforms and tools

- Facebook: profile, groups and fan pages
- Twitter: individual and organizational profiles
- Social media tools: Facebook applications, Storify, instagram, tweetdeck
- Photo, audio and video sharing platforms: flickr/picasa, sound cloud and youtube

Unit 7. Practical

- i) Building a community in Facebook: A fan page for the department (this should be maintained by successive batches) and a secret group for the cohort
 - ii) Twitter: Using tweetdeck, creating lists, etc.
 - iii) Blogging: Create an individual blog either in wordpress or blogger (But it is recommended that all the students have blogs in single blogging platform)
 - iv) At least two reporting assignments on issues ignored or underreported by the mainstream media and post the reports in their blog
- Write individual case studies (minimum 3000 words) about the use of social media by commercial enterprises/ non-profits or political parties

- Create and maintain social media profiles, link them to different platforms and embed picture, audio and visuals.

References:

“Journalism’s Theory of Democracy and Its Shortcomings,” pp 55-61 in Democracy and the News by Herbert J. Gans.

Chris Hogg (2009). “Is there Credibility in Citizen Journalism?” Digital Journal, May 2009.

Dan Gilmore (2006), We the Media: Grassroots Journalism, by the People, for the People.

McQuail, Denis (2005). McQuail's Mass Communication Theories. Sixth Edition. New Delhi: Vistaar Publications.

Ron Miller (2005). “Journalism Returns to Its (Grass) Roots” EContent Magazine, June 2005

Dewdney, Andrew and Ride, Peter (2006). The New Media Handbook. New York: Routledge.

Leavrouw, Leah A. and Livingstone, Sonia (eds.) (2006). The Handbook of New Media: Updated student edition. New Delhi: Sage Publications.

JMC 445 House Journal Publishing

Credit: 3

Course Description:

Publishing house journals is one of the important activities of modern public, corporate, non-governmental and even small cooperative institutions. This gives them a chance to bring the activities of the organizations to book, an appreciation for what went right, lessons learnt for what went wrong and the future course of action. Therefore, this course aims at introducing students with different types of House journals, how they are different with independent media and the production processes. This is a fully practical based course.

Objectives:

At the end of this course, the students will be able to:

- Identify different types of House Journals
- Learn about the production process of house journals from planning to distribution and feedback
- Produce a house journal

Course Contents:

Unit 1: Introduction

[10 Hours]

Historical background; introduction; varieties of house journals; importance; structure of house journal; comparison with mainstream journals and magazines; wall magazine production.

Unit 2: Principles

[5 Hours]

Principles of house journal publishing; issues coverage; reporting; editing; gate keeping; internal policy and guideline; ethics and style book.

Unit 3: Content development

[10 Hours]

Responsibility distribution and assignment; editorial meeting, prioritizing the issues and cover story; stories development and deadline maintenance; follow up stories; success stories and case study; balance in diverse contents in the house journal; balance and accuracy in stories; editorial writing; column management and placing; headline writing; compilation and packaging; legal aspect.

Unit 4: Use of photo and illustration

[5 Hours]

Photo capturing; selection of photo; cropping and editing the photo (size, light, contrast and color); caption writing; importance of action photo and news photo in house journal.

Unit 5: House journal management**[5 Hours]**

Size and volume determination; lay out and designing; principle of advertisement placing; proportion of advertisement and editorial content; management of letter to editor; circulation; feedback mechanism;

Unit 6: Practicum**[10 Hours]**

1. **Requirement:** This is fully practical based subject. The teacher most teaches the students by showing model house journals and involving them in practical work. The colleges and University most have the lab facilities with sound computers to facilitate students in their practical work.
2. Students shall collect at least 5 house journals published different institutions and study critically the content, structure, placing, lay out and designing.
3. Students should publish a model house journal in a monthly basis.

References:

Jenny McKay (2006). *The Magazine Handbooks* (2nd edition).

Menon, A. Sreekumar (1990). *Reading Emerging Challenges in Management*. pp. 175-182.

Scholes, Eileen (1997). *Handbook of Internal Communication*. Gower Publishing, Ltd.

JMC 451 Broadcasting journalism – II (Television)

Credit: 3

Course Description:

As the world goes increasingly visual, Television continues to be one of the most influential medium of communication. This course aims to familiarize students with basic concepts and principles of Television journalism and to make them able to practically exercise basic skills required to be able to embrace challenges in TV newsrooms. This will also provide opportunity for students to learn basic skills for audio-visual program production.

Course Objectives:

At the end of this course, the students will be able to:

- Explain basic concepts and principles of Television journalism
- Work in the field of TV journalism
- Learn basic skills for audio-visual program production.

Course Contents:

Unit 1: Introduction to audio visual medium

[5 Hours]

- i. Scope and importance of television
- ii. Differences between print, Radio and television
- iii. Historical and technological development

Unit 2: Television Journalism

[10 Hours]

- iv. News reporting and style,
- v. Researching for news stories
- vi. Sound
- vii. Bites
- viii. Natural sounds
- ix. Importance of camera works and visual in television Journalism
- x. Quality of Television reporter, anchor and producer
- xi. Techniques for news writing

Unit 3: TV Program Production

[10 Hours]

- i. Importance of research for program production
- ii. Pre-production
- iii. Production
- iv. Post production
- v. Studio lighting
- vi. Live broadcasting
- vii. Recording program
- viii. Interview
- ix. Program editing

- x. Production of news, other programs, scripting, anchoring

Unit 4: Types of TV programs

[10 Hours]

- i. News bulletins
- ii. Current affairs program
- iii. Human interest news and features
- iv. Documentary
- v. PSA, Advertising

Unit 5: Practicum

[10 Hours]

1. News production at least one news package for a group
2. Ex – Vo, Vosot, Reader, Package, etc.
3. Individual feature reporting
4. Documentary production (5 minute length), one each for a group comprising of 5 students

References:

Banerjee, Indrajit and Seneviratne, Indrajit (2006). Public Service Broadcasting in the Age of Globalization. Singapore: Asian Media Information and Communication centre and The School of Communication and Information

Singh, Chandrakant P. (1999). *Before the Headlines: A Handbook of Television Journalism*. Delhi: Macmillan.

Thomson, Robert and Malone, Cindy (2003). *The Broadcast Journalism Handbook: Television news survival guide*. Maryland: Rowman and Littlefield publishers.

Kharel, P. (ed.). (2002). *Sight, Sound and Pulse*. Kathmandu: Nepal Press Institute.

Mendel, Toby (2000). Public Service Broadcasting: A Comparative Legal Survey. Kuala Lumpur, Malaysia: UNESCO

Menon, P.K. (2006) Electronic Media and Broadcasting. Jaipur, India: Aavishkar Polishers and Distributors.

Shrivastava, K.M. (2005). *Broadcast Journalism in the 21st Century*. Delhi: New Dawn Press.

Thomson, Rick (2010) Writing for Broadcast Journalism (second edition). Newyork: Routledge.

White, Ted (1996). Broadcast News Writing, Reporting, and Producing. USA: Focal Press.

Upreti, Tanka (2009). *Nepalma Television*. Kathmandu: Bhrikuti Academic Publications

Belavadi V., Video Production (2008) 1st Edn. Delhi: Oxford University Press,

Arya, Bob, (2006). Thirty Second to Air: A Field Reporter's Guide to Live Television Reporting, 1st Indian Reprint, Delhi: Surjeet Publications

Sharma, Dinesh Kumar (2008). Guidelines for TV Progam Production, Kathmandu: Dinesh Kumar Shrama

JMC 452 Public Relations

Credit: 3

Course Description:

This course examines how the public relations profession functions in various settings and organizations. It introduces strategic issues and effective practices of public relation between organizations and their constituencies. This course also lays the foundation for an understanding of how public relations practices are effectively mobilized through the use of media. Students will acquire knowledge about the history of public relations in modern organizations and gain skills in the practical arts of developing media tools, organizing PR events, developing media relations, effective handling of PR in critical situation, and applying ethical values and standards in day-to-day practice.

