

**Mass Communication and Journalism
Grade XI**

1. Course justification

- 1.1. The subject of Mass Communication and Journalism at the 10+2 level of Higher Secondary Education was introduced from 1998 academic year. The course details aim at imparting the students with general understanding of the profession of journalism and mass communications. The study at level XI is directly related to the art of expression and language proficiency. It is essential that students taking up this course should have a good knowledge of English or Nepali or both the languages as the medium of expression.
- 1.2. The application of information arts and technology wields tremendous influence on the daily life of the people. Since journalism concerns with informing the society, its study has been included in the higher secondary school curriculum. The course aims at introducing this important discipline to the students and develops their interest in its study. Moreover, it will also enable them to take up the study of journalism and mass communication at the university level.
- 1.3. The curriculum for Grade XI has been designed to be specific, enabling the students learn about elementary skills of journalism. The foundation will prepare the students for advanced and specialized courses at higher institutions and at the same time, impart basic skills among the students, which might also meet the shortage of medium grade manpower in the information and mass media industry sector.

2. Pre-requisites for the course

2.1. Language for the entry-students

Students joining the course of mass communications and journalism in class XI must have acquired proficiency in the use of English or Nepali language or both.

2.2. Ratio between students and class room facilities

The number of students in a class must not exceed 40 persons. However, 30 persons will be ideal for individualized attention by the instructors and utilization of instruction facilities. In case of pressure on enrollment, the number can be regulated through entrance tests or by adding more sections.

2.3. General guidelines for the Teachers

The teachers are requested to adopt the following methodology in order to improve the quality of instruction of this course:

- a. Organize at least two creative exercises based on class room work during the duration of each credit course.
- b. Organize field visit of students to media organizations or relevant development projects in subsequent batches at least three times during an academic year.
- c. Organize information sharing seminars or inter-active media forums by inviting experienced media professionals at least four times a year.
- d. Assign the students to prepare news stories or feature articles based on the content of the activities as listed above.

- e. Make it mandatory for each student to prepare their personalized files on the activities performed by them or on their creative contributions.
- f. On completion of each credit course, the instructor should furnish in writing the summary of various assignments completed by the students including their ratings. Evaluation forms may be developed for this purpose.

3. Course description

3.1. Overall objectives:

On completion of this course, the student will be able to:

- a. Define mass communication and mass media in general.
- b. Explain the concept of communication and information.
- c. Describe the types of media, scope and functions.
- d. Describe the brief history of media in Nepal.
- e. Define reporting, the functions and responsibilities of a news reporter
- f. Analyze news sources and the contents.
- g. Analyze news value and write news stories.
- h. Define qualifications, functions and responsibilities of a news editor.
- i. Acquire knowledge of concept of news and its structure.
- j. Discuss copy-testing, art of layout and designing, rewriting the copy.
- k. Acquire skills of head-line writing and page making.
- l. State various press theories in relation to the study of mass media.
- m. Explain the responsibilities of the press.
- n. Define basic terms and meaning of freedom of the press.

- o. Define human rights and fundamental rights with reference to the Constitution of Nepal.
- p. Develop skills of using computers for word processing.
- q. Develop skills of preparing news stories on matters of social issues.
- r. Discuss the basic art of production of magazines/journals.

Details of the course

Unit Details

Pre-requisite

Students should register at the colleges before proceeding to this unit. Instructions under this unit should be a starting of this course. The teacher should follow the given instructions while conducting courses under unit I.

Introduction

The contents of this Unit are basically theory-oriented. It involves definition and scope and practices of the communications. The teacher should collect enough reference materials from the text and journals and back files and engage the students in class room demonstration, group discussion and exercise drills so as to enhance their comprehension knowledge.

Unit objectives:

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

- a. Develop the skills of communication, and its scope in the society.
- b. Understand the mass media and other aspect of social discipline.
- c. Define the process of communication.
- d. Understand the brief historical development of the press.
- e. Acquire knowledge of mass media in Nepal.

Unit I : Introduction to mass communication

Details of the course content:

1) Definition of mass communication, elements of communication, mass media and communication

To understand mass media, it is important to understand the process of communication.

