

Mass Communication and Journalism

Grade XII

1. Course justification

- 1.1 The study of Mass Communication and Journalism at 10+2 level is included as a new subject from 1998 academic year. The course details aim at imparting the students with general understanding of the basic skills required in the profession of journalism and mass communications. Since the study at level XII 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 language or both, as the medium of expression.
- 1.2 The application of information arts and technology wields tremendous impact on the daily life of the people. Its study has been included as an important part of higher secondary school curriculum introducing the students to this discipline and develop 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 XII has been designed to be specific enabling the students learn about elementary skills of journalism. The foundation course will prepare the students for advanced and specialized courses at higher institutions. The basic skills imparted to them in the art of the trade is also expected to enable them 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 study of mass communications and journalism in class XII must have acquired proficiency in expression in English or Nepali, or both languages.

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 methodologies in order to improve the quality of instruction of this unit:

- 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 well known media personalities 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 and maintain 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:

- I. understand the importance of mass media in modern times, specially in a democracy.
- II. understand the basics of journalism and its role in the society.
- III. develop elementary skills of news reporting and news editing for print and broadcast media.
- IV. develop understanding of press freedom and human rights.
- V. develop elementary skills in proof-reading including the knowledge of symbols and photo-journalism..
- VI. discuss the concept of journalistic ethics and code of conduct for journalists.
- VII. develop skills to use computers for word processing.
- VIII. learn planning house journals, magazines, etc.

Unit I : News Editing

Pre-requisites

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 participation of the students in continuity. The teacher should follow the given instructions while conducting courses in unit I.

Introduction

The purpose of the Unit topic is to introduce the students to the core area of news editing. With the help of prescribed text books, the teachers should be able to explain the important processes of news editing and skills of news editors.

Unit Objectives:

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

- I Define the concept of news editing in general.
- II The style of editing.
- III Understand functions of a sub-editor.
- IV Understand various stages of editing and discerning news value.
- V Know about the conditions of working in a news room.

Details of the course content:

i) Qualities of a sub-editor

Basic job of the sub-editor also remains to “sub” a copy, to make it fit for print which includes collecting, selecting, arranging, reducing, framing,

translating and adapting for publication according to the importance of the copy. Sub editors are also called copy editors because the story they edit is also called a copy.

Sub-editors should have the following qualities:

News sense:

A sub editor should have the skills to evaluate news values of the copies filed by the reporters. He/she should decide where and how to begin the story without missing important details.

Clarity:

Sub-editor is a gate-keeper who judges the clarity of the copy.

Objectivity:

Sub editors should not allow their personal bias or ideas to creep into a story. They should not take sides but try to cover differing viewpoints in order to achieve balance in the presentation of the story.

Accuracy:

A sub-editor should strive for accuracy. He/she should follow the ground rules prepared by the Editorial board for checking facts when in doubt. Checking for spelling mistakes, grammatical errors, checking the authenticity of data presented form the normal duty of a sub-editor.

Alertness:

A sub editor has to be alert while working on news desk. He/she should be conversant in responding to phone calls and aware of events and issues of contemporary public interest.

Speed:

A person who cannot work fast cannot be a good sub-editor.

Calmness:

Sub editors may have emotions but they have to stifle them in the face of disturbing influences --they have to develop resistance to excitability.

Likewise the sub editors have other qualities like curiosity, skepticism, punctuality, patience, imagination, farsightedness, self discipline, integrity, fearlessness and frankness, Tactfulness, initiative, mobility, diligence. Good command in language.

ii) Steps in copy reading

- Copy reading and symbols, typography
- Process of a proof-reading
- Symbol for proof-reading
- Copy holder and proof-reader
- Duties and limitations of proof-reader

iii) Tips on head-line writing

Every Headline is written on a separate folio. The headline should be written clearly- in capitals if necessary. The letters which need capitalization should be double ticked.

Headlines can be multi-deck or multi line in a single deck. They may be set in capitals, lower case, italics. Head lines may be spread over one or multi column. Arrangement of words could be centered or indented lines.

Writing headline involves half the skill of a good news deskman. Headline writing is art and craft at the same time.

In the newspaper the following styles are using as news head lines:

Banner head lines

Flush left

Centered

Stepped

Flush right

Hanging indention

Long-short-long

While writing the headlines journalists should aware about the following tips:

It should be short.

Use attractive language

Use strong verb

Every word should be weighed A headline must fit in the space available to it.

Concentrated on single element from news story.

Language should be correct and simple.

Typography should easy to read.

Exclamation and question marks should be rarely used.

iv) Planning a house journal

House journal is a tool of public relations

Its target is the employees and potential employees

Materials selection

Formatting and designing

v) Elements of make up

Photo cropping and photo enlarging

Typography

Picture selection

Punctuation

Spacing

Alignment

Tips to make-up editors

Introduction to page makeup

Principle of page makeup

Style of make up

- Basic discussion on horizontal, focus, Centre, vertical, top to bottom model and other popular practices on media.