The objectives of the Course:

At the completion of the course, the students will:

- understand concept, meaning and definition of PR, basic qualities, functions and role of PR practitioner;
- use basic skills of public relations, strategies of media mobilization,
- gain knowledge and skills of organizing PR events;
- be able to plan, develop and implement PR campaign in media sector and to tackle media problems through PR dimension;
- be informed about how to handle PR in crisis and emergencies, and the use of PR in Government and non-government mechanisms;
- Be informed about ethical values and codes of conduct while applying PR in practice.

Course Contents

Unit 1: Introduction

[10 Hours]

Concept, meaning and definitions, evolution of PR: historical and theoretical perspectives. Public Relations: similarities and differences from marketing, advertising, sales promotion, publicity, propaganda.

Unit 2: PR Practitioners

[5 Hours]

Who is a PR practitioner? Basic qualities of PR practitioners (articulate with spoken and written expression, friendly and charming personality, leadership quality, self-confident, creative, imaginative and persuasive, multilingual, able to deal tactfully, have organization and management skills), functions of PR practitioner (Identify the market, understand the audience, mobilize appropriate media and technology, create social awareness, review your steps), relationships between organizations and society; organizational reputation and brand positioning.

Unit 3: PR and Media Mobilization

[5 Hours]

Cultivating media relations for effective PR, strategies of media mobilization; use of social media, media tools to promote PR (such as articles, radio/TV programs, PSA, Press release, Press conference, Information Kits, follow up, meetings, publication),

Unit 4: Organizing PR event

[5 Hours]

Defining PR event (radio/TV program, meeting, seminar, conference, press release, press conference, training/workshops), organizing PR events (objectives, publics/audience, strategies & tactics, evaluation and impacts).

Unit 5: Practice and Application of PR

[5 Hours]

Applying PR in crisis and emergencies, study of PR in Government mechanism, PR practices by corporate and NGOs in Nepal, Lobbying as PR strategy by diplomatic agencies, PR in future.

Unit 6: PR and Ethics

[5 Hours]

Ethical values of PR (Advocacy, Loyalty, Honesty, Expertise, Independence, Fairness); Ethics and social responsibility in PR (Free flow of information, promoting healthy competition, respecting and safeguarding privacy, etc.)

Unit 7: Practicum

[10 Hours]

Project work: Comparative study of PR

Students (in a group of two) will make a comparative study of one government and one non-government organizations from the perspective of PR by visiting the organization in the field, searching in the websites and studying their promotional materials. For this study, they can use participant observation method, interviews, FGDs and study of PR tools used in the organizations (such as promotional activities, press conference and releases, etc.) and find out public perceptions about the organization through interview or FGDs. The findings will be comparatively analyzed and necessary recommendations will be made for the future reference of the concerned organization. And the findings and recommendations are presented in a classroom seminar.

Guidelines for project work:

- 8-10 pages report to produce (excluding cover page and references)
- Computerized copy (times new roman 12 font) on A4 paper
- Table of content:
 - introduction of PR and
 - Background of the organizations studied,
 - Methodology used,
 - Findings of the two organizations (knowledge of PR, application in everyday practice, strengths and weaknesses, public perceptions about the organizations)
 - Public organization
 - Private organization
 - Comparative analysis
 - Conclusions and recommendations

- References
- Photos of field visits, institutions, FGDs, etc. to be included in the report

Producing promotional materials

Each student group will prepare at least two promotional materials that are usable in the promotion of PR of these organizations studied above. Such as PSA, press release, newsletter, press conference, orientation program, radio program, or any other information kits)

References:

Bernays, Edward L. (2004). *Public Relations*. Oklahoma: University of Oklahoma Press.
Guth, David W. & Marsh, Charles (2012) *Public Relations. A Values-Driven Approach*. Boston: Pearson.

Menon, A. Sreekumar (1990). *Reading Emerging Challenges in Management*. pp. 175-182.

Oliver, Sandra (2009). *Public Relations Strategy*. London: Kogan Page Limited.

Rai, Lal Deusa (2002). *Advertising and Public Relations*. Kathmandu: NAME.

Scholes, Eileen (1997). *Handbook of Internal Communication*. Gower Publishing Ltd.

Course Description

This course has been designed to give a basic understanding of advertising to communication and journalism students of undergraduate level. It focuses practical aspects of advertising from journalistic perspective: understanding media nature and Advertising features, identify the strengths and weaknesses of advertising and analyze the trends of advertising in Nepal and abroad. This course also intends to make students practicable to the conceptual understanding by field visit, advertisement selection, participation in seminar, critical analysis and writing on different aspects of advertising and media use. By the completion of the course, students will develop a strong and clear understanding on ethical perspectives of advertising, its editorial policy and legal provisions.

Course Objectives:

- To make students understand concept, meaning and definition of advertising, and to make familiar about the national and international evolution of advertising practices;
- To understand various dimensions of advertising, such as art, profession, creativity, gravity of content and limitation;
- To identify the various features of advertisements in different media including print, broadcast and in the web and recognize the strengths and weaknesses, and able to select the right media for the intended impact;
- To make students practicable by visiting field, selecting advertisement, participating in seminar, analyzing and writing critically about the advertisement;
- To develop a strong and clear understanding on ethical perspectives of advertising, its editorial policy and legal provisions.

Course Contents

Unit 1: Introduction

[10 Hours]

Concept, meaning and definitions of advertising; types, nature and objectives of Advertising. Historical perspectives: national and international evolution of advertisings (early stage, middle, modern and postmodern practices)

Unit 2: Dimensions of Advertising

[10 Hours]

Advertising as a communicative art, as information tool, as a profession, as a creative production, as propaganda, advertisement for social cause, prospects and limitations of different media in advertising, gravity of Advertising content.

Unit 3: Advertisement and media**[10 Hours]**

Relation of media and advertisement, advertising in print (newspapers, book covers, magazine and other printed materials), broadcast (radio, television, CD/DVD, cinema, audio and video Advertising), and in the Web (email, internet, online media, social media, blogs), use of alternative mediums in advertising, selection of right media in Advertising.

Unit 4: Critical analysis**[5 Hours]**

Strengths and weaknesses of advertisements, case studies of success and failures of advertising campaigns, critical evaluation of Nepali advertisement market and practices, need of consumer awareness, present day trends and future of Advertising.

Unit 5: Ethics in Advertising**[5 Hours]**

Editorial policy of advertisements (what to publish/ what not to publish), identifying propaganda and misinforming ads, issues that can't be advertise (alcohol, tobacco, prostitution, illegal issues, polygamy, deceptive issues), false, provocative and misleading information, legal provisions of Advertising

Unit6: Practicum**[5 Hours]**

Each student collects at least three different types of advertisements from different media and makes a brief presentation in the classroom about their types, nature, objective, creativity, content gravity on the basis of the study of unit one and two.

Each student collects at least two Advertising (one from print and the other from the electronic media) and present a written analysis (three pages) of why they ethical principles.

References:

- Rowse, Edward J. & Fish, Luise J. (2005) Fundamentals of Advertising. Ohio: South-Western Publishing Company.
- Powell, Hellen, Hardy, Jonathan, Hawkin, Sarah & MacRury, Iain (2009) The Advertising Handbook (3rd edition), Routledge: London
- Devkota, Grishma Bahadur (2051 BS). Nepal ko Chhapakhana ra Patrapatrikako Itihas, Kathmandu: Sajha Prakashan.

JMC 454 Mass Media Research II: Research methods, Media content criticism and impact studies

Credit: 3

Course Description:

In the fourth semester, the students learnt about designing a proper and executable research project. This course brings them to a step further into actually executing the project.