The teacher is advised to base his/her presentation by elucidating on the following points:

- a. Communication is the process of sending ideas and attitudes from one person to another
- b. Writing and talking to each other are only two ways for human beings to communicate.
- c. We also communicate when we gesture, move our bodies, or roll our eyes.
- d. Transmission or exchange of information or ideas or feelings by means of sounds, signs, or symbols.

Brief introduction to mass communication and journalism is needed to make clear about this subject.

"Communication occurs when two or more people interact through the exchange of messages"

Elements in the Communication Process:

In general, communication involves the following elements:

1. A source
2. A process of encoding
3. A message

4. A channel
5. A process of decoding/interpretation
6. A receiver / audience
7. The potential for feedback
8. The chance of noise/disturbances

Four level of communication:

1. Intrapersonal level,
2. Inter-personal level,
3. Group level and,
4. Communication with mass audiences

Information life cycle is also important in the communication field.

ii) Communication information, Key feature:

Definition: The use of a device or method to collect, process, or store or deliver information using electronic, graphic, photographic or mechanical means.

Communication information should also focus on the following areas:

- i) Initiating, ii) Seeking and giving, iii) Clarify and summarizing
- iv) Harmonizing, v) Encouraging

Key feature

Information process

The conversion of data into information by sorting them through mechanical devices in a manner of useful to the diverse range of clients.

iii) Mass Communication, scope and functions

Functions of mass communications are as follows:

Surveillance: It refers to what we popularly call the news and information role of the media. The surveillance function can be divided further into two main types. Warning or beware surveillance occurs when the media inform us about threats from hurricanes, erupting volcanoes, depressed economic conditions, increasing inflation, or military attack. These warnings can be about immediate threats (a television station interrupts programming to broadcast a tornado warning), or they can be about long-term or chronic threats (a newspapers series about air pollution or unemployment). There is, however, much information that is not particularly threatening to society that people might like to know about. Instrumental surveillance has to do with the transmission of information that is useful and helpful in everyday life. News about what films are plying at the local theaters, stock market prices, new products, fashion ideas, recipes, teen fads, and so on, are examples of instrumental surveillance.

Interpretation: The mass media do not supply just facts and data. They also provide information on the ultimate meaning and significance of those events. One form of interpretation is so obvious that many people overlook it. Not everything that happens in the world on any given day can be included in the newspaper or in a TV or radio newscast. Media organizations select those events that are to be given time or space and decide how much prominence they are to be given. The various gatekeepers involved to be more important than those that didn't make it have judged stories that ultimately make it into the paper or the newscast.

Another example of this function can be found on the editorial pages of a newspaper. Interpretation, comment, and opinion are provided for the

reader so that he or she gains an added perspective on the news stories carried on other pages.

Linkage: The mass media are able to join together different elements of society that are not directly connected. For example, mass advertising attempts to link the needs of buyers with the products of sellers. Legislators in Washington may try to keep in touch with constituents' feelings by reading their hometown papers. Voters, in turn, learn about the doings of their elected officials through newspapers, TV, and radiotelephones that attempts to raise money for the treatments of certain diseases are another example of this linkage function. The needs of those suffering from the disease are matched with the desires of others who wish to see the problem eliminated.

Another type of linkage occurs when geographically separated the media links groups that share a common interest. Publicity about the sickness known as Gulf War Syndrome linked together those who claimed to be suffering from the disease, which formed a coalition that eventually prompted government hearing on the issue.

Transmission of Values: The transmission of values is a subtle but nonetheless important function of the mass media. It has also been called the socialization function. Socialization refers to the ways in which an individual comes to adopt the behavior and values of a group. The mass media present portrayals of our society, and by watching, listening, and reading, we learn how people are supposed to act and what values are important to illustrate, let's consider the images of an important but familiar concept as seen in the media: motherhood. The next time you watch television or thumb through a magazine, pay close attention to the way mothers and children are

presented. Mass media mommies are usually clean, loving, pretty, and cheerful.

Entertainment: Motion pictures and sound recording are devoted primarily to entertainment. Even though most of a newspaper focuses on the events of the day, comics, puzzles, horoscopes, games, advice, gossip, humor, and general entertainment features usually account for around 12 percent of the content. If we considered sports news as entertainment, that would add another 14 percent to this figure. Television is primarily devoted to entertainment, with about three-quarters of a typical broadcast day falling into this category.