Headline chosen and typography replacement are also the tips for make up.

Editor's job

To be realistic

Good coordinator

Well educated function

Responsibilities of international level, nation, society, himself.

Editorial

Editorial is the vision of the news media.

Editorial board is responsible for the editorial writing

News designer comments

News placement

Check-clarity-condense

Correct the -names, place, words, figures, dates, abbreviations,

News editing for print and electronic media

- Rewriting a copy
- Write to Express, Not to Impress
- Think first, and then write
- Use familiar words
- Omit verbal deadwood
- Keep your sentences short
- Use the active voice
- Use specific concrete language
- Use adjectives sparingly
- Write as you talk
- Revise and sharpen
- Odds and ends.

Unit II : Photo Journalism

Pre-requisites

Instructions under this unit should be 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 in unit II.

Introduction

This Unit introduces the students to the basics of photo Journalism beginning with the definition of technical aspects. With the help of prescribed text books, the teachers should be able to explain the main elements of photojournalism and other essential tools as required by the unit objectives.

Unit Objectives:

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

1. Define the basic terms and functions of a camera.
2. Identify the role of pictures in news.
3. Define the principles of photography and photojournalism in general.
4. Introduce the techniques of photo taking for news.
5. Identify the subject matter for photo news.

Details of the course content:

1. Introduction to Photojournalism

- Photo story
- Press Photography
- Working with reporter
- Freelancing
- Role of photojournalists

The teacher is advised to consult a standard text book and prepare a background note that contains the historical perspective of the development of modern photography during the 19th century.

He/she should draw a diagrammatic outline on the white board explaining the principles of how a camera works;

Handling a camera

Camera

- Mechanical camera
- Design of camera
- Types of camera
- Camera format

Lens

- Focal length
- Types of lenses and their application
- Lens construction and coding
- Focus and sharpness

Exposure

- Shutter and Aperture
- Relation between shutter speed and aperture

Film

- Different types of film
- Film Latitude
- Cross processing
- Film Speed

Filters

- CC filters
- Special effect filter

Flash

- Manual flash
- Auto flash
- Dedicated flash

Digital Imaging

- Technology of digital camera
- Digital Camera operating
- CCD, pixel, resolution
- Digital darkroom

Darkroom

- Darkroom Introduction
- Enlarger
- Developer and Fixer Chemical
- Paper and its nature
- Film developing
- Negative printing

This topic involves more a practical demonstration of the operations of a photographic camera. The demonstration requires the availability of a range of cameras – standard still cameras, auto focus cameras or digital cameras. In areas where various models are not available, procurement of simple low-cost instamatic cameras might do.

With the help of a camera, the teacher should show and explain various parts and their functions. In the following lecture, the teacher should engage the students in writing the names of different parts and explain their functions in order to generate better comprehension.

Use of pictures

- Elements of picture
- Applications of photography and their implications

While introducing this topic, the teacher should show to the students several specimen materials published in locally available newspapers/journals and engage them to explain why the pictures were used. In the next step, the teacher should the meaning of captions and the art of providing captions in photos. As a practical exercise, the teacher should supply various photographs to the students and ask them to write appropriate captions.

Tips for better pictures

- The nature of light
- The colors of light
- Freezing movement
- Blurred movement
- Panning
- Composition

Shooting good pictures depends on a combination of several factors: exposure to light, the shutter speed, distance to the object and focus regulation.

Many manual cameras have provision for regulation of shutter speed, aperture levels depending on the light conditions and use of flash when light is not enough.

Distance to the object and focus matters a great while taking pictures. Many manual cameras are fitted with manually adjustable focusing devices for varying distances.

Some simple cameras are supplied with optional filters that can be used in very bright light conditions in order to protect the images from excessive darkening.

The view finder in the camera helps to ascertain the distance to the object and the field level of the picture to be taken.

Preparing photo for general use and news photography

Preparing Photos

- Image formation
- Picture selection
- Picture shots (Close-up, Medium shot, Long shot)

News photography

- Handling pictures in news room
- News feature
- Sports feature
- Spot-news
- Photo editing
- Caption writing
- Understanding the news value of a picture
- Picture placement

Pictures are used for the following purposes

- **Amateur use:** Pictures are taken as a hobby and without any plan. Examples: family gatherings, wedding and birthday parties, travelling, etc.

- **Commercial use:** Commercial studios have flourished all over which produce good quality photos for various clients on payment of a service charge.
- **Photos for newspapers/journals:** Taking pictures for use in news media has become a profession requiring specific skills and experience. It is always demanded that pictures come out in good quality convey sharp meanings. Most of the pictures are action scenes. It is always desirable to have a good quality professional camera which is expensive.