Course Objectives:

At the end of this course, the students will be able to:

- Select appropriate research methods
- Execute research project
- Assess media impacts
- Use New media for media research

Course Contents

Unit 1: Methods of Media Research

[5 Hours]

- i) Content Analysis
- ii) Survey
- iii) Experimental research

Unit 2: Research Applications

[5 Hours]

- i) Research in the print media,
- ii) research in electronic media,
- iii) research in advertising & public relation,

Unit 3: Media Research Effects

[5 Hours]

- i) Paradigms in impact studies
- ii) Methods on Impact Studies
- iii) Behavior change measurement

Unit 4: Analysis and Interpretation of Data

[10 Hours]

- i) Coding and classification,
- ii) Transcription, methods of transcription,
- iii) Tabulation,
- iv) Statistical Analysis of data: Mean, mode, median, standard deviation
- v) Interpretation and analysis of findings
- vi) Structure of a research report

Unit 5: Research in the New Media

[5 Hours]

- i. Using internet sources for research
- ii. Research on the internet

Unit 6: Practicum**[15 Hours]**

1. Students should be divided into groups comprising of five students each and assign an impact study research. The students should carry out entire research process from research design to data processing and presentation. The research project should use at least two methods of data collection. It is ideal to suggest that the students carry further the project designed in the previous semester.
2. Conference presentation: The findings should be presented into a research conference.

References:

Wimmer, Roger D. and Dominick, Joseph R. (2010). Mass Media Research: An Introduction (Ninth Edition). Boston: Wadsworth.

Rose, Gillian (2001). Visual Methodologies: An introduction to the interpretation of visual materials. New Delhi: Sage Publications.

Berger, Arthur Asa (2005). Media Analysis Techniques (Third Edition). New Delhi: Sage Publications.

Gunter, Barrie (2000). Media Research Methods: Measuring audiences, reactions and impact. New Delhi: Sage Publications.

Upreti, Tanka (2066 BS). Sanchar Anusandhan: Paddhati ra Abhyaas. Lalitpur: Sajha Prakashan.

JMC 455. Multimedia Publication

Credit: 3

Course Description:

This course has been designed to introduce students with brief historical development of the multimedia technology, their impact in news and media program production. This will also prepare students to use these tools in their professional life.

Course objectives:

At the end of the course, the students will be able to:

- Describe the historical development of the multimedia technology and their applications
- Analyze the multimedia practices in Nepal
- Utilize multimedia tools in their professional life
- Use multimedia applications for learning and professional practice
- Effectively use video conferencing

Course Details:

Unit 1. The Convergence of computers, communications and entertainment products [10 H]

- I. Brief history
- II. Technology trends
- III. Convergence of media
- IV. Multimedia appliances, hybrid devices
- V. Key challenges: technical, regulatory, social

Unit 2. Multimedia practices in Nepal [5 H]

- I. Trends
- II. Availability and proliferation of hardware and softwares

Unit 3. Multimedia Appliances [10H]

- I. Slide presentation: Powerpoint
- II. Photo editing tools: Adobe photoshop
- III. Audio editing: Adobe audition
- IV. Video editing: Adobe Premiere

Unit 4. Multimedia teleconferencing [5 H]

- I. Teleconferencing systems
- II. Requirements for multimedia communications
- III. Multimedia conferencing tools: Skype, yahoo messenger and google Talk

Unit 5 Practicum [15 H]

1. Individual assignment: prepare a Microsoft PowerPoint presentation about global or national multimedia trends which includes text, photo, graphs, hyperlinks, audio and visuals

2. Individual assignment: Produce a 2-3 minute long news story where students do all the required things from camera works to editing and presentation

References:

Dillon, Patrick M. and Leonard, David C. (1998). *Multimedia and the web from A to Z* (Second Edition). Phoenix: Oryx Press

Godse, A.P. and Godse, D.A. (2009). *Computer Graphics and Multimedia*. Pune: Technical publications Pune.

Miller G., Baber, G., and Gilliland, M. (1993). *News on-demand for Multimedia Networks*. San Diego: Proc. ACM Multimedia.

Course Description:

This course has been designed to provide a basic concept of law and rights relating to media and journalism to undergrad students. Since journalism and freedom have a complementary role, student of this subjects have to understand various notions like free expression, human rights, national and international instrument to safeguard right and contemporary media regulating laws. Media law and rights is a global concept, so this course gives a glimpse of global scenario relating to the local context. Similarly, important legal issues and their relevant cases have been incorporated to make students know the practical aspects of legal knowledge in the national and international context. By the completion of the course, the student will also understand a basic idea of media regulation mechanism in Nepal.

Course Objectives:

Upon completion of this course, the students will be able to:

- know the basic concepts of free expression, press freedom, human rights and some international provisions to safeguard these rights;
- critically evaluate the legal system, law implementation mechanism and need of media laws in Nepal and abroad;
- know about the legal provisions of Nepal, past and present, relating to media and journalism;
- identify and distinguish legal issues such as privacy rights, contempt of court, hate speech, libel and defamation, copyright, protection of news source with relevant case studies;
- Make a general review of the effectiveness of media law implementation mechanism in Nepal.

Course Contents

Unit 1: Freedom of Expression

[7 Hours]

Concept of free expression, free expression as human rights, provisions in the UDHR and other international documents, provisions of free expression in US, UK and Nepal laws, limitations of free expression

Unit 2: Press Freedom

[5 Hours]

Concept, definition and scope of press freedom, evolution of press freedom (international and national contexts), press freedom as a human right issue, initiatives for safeguarding press freedom in Nepal;

Unit 3: Concept of Law

[5 Hours]

Concept, nature and source of law, major legal systems in the world, law formation process and implementation mechanisms, concept of rule of law, need of media laws

Unit 4: Media laws in Nepal

[10 Hours]

Sanad and other practices in Rana Regime, Constitutions and laws in different period, present constitution and existing laws to regulate media in Nepal (Right to Information Act, Press and Publication Act, National Broadcast Act, Slander and Defamation Act, Working Journalists Act,

Unit 5: Legal Issues and case studies

[5 Hours]

Hate speech, defamation, right to privacy, contempt of court, libel and obscenity, copyright, Protection of news source, free press vs. free trail, plagiarism, (relevant cases from national and international contexts will be discussed in the classroom),

Unit 6: Media Regulation Mechanism

[5 Hours]

Mandate of Government agencies (Information and Communication Ministry, Press Council Nepal, National Information Commission) to implement media laws; regulation mechanism of government and private media.

Unit 7: Practicum

[8 Hours]

Classroom seminar

Students will collect different new or recent media violation cases reported in local, national or international media. They will be carefully studied, analyzed and prepared a presentation paper of the seminar. The seminar will be organized by the students in the presence of local journalists, media friendly lawyers and media owners.

Case study

Each student collects at least three (you can add more) recent cases (1 international and 2 national) related to media laws violations, and analyze from the perspective of media laws and ethics. The media issues can be selected from Unit 5 of this course. Cite at least two persons (one must be a lawyer and another media critic) and the particular laws with article reference to give clarity in your analysis. Structure of the report should include: issue introduction, background of the cases, what laws they violate, what is the consequences, how can it be improved, your impression and conclusion. Relevant photos, news clips, photos of interviewees also to be included in the report. The case study report must be cover with minimum 3000 words.

References:

Abhibyakti Swatantrasambandhi Antarrastriya Maapdanda: Ek Sangraha (2008). Kathmandu: Article 19, Federation of Nepali Journalists and Freedom Forum.

Basu, Durga Das. (1986). *The Law of Press*. New Delhi: Prentice Hall of India Pvt. Ltd.

Dahal ,Kashi Raj. *Aam Sanchar ra kanun*. Kathmandu: Nepal Press Institute.