Likewise the roles of mass communication are also to provide education and information to the society.

iv) Types of media:

Print and electronic

Print

Newspapers and other publication by the help of inked surfaces are the print media. Newspapers are also known as daily, weekly etc.

Electronic

Media that requires electricity in order to operate, function or communicate messages are belongs to the electronics media. For e.g. radio, television etc.

Film

Recorded images and sounds of the social and other events sent by photochemical process are called film. It should meet public expectations to be factual and accurate. Film is also a medium of mass entertainment, education and promotion of cultural arts.

Radio: Writing for ear

Radio is very fast. First and foremost strength of radio is immediacy. But weakness of radio is that people used to involve less on it. They listen the radio. But at the same time they perform other job too. Like driving car and washing dish. That is why we need extra effort to attract people. Our aim should be to communicate with them.

Writing for Radio: Basic rules

Use everyday or colloquial language, not expert lingo.

You have to translate jargons in everyday language.

Avoid complicated words

Keep words short and simple. For example-Today Charles arrived in Kathmandu.

Repeat yourself

Use less numbers and figures or data. Use approximate, round up or down.

Create images

You have not freedom to lie. But you are free to pick any angle.

Active language

Sharpen the angle. Deal only one news point in one story.

Once again, writing for ear

- Everyday language
 - Short and simple sentence
 - Repeat
 - Less number of data
 - Create image
 - Active language
 - Sharp angle
- v) **Brief historical development of world press with emphasis on history of mass media in Nepal**

The evolution of modern printing press

Before and after movable type (Gutenberg's press) in brief.

American history:

Before and after 1690 AD (in brief)

The Penny Press:

In 1833, New York Sun started its sell for a penny. This was a significant price reduction when compared with the other New York City, Boston, and Philadelphia dailies, which went for six cents a copy. Local happenings, sex, violence, features, and human-interest stories would constitute the content of the New York Sun. Within six months, the Sun achieved a circulation of approximately 8,000 copies, far ahead of its nearest competitor. The gamble had paid off, and the penny press was thus launched. The last of the major newspapers of the penny-press era that we shall consider began in 1851.

Changes in journalism were prompted by the success of the mass press during the 1833-1860 periods. The penny press brought such four changes, according to Joseph R. Dominick (The Dynamics of Mass Communication):

- The basis of economic support for newspapers.
- The pattern of newspaper distribution.
- The definition of what constituted news.
- The techniques of news collection.

Yellow journalism:

At the beginning of the twentieth century, every industry had its barons, and the most notorious-if not the greatest of the press lords-was William Randolph Hearst. Hearst specialized in buying up failing newspapers and transforming them into profitable enterprise. In 1878, Joseph Pulitzer became interested in journalism. He turned the St. Louis Post-Dispatch into a grand success. He obviously found a formula for newspaper success, and his innovations are worth considering. He attracted a mass readership by reintroducing the sensationalized news of the penny-press era into his paper.

Hearst, like Pulitzer before him, then invaded the big league-New York City. In 1895, he bought the New York Journal. Soon, Pulitzer and Hearst were engaged in a fierce circulation battle as each paper attempted to out-sensationalize the other.

Water gate scandal: The investigative story proved that the media is more powerful tool in the society

Nepali history (in brief)

The following category will apply to print, radio, television and film in short introduction:

- i. Before Gorkhapatra-BS 2007
- ii. BS 2007- BS 2017
- iii. BS 2017-2046
- iv. BS 2046-2062
- v. After BS 2063

Instructional process

- a. The oral lecture method will have to be supplemented with the supply of background notes and texts of the topic delivered as far as practicable.
- b. Lecture methods, hand-outs to the students and class-room assignments will form major components of the methodology.

Instructional materials, Equipment and Tools

Lecture methods, class exercises, hand-outs and OHP should be used for this unit.

Evaluation

Evaluation of the progress made in this course will be made on the following basis:

- a. Written tests will be taken at least once a week to test the knowledge of the students on the topic taught. The ratings will be put on record by the class teacher for use in the class evaluation.
- b. Teacher can evaluate the student during and after the class assignment. At least one question should be asked in the final examination

Unit II : Concept of news

Introduction

The Unit leads the students into the core area of Journalism beginning with the definition of news and the job of reporting. With the help of prescribed text books, the teachers should be able to explain the essential elements of news, the sources of obtaining news, prioritization of facts while writing news, inverted pyramid, and the qualifications desirable for a desk editor and reporter, etc.