Dahal, Taranath and Acharya, Bhimarjun (2065 BS). *Patrakarita Niti tarha kanun (Adhyaan Pratibedan)*. Kathmandu: Freedom Forum.

Robertson, Geoffrey, Q C, and Nicol, Andrew. *Media Law*. London: Penguin Publication.

JMC 462 Development Communication and Journalism

Credit: 3

Course Description:

Development communication and development journalism are widely debated issues in the field of media and communication. This course aims to apprise students about basic concepts behind these terms, their rise and the contemporary global debates around these terms.

Objectives:

At the end of this course, the students will be able to:

1. Understand the concept of Development Communication.
2. Understand the process, functions and techniques of developmental journalism with reference to print, electronic and other modern media
3. Evaluate the relevance, potential and use of various media as tools of development.

Course Contents

Unit 1: Concept of Development Communication

[8 Hours]

Definition, evolution - historical and cultural perspective; nature, role and importance, relationship between development and development communication; models of development communication: (interdependent model, dependency model; basic needs model; new paradigm of development).

Unit 2: Media in Development Communication

[7 Hours]

Understanding the role of traditional and modern media in Development Communication; Information technology-role in development communication; use of various forms of educational communication; folk media, puppetry, exhibitions, theatre, posters, print, media (newspapers, books, leaflets, IEC material), radio, television, cinema and video films; government policies and regulations in mass media.

Unit 3: Concept of Development Journalism

[7 Hours]

Concept of journalism and development; evolution of dev. journalism in Asia- from Honkong to India and Nepal, significance; role of Gorkhapatra, Bharat Dutta Koirala and Kishor Nepal for dev. Journalism in Nepal; contrast between development journalism and mainstream journalism; issues for development journalism: (health, nutrition, social issues, resource use, literacy, agriculture and environment, education, transportation, government policy and budget distribution, corruption in development, gender, children and senior citizen).

Unit 4: Changing Development Communication and Journalism Paradigm in Nepal [8 Hours]

Effort of dev. communication and journalism in different era: a) 2007-2017 B.S.; b) 2017-2046 B.S.; 2046-2059 B.S. and c) 2063-up to date; role of government policy: Sanchar Yojana and 5th year development plans; role of Nepali media in development journalism: (newspapers, Radio Nepal, community radios and other independent radios, Nepal Television and other independent televisions; RSS and online media).

Unit 5: Development Journalism and Mass Media

[5 Hours]

Role of development reporter; identifying and handling Dev. issues; research; reporting; editing and gate keeping; accuracy and fair play in content treatment; structure of news; writing leads, body and headline, ethical issues of development journalism.

Unit 6: Practicum

[10 Hours]

1. Individual assignment for students to produce at least one comprehensive development report/feature article of significant length (Over 1000 words).
2. Individual assignment: prepare personal profile of development journalism/communication practitioners/institutions.

References:

Adhikari, Dharma (2010). *A Compassionate Journalist: The Life and Times of Bharat Dutta Koirala*. Kathmandu: Pilgrims.

Bergcr, Arthur Asa (1990). *Scripts - Writing for Radio and TV*. New Delhi: Sage Publications.

Bella, Mody (1991). *Designing Messages for Development Communication*. New Delhi: Sage Publications.

Hancock. A. (1980). *Communication Planning for Development*. Paris: UNESCO.

Narula, U. (1994). *Development Communication*. New Delhi: Haranand Publications.

Sharma, Dinesh C. (2007). *Development Journalism: An Introduction*. Manila: Asian Centre for Journalism.

Singh, J .L. (2000). *Communication and Social Transformation*. New Delhi: Manak Publishers Ltd.

Course description:

The course in Media Economics aims at sensitizing students with the fundamentals of media economics, an extremely relevant branch of economics that looks after issues and events from media perspectives. Since the modern society has adopted the mass media an industry, the economic principles apply to the field. Basically, media ownership issues, news production and circulation, and marketing fundamentals relevant to the media as a corporate economy have been the major targets at this level.

Objectives:

At the end of this course, the students will be able to:

- Comprehend the mass media as an economic institution
- Understand media as economic entities in the society.
- Understand the media ownership, entrepreneurship and risk issues from economic perspectives.
- Familiarize with the basics of media product marketing.
- Understand and interpret about the political economy of the media

Course Contents

Unit 1: Media as an Economic Institution

[10 Hours]

a) A public service producer, difference between media and other organizations, industries, and businesses, mass media as economic institutions.

Ownership of media, diversification of ownership, concentration of ownership, integration of ownership, plurality of ownership, traditional media and new media in information age, globalization and information flow in the world through media

b) Media Economics as the study of how media enterprises:

- Create or acquire content or entertainment,
- Package it
- Distribute it to targeted audiences
- Make a profit and or /Perform public service

Unit 2: Media Market

[6 Hours]

Demand, demand elasticity, supply, price, determination of price, market size, economies of scale, fixed price, products, product planning, product differentiation, and geographical characteristics (local, regional, national and international), technological intervention in media market, niche market, mass market

Unit 3: Media product marketing

[6 Hours]

Transactions of media, transaction of contents for the audience, audience pay money and attention for contents, transaction for advertisements for space, time advertisers pay money to media

Distribution: business models (advertising only, advertising subscription hybrid, subscription only, and transaction)

Sources of media revenue: advertising, client subscriptions, government subsidies, sponsorship, transaction fees, product sale.

Unit 4: Elements of Media Business

[8 Hours]

From the view point of print, audio, audio-visual media, online and social media:

- Organization
- Management
- Production
- Distribution
- Marketing/Promotion
- Accounting and information systems
- Financial decisions (rate of return calculations, primary and secondary markets)
- Consumption of media products

Unit 5: Legal Provisions in Media Sector

[7 Hours]

regulation, licensing, copy right laws, quality control measures, rules for competition, rules for foreign ownership, taxation laws, telecommunication laws, cyber laws, journalists' remuneration laws, labor act, press laws, ownership laws

Unit 6: Practicum

[8 Hours]

1. Prepare an inventory of Nepali media in their area as per their ownership pattern with description or prepare a write-up showing how monopoly and perfect competition function in the media market
2. Prepare a promotional campaign for a media-product

References:

Albarran, A. B. (2002). *Media economics: Understanding markets, industries and concepts* (2nd ed.). Ames: Iowa State University Press.

Albarran, A. B., Chan-Olmsted, S. M. and Wirth, M. O. (2006). *Handbook of Media Management And Economics*. London: Routledge.

Alison, A., Owers, J., Carveth, R., Hollifield, C.A. and Creco, A.N. (Eds.) (1998). *Media Economics: Theory and Practice*. London: Lawrence Erlbaum Associates.

Dhungel, Binod (2012). *Media Byabasthapan: Chunauti tatha abasar*. Lalitpur: Equal Access Nepal.

JMC 464 Creative Writing

Credit: 3

Course Description

Creativity is the heart of any sort of communication system. In other words, creativity is the unique way of writing that has sense, clarity, objectivity and own way of presentation. Creativity has no any theory to follow, it remains unique ever. Therefore, creative writing course has been designed from journalistic perspective. Having syllabus content such as writing principles, formats and forms, journalistic way writing, structure and styles, ethical and legal framework, this course will surely enhance journalistic writing very creatively. The colleges and subject teachers are strongly suggested to fulfill the criteria of practical works in order that the students can understand and implement the creativity in journalistic writing.

Course Objectives

- To encourage students understand and use varieties of writing.
- To prepare students to think critically about writing for the media
- To equip students with a knowledge and understanding of the general principles of creative writing;
- To help students develop and apply creative writing skills in journalism

Course Contents:

Unit 1: Introduction and principles of writing

[10 Hours]

Why writing? Basic principles of good writing (clear, concise, concrete, word choice, right vocabulary, grammar use, target audience), important rules of writing creatively

Practical: collect varieties of writing samples and identify why they are good and bad writing, discuss on how the bad writing samples can be made good writing.

Unit 2: Knowing various forms of writing

[10 Hours]

Understanding various forms of writing (history writing, scientific writing, commercial writing, advocacy), literary writing (poetry, fiction, essays and play writing), use of literary elements in media content,

Practical: collect varieties of writing samples and introduce them as what they are and why they are different from each other. Assign students to write an essay, a fiction, a poem and a play and submit to the teacher.

Unit 3: Understanding journalistic writing

[10 Hours]

Concept and features of journalistic writing (lead writing, hard and soft news, follow-up news, features, headlines, captions, letter to editors, op-eds and columns, editorials, advertisements, obituaries, PSA, other elements), challenges for journalistic writing.

Practical: Organize a writing workshop and assign students to practice varieties of writing. One student will write at least three different topics.

Unit 4: Applying structure and styles

[5 Hours]

Journalistic writing structures (Inverted pyramid, chronological, hour-glass and diamond), narrative (first person, 2nd persona and 3rd person writing), styles and presentation (angling, chronological, flashback, anecdotal, dramatic, use of kickers and breakers, etc.), using style guide.

Practical: Sample pieces of various forms of journalistic writing will be brought, demonstrated, discussed on the basis of types, structure, word choice, grammar, quotes, facts and opinions, brevity, clarity, etc.

Unit 5: Considering ethical and legal framework

[5 Hours]

Code of ethics in writing, defamation, hate speech, libel and slander, plagiarism, copyright issue, stereotyping, right to information and privacy,

Practical: Sample cases of all the above mentioned ethical issues will be examined from various present and past records, being more specific to journalism.

Unit 6: Practicum

[5 Hours]

Students will be assigned to prepare and submit a lab journal which includes at least one sample of the following: a) lead writing, hard and soft news, follow-up news, features, headlines, captions, letter to editors, op-eds and columns, editorials, advertisements, obituaries, PSA, b) Sample writing of inverted pyramid, chronological, hour-glass and diamond, first person, 2nd persona and 3rd person narrative writing.

References:

BBC Nepali Service. *BiBiSi patrakarita bhasha pathshala*. Available in the web:
http://www.bbc.co.uk/nepali/news/story/2008/12/081230_cojo_intro.shtml

Wasti, Sharachchandra (2063 BS) *Hamro Bhasha*. Kathmandu: Ekta Publications.

Bly, Robert W., (2010). *The copy writer's Handbook: A step by step guide to writing copy that sells*, New York: Owl Books.

Harper, Graeme (ed.) (2008). *Creative Writing Guidebook*. New York: Continuum International Publishing Group.

JMC 465: Web Language, Designing and Blogging

Credit: 3

Description of the Course:

As information reception and transmission becomes increasingly digitized, understanding the basics of web designing and web language is fundamental to the students of Journalism, media and communication. This course aims to acquaint students with the basics of web, basic commands of web designing and capacitates them to enrich their blogging platform with sophisticated features. Majority portion of this course is required to be taught and evaluated practically.

Objectives of the Course:

At the completion of the course, the students will be able to:

- Understand the basic commands of web language
- Design a website
- Enrich blogs with HTML coded features

Course Contents

Unit 1. Basics of Web

[5 Hours]

- i) Evolution of Internet
- ii) Different web protocols (http, ftp, etc.)
- iii) Acquiring domain name, server and host

Unit 2. Web Design

[10 Hours]

- i) Steps of web design
- ii) Create Design and Layout
- iii) Font, Graphics, Bullets and numbering
- iv) Using tables and graphics for layout
- v) JavaScript introduction and Animated GIFs
- vi) Embedding Flash and Shockwaves objects

Unit 3. Web content development

[5 Hours]

- i) Principles – Simplicity, Contrast, Metaphor, Theme
- ii) Writing for Web
- iii) SEO
- iv) Web Design with Graphics
- v) Designing Pages with Macromedia Dream weaver

Unit 4. Web languages and Content Management platforms

[5 Hours]

- i) HTML
- ii) XML
- iii) Web Design implementation in HTML

- iv) HTML Commands
- v) Content Management System (CMS)
- vi) Major CMSes: Joomla, wordpress, blogger

Unit 5 Practicum

[20 Hours]

- i) Create individual blogs in wordpress/blogger
- ii) Register them as .com.np domains
- iii) Post at least a video and create a photo album
- iv) Be able to upload different types of files i.e. .pdf, powerpoint presentations, excel files etc. in their blogs
- v) Insert at least 3 HTML codes in their blogs/websites

Text Books

Norton, Peter. (2012) *Introduction to Computers* (Sixth Edition).

Freeze, Jill (2001). *Sams Teach Yourself Computer Basics in 24 Hours* (Third Edition). Sams Publishing

JMC 471: Specialized Reporting

Credit: 3

Course description:

Quality journalism is not possible without specialized knowledge in specific areas. This course provides an overview of a specialized knowledge a reporter requires in his/her professional life. This practical course helps students broaden knowledge in areas of their interest and to learn specific qualities they need while reporting in these areas.

Course Objectives:

At the completion of this course, the students will be able to:

- know about various fields of public concern.
- be capable in reporting in specific subjects
- have specialization in any specific area
- prepare two in-depth articles on any specific beats

Course Contents

Unit 1: Concept of Beat and Its Importance

[10 Hours]

Concept of beat reporting

Importance of beats

Practice of beat reporting in Nepal

Some beats: Economic, Political (including parliament), Development (including disaster), Public Health, Education, Social (including gender issue), Court and Human Rights, Foreign relations, Art and Literature, Tourism, Sports and entertainment, Crime and security.

Unit 2: Techniques of Beat Reporting

[7 Hours]

Pro-active approach in beat reporting

Issue identification

Searching of sources

Information collection and verification

News presentation

Follow-up reporting

Unit 3: Investigative Reporting, Depth Reporting, Feature and Interview

[10 Hours]

- Basic concept
- Basic reporting and in-depth reporting
- Importance of investigative reporting
- Investigative techniques, In-depth analysis, interpretative explanation and comparative method of analysis
- Challenges in investigative reporting
- Process and techniques
- Impact study
- Feature writing skills

Unit 4: Advanced Reporting**[8 Hours]**

- Issue based exclusive interview
- Audio / visual feature
- Research based reporting (sample survey etc.)
- Reporting on success and failure cases
- Case study on renowned investigative reporting, feature, interview etc.

Unit 5: Practicum**[10 Hours]**

- Field reporting in any two beats (two stories in each beat)
- Assignments for depth reporting, feature and interview for in-house publication

References:

Allen, Robert (1990). *Art of Writings*. Mensa Publications.

De Burgh, Hugo (2000). *Investigative Journalism: Context and Practice*. Taylor and Francis Group

Mainali, Mohan and Bhattarai, Binod (2058 BS). *Khoj Patrakarita*. Kathmandu: Khoj Patrakarita Kendra.

Rae, Leslie (1995). *The skills of Interviewing*. Jaico Publishing House.

JMC 472: Media Systems and Governance

Credit: 3

Course Description:

Course Objectives: Bringing further the students' knowledge about global media operation and consequences, this subject introduces them with major media systems and how they are governed. This will help them develop critical view about media, how they impact global and national political environment and relations between countries, civilizations and societies.