Unit Objectives:

After the completion of this unit, the students will be able to:

1. Define the basic terms and functions of news.
2. Identify the role of an editor and a reporter.
3. Define the news beat for the news media.
4. Introduce the techniques of news gathering and news writing.
5. Identify the sources of news.

Details of the course content

i) Introduction to reporting

Reporting is a information management process of news making.

- **Facts**-The events which could be explained on the basis of realities and issues based on facts as against imaginative creations. Ascertaining a fact from fiction should be based on truthful and verifiable events, not imaginative stories as in the case of literary writings.

(The teacher should guide the students in distinguishing between facts and fiction, objective news reporting vs. essays of literary writings with suitable examples)

ii) Sources of news

- Primary and secondary sources of news.
- Predictable, unpredictable and anticipated sources of News.

(Imagine events or situations that are likely to make news and invite participation of the students in the discussion)

- Cognitive and in-cognitive sources of news: Example- news agencies.
- Monitoring from Radio and TV as sources of news.
- Press release or handout
- Press conference or briefing
- Interview
- Legislatures
- Courts
- Conferences, business and symposia
- Public speeches
- Reports.
- Others

iii) Writing simple news stories

Writing for news is more practicable on news media. Clear write up, fair reporting, honesty in writing, accurately, concisely, interestingly, appropriate terminology, colloquial language, short paragraph, and short sentences are essential to develop the news story. Introduce what constitute a Headline in a news story. *(Illustrate this point by showing samples of local newspapers. Engage the students into writing samples of Headlines by giving them clippings of stories published in newspapers).*

Simple language, active verb, straightforward sentences, tight writing, easy understood are also the based of clear writing.

Explain the basics of a news story. Define the terms: byline, dateline, lead line.

iv) Qualities of a reporter

Who gathers information and writes reports for newspapers, magazines, newsletters or television and radio broadcasts is called reporter. Reporter should have hunger for new information, good health, fairness, calmness, confidentiality, studious, decency, sincerity to profession, adventurous,

social responsible, creative, objectivity, alertness, curiosity, integrity, mobility, tactfulness, patient, self discipline, language expert, punctual, technical know-how etc.

Teacher should explain the other quality of the news reporter. The technical qualities of a broadcast news reporter should also be explained with suitable examples.

Every reporter should own the following:

Dictionary, World almanac, grammar book, atlas, road maps, style book, and reporter's note pad.

Instructional process

- a. The oral lecture method will have to be supplemented with the supply of background notes and texts of the topic delivered as far as practicable.
- b. Lecture methods, hand-outs to the students and class-room assignments will form major components of the methodology.

Instructional materials, Equipment and Tools

Lecture methods, class exercises, hand-outs and OHP should be used for this unit.

Evaluation

Evaluation of the progress made in this course will be made on the following basis:

- a. Written tests will be taken at least once a week to test the knowledge of the students on the topic taught. The ratings will be put on record by the class teacher for use in the class evaluation.
- b. Teacher can evaluate the student during and after the class assignment. At least one question should be asked in the final examination from this unit

Unit III : News Reporting

Pre-requisite

Students should be aware of the contents taught under unit I, and unit II before proceeding to this unit.

Instructions under this unit should be a continuation of the previous unit delivered. Class room attendance, completion of assignments etc. should be taken as evidence of the indulgence of the students in continuity. The teacher should follow the given instructions while conducting courses under unit III.

Introduction

The contents of this Unit are practice-oriented. It involves news reporting of copies prepared by the reporters, the use of language, editing symbols, correction of facts and rewriting of the copies. The teacher should collect enough specimen materials from newspapers and journals and back files and engage the students in class room demonstration, group discussion and exercise drills so as to enhance their comprehension skills.

Unit objectives:

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

- i. Develop the skills of news reporting and its writing style.
- ii. Understand the responsibilities of the chief reporter, other editors and the news desk and the art of writing news stories.
- iii. Define the basic terms and meanings of news structure and their use in the media.