Course Objectives:

At the completion of this course, the students will be able to:

- Understand about major normative media systems
- Elaborate important normative principles
- Historically locate the evolution of modernization and development concept and explain how they paved ways for hierarchical relationships between nations and societies
- Elucidate how differently owned media are governed

Course Contents

Unit 1: Normative Media Systems

[10 Hours]

Four theories of Press

Four Alternative Normative media Models propounded by McQuail

Media Freedom, Equality and Diversity

The Objectivity Concept

Unit 2: Media Politics

[5 Hours]

Partisan Press

Media as a tool of expanding colonial interests

Media as globalizing factor

Media as a carrier global capitalism

Media as a consequence of global expansion of capitalism

Unit 3: The Economic Factor in Media Governance

[5 Hours]

Capitalism, Advertising and the Media

Creation and sustainability of the Media

Commercial Media Marketplace

Technology and Internet

Unit 4: Geopolitical and Modernization Perspectives

[10 Hours]

Media and development,

The concept of 'Development' and 'under-development' and media
Modernization and media
Postcolonial theory
Theories of media systems
The emergence of contemporary forms of media systems
Shared and distinctive conditions of media in different political and economic systems,
Problems and challenges of media governance at the intersection of journalism/society globally.

Unit 5: Media Governance

[7 Hours]

Governance in state-owned media
Governance in corporate media
Governance in small and alternative media
International regulatory bodies: ITU, ACC
International directive bodies: UNESCO

Unit 6: Practicum

[8 Hours]

Project Work 1: Write an essay on any of the media governance models.

Project Work 2: Students further work on the case study/profile of media institution with emphasis on the governance.

References:

Curran, James & Park, Myung-Jin (2000). *De-Westernizing Media Studies*. London: Routledge.

Douglas, Susan (2010). *Enlightened Sexism: The Seductive Message that Feminism's Work is Done*. New York: Times Books.

Hedges, Chris (2009). *Empire of Illusion: The End of Literacy and the Triumph of Spectacle*. New York: Nation Books.

Hindman, Matthew (2009). *The Myth of Digital Democracy*. Princeton: Princeton University Press.

McChesney, Robert W. & Nichols, John (2010). *The Death and Life of American Journalism*. Nation Books.

Sparks, Colin (2007). *Globalization, Development and the Mass Media*. London: Sage.

JMC 473: Journalism in Nepali Context

Credit: 3

Course Description:

Nepali media industry is going bigger and bigger day by day. Remarkable number of newspapers, FM radio, TV and online media has incredibly grown and are impacting our daily lives. This course aims at introducing students with major issues of Nepali journalism.

Objectives:

At the end of this course, the students will be able to:

- Locate historical evolution of different forms of Nepali media
- Show the relationship between political changes and emergence of new media
- Identify key issues in Nepali journalism
- Raise and participate on debates on the key issues

Course Contents

Unit 1: Boom of Nepali Media

[10 Hours]

- i. Evolution of Nepali newspaper and shift in printing technology from letter press to offset,
- ii. Evolution of radio, TV and online media;
- iii. Cellular phone boom and its connection to the Nepali media, satellite age;
- iv. Social media boom and its impact in Nepali mainstream media.
- v. Nepali broadsheet newspaper intervention and its popularity
- vi. Comparative analysis of threat to Nepali media and journalists (Rana regiem, Panchyat era, King Gyanendra's coup period, armed conflict and republic democratic era.
- vii. Role of Nepali media in Jana-Andolan 1 and 2 and straitening the democratic culture

Unit 2: Tabloid Culture

[10 Hours]

- i. Historical importance of tabloid journalism in Nepal;
- ii. Contribution of *Daily Samaj*, *Samiksha*, and *The Commoner* to trace out professional journalism in Nepal;
- iii. Historical role of weekly newspapers to restore democratic values in Nepal- *Janamanch*, *Deshantar*, *Dristi*, *Bimarsha*, *Janajyoti* and local newspapers;
- iv. Declining condition of weekly newspapers;
- v. Regional tabloid journalism and its popularity;
- vi. Afternoon and evening tabloids, sensationalism and yellow journalism.

Unit 3: Radio Movement and Listening Culture

[5 Hours]

- i. Rise of private and community FM stations
- ii. Popularity of independent radio;

- iii. Community Vs. commercial radio notion;
- iv. Quality of news and content of local radios;
- v. Radio as a means of community development and public discourses;
- vi. Popularity and key issues of listening culture;
- vii. Key issues of networking culture;
- viii. In house Vs. outer production content issues;
- ix. Copyright and privacy issues

Unit 4: Rise of Television and Viewing Culture

[5 Hours]

- i. The establishment of Nepal Television
- ii. Rise of private Television stations
- iii. Popularity of TV journalism in Nepal;
- iv. Key issues of TV journalism;
- v. Limitation in viewership: affordability and access
- vi. Cable TV culture;
- vii. National Vs. regional TV;
- viii. Content and news quality;
- ix. News analysis and sensitization;
- x. Key issues of interview and discussion programs

Unit 5: Key Issues in Nepali Journalism

[10 Hours]

- i. Ownership, transparency of investment and sustainability,
- ii. Condition of working journalists,
- iii. Media professionalism,
- iv. Government owned media in democracy,
- v. Issues of editorial Vs. market conflict;
- vi. Partisan journalism and political affiliation of Nepali journalist;
- vii. Copyright;
- viii. Right to information Vs. privacy;
- ix. Quality in content: less priority in investigation;
- x. Issues of accuracy, balance, truthfulness, relevance, social responsibility;
- xi. Violation of code of conduct;
- xii. Skilled human resources and career development;
- xiii. Conflict and Nepali media

Unit 6: Practicum

[5 Hours]

1. Write a critical essay on any of the key issues of Nepali journalism
2. Carry out a small scale research in target Villages to know about radio listening or television viewing culture, prepare a report and present amidst an in-house seminar.

References:

Dahal, Kashi Raj. *Aam Sanchar Ra Kanun*. Kathmandu: Nepal Press Institute.

Devkota, Grishma Bahadur (2051 BS). *Nepalko Chhapakhana ra Patrakarita ko Itihas*. Kathmandu: Sajha Prakashan.

Kharel, P. (2001). *Media Practices in Nepal*. Kathmandu: Nepal Press Institute.

Nepal, Kishor (2057) *Janamatdekhi Janaandolansamma: Nepali Patrakaritako Bikahs Ra Praman*. Kathmandu

Rai, Laldeusa, Kharel, Parshuram and Khanal, Chiranjibi (2055). *Nepali Patrakarita: Byabastha Ra Byabahar*. Kathmandu: TU Journalism and Mass Communication Department

Mophasalka Patrakar: Srvekshan Pratibedan (2060). Kathmandu: Media Services International

Ojha, Ghananath and Risal, Bhairab (2065). *Tyati Belako Patrakarita*. Kathmandu: Pairabi Book House

Parajuli, Shekhar (2064). *Media Sambad: Nepali Patrakaritabare Antarbarta*. Kathmandu: Martin Chautari

Parajuli, Shekhar and Wanta, Pratyush (2062). *Radiosanga Hurkinda*. Kathmandu: Martin Chautari

Note: *This course has been designed to discuss various issues of contemporary Nepali media. This is recommended that the University, colleges and course instructors manage as many guest lecturer classes as possible and workshop on the issues.*

JMC 474: Comparative Media

Credit: 3

Course Description:

This course has been designed to provide a glocal concept of journalism and media scope- starting from local to global media sphere of news issues, strengths and limitation, news priority strategies, and working modalities. Primarily, this course aims to develop critical, analytical and creative skills of journalists to understand a news event from various perspectives. This course will cultivate a robust confidence in a journalism student to raise a local issue into national and international context.

Course Objectives

Upon the completion of the course, the students will be able to:

- Understand the scope of local media to national and international contexts,
- Critically evaluate the strengths and weaknesses of media scopes in local, national and international contexts,
- Develop a comparative understanding of local and national media in agenda setting role and apply necessary precautions while internationalizing news issue.
- Possess academic skills to identify, handle, analyze and document the issues of local, national and international context.
- Develop academic skills to identify, handle, analyze and document the issues of local, national and international contexts.

Course Contents

Unit 1: Knowing Local Media

[9 Hours]

Features of local media; priority issues; issues of professionalism in local media context (accuracy, credibility, access, financial status, continuity and ethical issues); similarities and differences between local and other (national/international) media; strengths and limitations (print, radio, television).