Details for the course content:

- i) **Introduction to news reporting**
 - The benefit of doubt while covering events and issues.

- The ingredients of a good news story
- Role of a reporter in a newspaper/broadcast medium.

ii) News and its basic ingredients

Define the concept of News

What facts are good to make news and what not?

"News is what interests a good newspaperman"- Geraid Johnson

"News is anything that will make people talk"-Charles A. Dana. Editor. New York Sun, 1869-97

"News is any event, idea, opinion that is timely, that interests or affects a large number of people in a community and that is capable of being understood by them"

(Such definitions can add more by the class teacher)

Journalists agree that the news value of an event can be judged by its **impact**, or **consequences**, where the event is **unusual** and whether the people involved in the event are well-known or **prominent**.

Other factors can increase or diminish the news value of the events—**conflict**, the **proximity** of the event to those we are writing for **timeliness**, and **currency**, whether people are still interested in the event even though it may not to be.

The ingredients: proximity, rarely of events, interest value, effect on the community, loneliness, etc.

iii) Headlines

- Identification of news head lines. Types of news head
- Interrogative, Quoted statements, suspended headlines, personality headlines
- The art of writing headlines.

The teacher should present copies of published news from newspapers, the teacher should engage the students into providing appropriate headlines and on completion of the assignment, the outputs should be presented for discussion and comments)

Engage the students to provide the title of an article or news or feature or press release.

iv) The news structure

Explain the model of Inverted Pyramid to explain a news structure. Draw out an illustration of Inverted pyramid on the white board and explain its analogy with a news story from the front page of a local newspaper.

- Explain what an inverted pyramid is. What is its relevance in a news story as different from other types of writings? The concept can be clarified by showing various types of sample writings of news value and those that are not.
- **Accuracy, Balance and credibility** - All aspects of the event or subjects should be included in the story.
- **5 Ws + one H** - What, Where, Who, When, Why and How should be explained in the news story.

v) The art of sub-editing

- Define what is sub-editing
- Explain how a news room is organized in a modest size news paper publishing house.

- Make a diagrammatic presentation of a functional news room and show the position of a sub-editor in the structure.
- Explain how the role of a sub-editor differs from that of a reporter.
- checking of facts from the view-point of truth, accuracy and balance.

vi) Rewriting of news

- Why re-write a news story? What are its norms and limits?
- Checking out facts, dates and historical records
- The editorial tools to be consulted with for checking facts: reference section, Almanac, World atlas, dictionaries, etc.
- The style book
- Mistakes and the processes for their correction
- The rewriter should follow: Accurate, thorough, fair and readable the stories.

vii) Page-making and layout

- Explain the art of page making with the help of standard texts
- What is a 'dummy' in a news room?

(Prepare a sketch for a dummy of one page material and engage the students into discussion on the contents)

- Use of fonts, types and letter varieties
- Columns and bars, their width and length
- Significance of varieties and visual attraction
- Bland and attractive lay-outs

(At the end of the credit course, organize a class-room seminar, in which the students will be led into practical session of designing newspaper pages. Perceptions on the topic should be further clarified by presenting a cross-section of various sample newspapers and comments should be invited on the variety of designs and layouts).

Instructional process

- a. The oral lecture method will have to be supplemented with the supply of background notes and texts of the topic delivered as far as practicable.
- b. Lecture methods, hand-outs to the students and class-room assignments will form major components of the methodology.

Instructional materials, Equipment and Tools

Lecture methods, class exercises, hand-outs and OHP should be used for this unit.

Evaluation

Evaluation of the progress made in this course will be made on the following basis:

- a. Written tests will be taken at least once a week to test the knowledge of the students on the topic taught. The ratings will be put on record by the class teacher for use in the class evaluation.
- b. Teacher can evaluate the student during and after the class assignment. At least one question should be asked in the final examination

Unit IV : Freedom of Press and Human Rights

Introduction

It is essential that students of mass communication and Journalism should have basic knowledge of the principles of freedom under which a free press operates in a democratic system. In order to highlight this theme, a comparative presentation of mass media in an authoritarian regime and democratic society should accompany the lectures on human rights.

The contents of this Unit are divided into two parts. The first part deals with the textual presentation of the Universal Declaration of Human Rights and the chapters on Human Rights from the Constitution of Nepal. The second part deals with the limits to press freedom, prevention of the abuses, ethics and code of conduct and social responsibility of the press.

Prerequisites:

The teacher should have a fair knowledge of contemporary media scene, including reported cases of complaints against the media, court cases and human rights movements in the country. The Press Council Reports and other research papers can provide valuable insights. In-house seminars can be organized providing enriching inter-action with media specialists in order to improve the perception of students on the subject matter.

Unit objectives:

After the completion of this unit, the students will be able to:

- I. Acquire knowledge of human rights and the constitutional provisions on press freedom in Nepal.

- II. Know the concept of the journalistic ethics and code of conduct for journalists.
- III. Distinguish between law and code of ethics.
- IV. Understand the social responsibility of the press.

Details for the course content

1) Introduction to press theory

Four theories of the press: Authoritarian theory of press, Soviet communist theory of press, Libertarian theory of press and Social responsibility theory of press

Like wise mixed theory and other related theory should also discuss in the class

(Present a world map in the class room and illustrate which countries can be suitable examples for the types of theories discussed)

2) Definition of freedom of press

What is the meaning of the freedom of the press? General concept of press freedom and human rights when and where the concept of press freedom originated?

General concept of human rights

What is the meaning of human rights? How and why the concept of press freedom and human rights are related to each other as fundamental rights. Explain this point with special focus on Nepal

3. Concept of fundamental Rights, UN declarations on human rights and Fundamental Rights provision of the Constitution of Nepal

Explain the Rights provisions from the Constitution of Nepal fundamental rights. On the basis of relevant excerpt lecture delivery system should practice.

What constitutional provisions have been made for guaranteeing human rights and press freedom of the Constitution of Nepal? How they are related to the ethics in journalism? How are the articles of the recent constitution related to mass communications and journalism?

No freedom, no press and no press, no freedom.

Instructional process

- a. The oral lecture method will have to be supplemented with the supply of background notes and texts of the topic delivered as far as practicable.
- b. Lecture methods, hand-outs to the students and class-room assignments will form major components of the methodology.

Instructional materials, Equipment and Tools

Lecture methods, class exercises, hand-outs and audio recording should be used for this unit.

Evaluation

Evaluation of the progress made in this course will be made on the following basis:

- a. Written tests will be taken at least once a week to test the knowledge of the students on the topic taught. The ratings will be put on record by the class teacher for use in the internal evaluation.
- b. During the course duration, an in-house seminar should be organized providing for healthy inter-action of the students with the resource persons invited to the occasion.

Unit V : Practicum

Unit Objectives

After the completion of this unit, the students will be able to

1. Develop skills of using the computers for word processing.
2. Report on local and national issues.

Introduction

One of the objectives of the curriculum is to impart the students with basic skills which they can use in various vocational job situations. Bearing this objective in mind, the course module is entirely designed to be a practicum - the students are required to work hands-on on computers. The first part of the module will involve basic theoretical knowledge of how a computer operates as a tool in journalism, the meaning of desktop printing, commonly used modes of PCs, etc. The second part will involve formation of students into sizable groups-- the number being dependent on the number of tools available and leading the students to hands-on use of the tools under the guidance of a qualified trainer/specialist.

Reporting assignment

Pre-requisite

Students should have sound knowledge of the theoretical portions provided for under the above mentioned units. They should have access to audio tape recorders, wide range of sample newspapers and magazines computers for hands-on demonstration and use as prescribed.

The teacher should follow the given instructions for this unit.

Details for the course content

- Reporting assignment on issues of public concern especially on the local issues:
 - Five items involving completion of reporting assignments should be submitted by each student.
 - Production of 2 news story: stories should based on the field reporting
 - Presentation of magazine file based on class room assignments: This will be based on the collection of the interest of the students.
- a. News clippings of human interest stories in the lab copy from the national newspapers -5 items based on the interest of the students.
- b. Three news items of the class room assignment must be pasted in the lab copy.

Evaluation of the practical course

One practical question should be asked in the final examination as practical question based on the class exercise.

Methodology

The teachers should proceed ahead as followed:

- select a standard text book of journalism from among the books suggested by the Board. Avoid unverified books cheaply available in the market. It will only distort facts and confuse both the teachers and students. The subject teacher should prepare a condensed plan of the contents that will be delivered in the class.