Unit 2: Recognizing National Media

[9 Hours]

Features of national media; priority issues; issues of professionalism in national context (ABC principles, access to info source, financial status, continuity and ethical issues); similarities and differences between national and other (local /international) media; strengths and limitations.

Unit 3: Understanding International Media

[9 Hours]

Features of international media; priority issues of developing countries (why our news is not their news), issues of professionalism (ABC principles, access to info source, financial status and ethical issues); similarities and differences between international and other (local /national) media; strengths and limitations.

Unit 4: Glocalizing the News

[8 Hours]

Knowledge (Agenda setting, working with network, use of modern technology, angle of human rights, lobbying), Skills (media/ social media campaign, networking, follow up), Impact (Positive- recognition, establishing rights, policy intervention, cooperation, etc.; negative- expense, delayed impact, negative outcomes, possible vulnerability)

Unit 5: Practicum

[10 Hours]

1. Prepare a critical essay (2500 words) on local media scenario of your region/ district or national scenario

- essay will be on the present status of local media (including radio, print, television or online/social media)
- use updated statistics, relevant pictures, graphics on newspapers, radio and television in local/regional context
- essay outline: introduction, evolution of local/regional media, socio-cultural factors, political and other influence on content, issues of professionalism and ethics, conclusion and recommendations
- citation of references and annexes (as applicable)

2. *Case Study: Students prepare a case study of a newsworthy issue (national context) which is/was successful to draw international attention on the basis of following questions (What is/was the issue? Why the issue important to local and national media? Why international media paid attention to it? What was the consequence? Was the issue successfully resolved or situation became more critical? What were/are the lessons learnt for future reference?)*

- The write up must include 3000 words, along with photo, graphics, cartoons, tables, etc.
- Cover page, reference and annexes will not be included within the word limit.
- Overview: Case introduction, background and development of the case, coverage in local, national and international media, consequences of the issue (why and how it was internationalized, what specific skills and media were used, who were the main actors, how professional was the coverage, etc.), impact (positive/ negative), lesson learnt and recommendations.
- References, annexes of the story covered in the national and international media, etc.

References:

Boguslaw, Dobek-Ostrowska; Michal, Glowacki; Karol, Jakubowicz; and Miklos, Sukosd (2010) *Comparative Media Systems: European and Global Perspectives*. Hungary: Central European University Press.

Boyd-Barrett, Oliver and Terhi Rantanen. (1998). *The Globalization of News*. London: Sage Publication.

Hallin, Danial C. and Mancini, Paolo (2012). *Comparing Media Systems Beyond the Western World*. New York: Cambridge University Press.

Kharel, P. (2006). *A Study of Journalism*. Kathmandu: Nepal Association of Media Educators.

Mohammadi, Ali (ed). (1999). *International Communication and Globalization*. New Delhi: Sage Publications

JMC 475: Internship (News Reporting/Editing)

Credit: 3

Course Description:

At the seventh semester, the students are required to pursue an internship assignment equivalent to 3 credits hours. The university/teaching institution can decide where to place them but it is ideally recommended that the students are sent to the mainstream media or professional media/research organizations. While determining the assignment, the University will take into account the interest of the students and availability of the placements.

Course Objectives:

- To give professional cum academic scheme to the students.
- To join students from classroom to the newsroom for having the theoretical cum practical knowledge.
- To provide firsthand knowledge of workplace to the students.
- To provide the knowledge of media houses operating system, structure and the challenges of Nepali media to the students.

Guidelines for Students:

- Students should work in a media house (daily or weekly newspaper, radio, TV, or online) for at least four weeks, 30 days.
- Students should work under or the supervision or their assignment of the editor, chief reporter or news chief of those media houses.
- Students should make a report based on his or her work that must show at least 30 days activities including the profile of the same media houses.
- Students should be filled two forms –one by the internship guide and the other by internship in charge and college will prepare such forms for students.

JMC 481: Media Organization and Management

Credit: 3

Course description:

Management is a basic need for any kinds of profession. Modern media have been developing as an industry in terms of investment and human resource allocation. It requires good managerial skills to run successful media houses. This course aims to enable students for the media house management.

This course aims at introducing students with the practical issues within the newsroom and how they are handled by the newsroom leaders.

Course Objectives:

- To enable students to obtain an insight into the media organization and management world context with Nepalese perspective.
- To provide an opportunity to learn practical knowledge and understanding of the existing practice of management in different media organization in Nepal.
- To provide the knowledge about the newsroom and media house management
- Understand the practical issues in the newsroom
- Internalize different roles of newsroom personnel
- Be able to adjust their roles in the newsroom hierarchy

Course Details:

Unit 1. Evolution of Nepali Journalism

Evolution of Nepali journalism professional, establishment of major print and broadcasting media organizations in Nepal. History of RSS and developments of advertising agencies and cable television networks in Nepal.

Unit 2. Media organization and management

- Communication, organizational communication, Media organization management including human resource management (Recruitment policy, career development, basic remuneration and facilities, welfare, promotion, motivation, chance of taking diverse responsibilities, mobilization, reward and punishment, leave, fire and retirement policy)
- Financial, material and intellectual, basic model of newspaper organization, structure of editorial department.
- Major news agencies of the world, organizational structure of RSS, Radio Nepal, Gorkhapatra, Nepal Television and private daily newspapers.

Unit 3. Media ownership and organization

- Concept and skills of management, Ownership and its type, ownership in media(Public, private and community media in Nepalese context).
- Organogram or structure of Government and major private media institutions of Nepal.

Unit 4. Editorial management

- Structure of editorial department, handling editorial department, relationship with other departments, role and responsibilities of editor and other members of editorial team.
- Role of Editor as Coordinator (Coordination with staff and publisher/ owner/ top management, administration, advertisement department, contributors, well-wishers and other stakeholders, PR maintenance, attending different meeting and refreshment out of office, representation of media house in national and international forums)

Unit 5. Concept of newsroom management

- Introduction, concept, leadership of journalist, hierarchy in newsroom, the editor or director and his news staff, role and responsibility distribution, assignment
- Different role of newsroom manager in different media (newspaper, radio, TV, online), leadership in content, issues and ideas, human resource deployment, competition, management of performance, role of the editorial manager, management of difficult people, motivation, leadership development, administration.

Unit 6. Newsroom operation

Diagram of hierarchy, news cycle, regular news meeting in different level, reviewing last edition or bulletin, reviewing competitors' content, discussion on strength and weakness of news dispatched in last bulletin or edition, issues and assignment, reporting and submission of stories, editing and quality control, internal communication and feedback mechanism, chain of command, style and guideline, ethical question.

Unit 7. Practical

- Conduct Case study to identify how the particular media in Nepal are managed.
- Classroom seminar on editorial freedom in Nepalese organizations by inviting the senior media persons working in different media organizations.

References Books:

Albarran, A. B., Chan-Olmsted, S. M. and Wirth, M. O. (2006). *Handbook of Media Management And Economics*. London: Routledge.

Alison, A., Owers, J., Carveth, R., Hollifield, C.A. and Creco, A.N. (Eds.) (1998). *Media Economics: Theory and Practice*. London: Lawrence Erlbaum Associates.

Devkota, Grishma Bahadur (2051 BS). *Nepalko Chhapakhana ra Patrakarita ko Itihas*. Kathmandu: Sajha Prakashan.

Herbert, LW (2004). *Newspaper Organization and management*. New Delhi: Surjeet Publication.

Mencher, Melvin (2002). *Basic News Writing*. New Delhi: Universal Books Stall.

Kamath, M. V. (2002). *Professional Journalism*. New Delhi: Vikash Publishing House.