Instructional process for the colleges who are introducing this

The following processes are recommended

- a. Colleges prescribing this course should maintain a ratio of one PC (computer) for six students in average. It means, for a class of 40 students, seven computers and a printer need to be provided in order to achieve the desired impact.
- b. In many colleges, appropriate instructor in this discipline may not be found within reach. To overcome this problem, the school may either have to take initiative in training its staff at suitable institutions or acquire the services of professionals from outside on contract basis.
- c. The hours of instruction should be divided equally into theory in class rooms followed by practicum in the computer lab.

Instructional materials, Equipment and Tools

Class exercises, hand-outs and audio recording, newspapers and magazines should be used for this course. Computers and printers are needed to teach and evaluate this course. Lecture methods may also relate to the class exercises, hand-outs and audio recording.

Evaluation

Progress made by the students under this course will be evaluated on the following basis:

- a. Attendance of the students in the theory as well as the practice-lab will be recorded and monitored in order to maintain.
- b. All the specimen copies produced by the students will have to be preserved and duly signed by the class teacher which should be produced on demand for verification.

- c. The final test should involve theoretical questions (80 %) to test the student's comprehension and the remaining (20%) will also ask as practical question based on the curricula.

Evaluation Scheme

The distribution of marks shall be allocated for theory and practical paper as following table:

Group		To be asked	To be attempted	Marks per question	Full marks	Pass marks
A	Long question	4	4	16	64	
B	Short question	7	6	6	36	
Total		11	10		100	35

Detail of the scheme:

Question No.	Nature of the question	Marks
	Mass Communication and Journalism	100
1. (from Unit I & II)	Long answer type question	1X16=16
2. (from Unit III)	Long answer type question	1X16=16
3. (from Unit III & IV)	Long answer type question	1X16=16
4. (from Unit V compulsory)	Long answer type question	1X16=16
5. a. b. c. d. e. f. g. (from all units)	Seven short answer type questions will be asked and the students will have to attempt six of them	6X 6 = 36

General Guidelines for Schools offering the Course on Mass Communication and Journalism

Teachers of mass communication and journalism should have;

- a. Minimum second division in masters' degree in journalism and mass communication, or
- b. Graduate in journalism and minimum second division in any discipline.
- c. Master in any discipline with hands on journalism training and 15 years experience in journalism field

Other teaching materials

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| a. Cassette tape recorders | 3 |
| b. Library facilities - reasonable stock of books on journalism, mass communications and other social studies.-Supply of newspapers; it should include a sample cross-section of national, local and regional newspapers and journals.- | |
| c. Recruitment of teachers: | |
| 1. A teacher (full-timer) well versed with the practical as well as theoretical aspects of journalism and mass communication | 1 |
| 2. Assistant teachers | 1 |
| 3. Computer specialist trainer (part-time trainer can serve the purpose). | 1 |
| 4. Lab assistant | <u>1</u> |
| (For grade XI & grade XII) | |
| Total | 4 |

Recommended text books:

- I. Patrakarita Hate Kitab: Second edition, Nepal Press institute, 1997.
- II. Prasaran Patrakarita: Hate Kitab (selected topics) Nepal Press Institute, 1997.

- III. David Wainwright: Journalism made simple, Made simple books, Heinemann: London.
- IV. Mass Media Laws and Regulations in Nepal.
- V. Visho Suchana tathaa Sanchar Pranali Ka Naya Ayama haru, Nepal press institute
- VI. M. V. Kamath: Professional journalism: Rupa & co. Delhi, India.
- VII. The constitution of Nepal (selected topics).
- VIII. UN Declaration on Human Rights - Rights of the Child's and Convention on Elimination of Discrimination against Women (CEDAW).
- IX. Sanchar jagat-by Chiranjibi Khanal, 2060, Kathmandu
- X. Basic News Writing-Third edition- Melvin Mencher

(Under the supervision of Gokul Prasad Pokhrel, this teaching manual is prepared by Chiranjibi Khanal, Chairman of the Department of Journalism and Mass Communication, R. R. Campus, T. U. Kathmandu. Nepal).

Date: June 23, 2006