Williams, Herbert Lee (1978), *Newspaper Organization & Management*, 5th Edn, Surjeet Publications

JMC 482 Media, Society and Culture

Credit: 3

Course Description:

This course has a vision of equipping students with the relevant knowledge of interrelationship between media, society and culture. The purpose of this course is to enhance among students an analytical-critical approach with regard to the issues of media, society and culture, including their interrelationship.

Objectives:

Upon completion of this course, the students will be able to:

- develop a deeper sense of relationship between the mass media and society
- develop a critical framework to observe the media from social perspectives
- examine the multiple effects of mass media on society and culture
- review mass media functions, linking them to the need of building higher citizenry

Course Contents

Unit 1: Mass Media and Society

[10 Hours]

Multiple logics of mass media
Interdependent relationship between media and society
Media and social change
Society as the broadest source of information
Mass media functions and construction of better citizenry
Watchdog role of mass media for pluralist democracy and social justice

Unit 2: Multiple Effects of Mass Media on Society and Culture

[9 Hours]

Political effects of mass media on society and culture
Economic effects of mass media on society and culture
Social effects of mass media on society and culture
Technological effects of mass media on society and culture
Moral effects of mass media on society and culture
Mass Media and Consumerism

Unit 3: Mass Media and Audience Consciousness Formation

[7 Hours]

Film and social attitudes
Child development and television channels
Nepali newspapers and space for children

Media policy to promote public consciousness
Strategic media planning for audience consciousness
Audience research for media effectiveness

Unit 4: Mass Media and Conflict Communication

[7 Hours]

Overview of Global media and information dissemination on conflicts
Terrorism and media
Society, crime and media
Ideological conflicts and nature of information
Civil wars and war reporting
Perspectives on conflict management and communication

Unit 5: Media Globalization and Culture

[7 Hours]

Society as the mine of cultures
Media as the producer of cultures
Communication as the transmission and sharing of cultures
Co modification of culture
Information dissemination on cultural heritage
Media, culture and Nepali society

Unit 6: Practicum

[5 Hours]

The concerned faculty member is required to assign students with feature writing task from media perspectives on any two of the diverse socio-cultural issues.

References:

Burton, Graeme (2003). *Media and Society: Critical Perspectives*. UK: Open University Press.

Joseph, Todd, Holden, Miles and Scrase, Timothy J. (2006). *Medi@sia: Global Media/tion in and out of context*. New York: Routledge.

McQuail, Denis (2005). *McQuail's Mass Communication Theories*. Sixth Edition. New Delhi: Vistaar Publications.

Ross, Karen and Nightangle, Virginia (2003). *Media and Audiences: New Perspectives*. UK: Open University Press .

JMC 483 International Communication and Media Dependency

Credit: 3

Course Description:

Mass media as social institutions, work in very complex environment. They are as political institutions as economic. Despite lacking actual political power and authority, they can be more powerful than the political institutions. This potential of the mass media has been exploited and over-exploited by the powerful nations to further the hierarchical world relations. This course aims at enabling students to analyze these complex structures and relations and to identify their roles as communicators from the traditionally third-world countries.

Course Objectives:

At the completion of the course, the students will be able to:

- Explain the traditionally imbalanced flow of information
- Know about the global news agencies and conglomerates
- Define media imperialism and locate the contemporary discourses around the issue

Course Contents

Unit 1: Introduction to Media Dependency [6 Hours]

- i) Meaning of Media Dependency
- ii) World Systems Theory
- iii) Dependency Theory

Unit 2: International Flow of Information [8 Hours]

- i) Evolution of international information flow
- ii) The status of global Information Flow
- iii) Rise of News Agencies
- iv) Global News Agencies: AP, AFP, Reuters, Xinhua

Unit 3: Efforts to Balance Information Flow [8 Hours]

- i) Free Flow of Information debate
- ii) NAM and NWICO
- iii) Contra-flow in the global media
- iv) Alternative News Agencies: Inter-Press Service (IPS)
- v) WSIS

Unit 4: The Economics of Global Mass Media [8 Hours]

- i) Deregulation of media, rise of liberal economy and global capitalism
- ii) Global Concentration of media ownership
- iii) Major media conglomerates: Disney, Viacom, News Corporation, Mediacorp
- iv) Rise of Reality TV shows and their economics: Formats and contents

Unit 5: Media Imperialism Thesis and the Reality [10 Hours]

- i) Definition of Media Imperialism
- ii) Media Imperialism and Cultural Imperialism
- iii) Herbert Schiller's model of media imperialism
- iv) Mowlana Model of International Communication Dependency

Unit 6: Practicum

[5 Hours]

Project Work 1: Write an essay on any of the News Agencies or global or regional media conglomerates.

Project Work 2: Student review any of the theories/models related to international media and communication dependency.

References:

Hesmondhalgh, David & Toynbee, Jason (eds.) (2008). *The Media and Social Theory*. Oxon: Routledge.

McQuail, Denis (2005). *McQuail's Mass Communication Theories* (Sixth Edition). New Delhi: Vistaar Publications.

Oliver Boyd-Barrett & Terhi Rantanen (eds.) (1998). *The Globalization of News*. New Delhi: Sage Publications.

Rantanen, Terhi (2005). *The Media and Globalization*. New Delhi: Sage Publications.

Thussu, Daya Kishan (2007). *News as Entertainment: The rise of Global Infotainment*. New Delhi: Sage Publications.

Thussu, Daya Kishan (Ed.) (1998). *Electronic Empires: Global Media and Local Resistance*. London: Arnold.

JMC 484 Dissertation

Credit: 6

In the final semester, students will carry out an independent research in the areas of their interest under the close supervision of a faculty research supervisor.

The final Dissertation is an independent and individually produced research work, where a Bachelor's Student presents a relevant research problem and original research results in the field of journalism, media and communication. The students can choose from any areas of research: medium research, media organization research, content analysis, media impact studies or any other topic relevant to the field of journalism, media and communication. The researcher has to apply empirical research methods and produce a significant research work.

The **objective** of the final Dissertation work is to create conditions for acquiring the highest professional qualifications in the field of journalism, media and communication through scientific approach to research problems and ability to present research results. Final Dissertation work will award 9 CH for a total of 135 Learning Hours.

The faculty/department can assign the topic for the students or in some cases, the students will be choose any topic relevant to the field of journalism, media and communication. Such research work should have at least following components:

- Rationale of the study
- Research problem
- Literature Review of the topic
- Data collection
- Interpretation of data
- Synopsis, summary and presentation
- Appropriateness in using quotations, footnotes and Bibliography

Students should **prepare a work-plan** for about 100 days to conduct research for this purpose. Every student should **submit the proposal, defend it amidst an in-house seminar and embark into research work after** the department/faculty approves the project. Such research will be conducted under the direction of an academic supervisor who will be assigned by the Faculty/Department.

Considerations while carrying out dissertation:

1. Relevance of the topic for the students of Bachelors degree of Journalism and Mass Communication
2. Good quality of research report
3. Presentation, language quality and originality should be maintained
4. Students should visit the field for generating data, questionnaire and interview
5. Appropriateness of methodology, relevance of references and necessary other arrangement

Evaluation of the Thesis work:

The university will constitute an independent academic committee to evaluate dissertation of the students. The committee comprising of reputed academicians and professionals as well as the dissertation supervisor will evaluate the research work on the following basis:

Evaluation Criteria	Weightage (%)
Research Proposal: Appropriateness of the research work, significance, formulation of the research problem	10
Research Design: Appropriateness of methods, concepts, tools and techniques of data collection	10
Literature Review	10
Research Implementation: Actual field work	20
Data Presentation: Structure of the report	20
Viva voce	30
Total	100

All students studying at the eighth semester will be eligible to carry out dissertation work. However, s/he will be able to appear in the viva voce only after completing all preceding papers. Once the student defends the dissertation, s/he will be a JMC graduate.