The teacher should supply the students with various specimen pictures and assign them the task of trimming out the non-essentials.

Unit III : Specialized Reporting

Pre-requisite

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

Introduction

The contents of this Unit are more specific and practice-oriented. It involves reporting of copies prepared by the reporters, the use of language, facts and information contained in 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

1. Develop the skills of reporting on specific issues.
2. Understand the responsibilities of the art of interviewing.
3. Define the terms and meanings of truth and accuracy in news and their use in news writing.
4. Be familiar with the terms of follow-up, round-up, hard news and soft news, news baiting etc.

Details of the course content:

I) Truth, accuracy and objectivity in reporting

- Facts-The events that should be reported on the basis of field evidences.
- Balance - All aspects of the event or subjects should be included in the story.

- 5 WH - What, Where, Who, When, Why and How should be explained in the news story.
- Accuracy, Balance and Credibility is the basic concept of reporting.
- Role of a reporter in a modern society: Informational, Educational, Entertainment, Cultural and others.
- Qualifications of a reporter:
nose for news, clarity, objectivity, alertness, speed, calmness, curiosity, benefit of doubt, punctuality, patience, imagination, farsightedness self-discipline, integrity, fearlessness and frankness, tactfulness, initiatives, mobility, diligence, honesty to the profession.

II. Interviews and press conferences

Interview is a major technique of acquiring information by journalists.

Preparation for Interview

Select a specific topic that can be developed into a story and identify the person with whom you are planning an interview in the near future.

Prior to the interview learn as much as possible about the interviewee: his position, accomplishment, opinion, likes and dislikes personality, etc.

The information can be obtained:

1. From the person's friends and acquaintances.
2. From previous publicity about the person concerned.
3. References collected from Who's Who, Biographies and Current Affairs.
4. From magazine articles and books the person has written or from those been written about him or her.

Learn as much as possible about the topic on which the interview is to be conducted. An interviewee who thinks that the reporter is knowledgeable about the subject of the interview is more likely to speak frankly and freely.

Read enough information so that you can talk intelligently on the topic. Draw up a list of thought-provoking questions, the kind that will get the interviewee to do most of the talking.

1. Ask timely questions of contemporary relevance.
2. Ask questions of local interest.
3. Avoid embarrassing or vague questions.
4. Avoid yes and no questions as much as possible, rather, ask open ended questions, that is, questions that give the interviewee some leeway in responding.

Tips for the beginner

- Select and revise the notes taken by you during the interview carefully.
- Use your originality to determine the best effect for a personality interview.
- Manner of introduction to the person interviewed
- Start off with the bras-stack.
- Give the Lead and Than Listen
- The telephonic interview
- Specialized interview

Do's

- (i) As far as you can, thoroughly study your man and the subjects about which you wish him to talk.
- (ii) Show interest in the job and try to get on easy terms with your man quickly.
- (iii) While on the job, go well-dressed but not over-dressed.
- (iv) Get an understanding at the outset that you are at liberty to publish any of his remarks unless he asks for special points to be regarded as confidential or as 'off the record'.

- (v) Submit a copy of your interview to the person interviewed if time permits and see that when he returns it, he 'Okays' the contents.
- (vi) Always remember that there is such a thing as the law of libel and that the indiscreet journalist's personal remarks might cause great deal of trouble.

Don't

- (i) Don't think that you know more about the subject than the man you are interviewing, because you definitely do not.
- (ii) Don't adopt a servile attitude, but at the same time, show that you respect your man for what he has done.
- (iii) Don't outstay your welcome. When you feel that you have got all you require, do not hang about talking of crops or cricket. Remember that he may have another appointment even if you have not.
- (iv) Don't feel that it is necessary to argue with your man if you do not agree with some of the views he expresses, because after all, the interview is not a debate.
- (v) Don't flout a notebook in your man's face as though it was the newspaperman's Bible.

Press Conferences

Newspaper editors organize regular internal Press Conference for upgrading their media coverage. In this Press Conference reporters may be invited. Correspondents, sub-editor, editors and manager from the media organization concerned. The other type is the one that is organized out side of the media office by official or public relation agencies..

There are frequent occasions for Press Conferences at which ministers or leading figures in the world of industry, science, entertainment or sport wish to inform the newspapers/ media of latest developments. In such cases, the Editor gives instructions to the staff journalists to attend the meeting and

hear the pronouncements if any. It is generally left to the News Editor to decide whom to depute for the coverage of the event. Generally, a Minister prefers to meet a party of experts because he realizes that knowledgeable and sensible questions will be put to him after his pronouncement. There are sometimes press conferences and interviews that are simply a waste of time, where the information could have been issued by the Public Relations Officer of the Ministry concerned in the form of a 'handout'.

III) Specialized reporting

Immediacy

Dramatization

Personalization

Simplification

Titillation

Conversationalism

Structured access

Novelty

a) Sports

The following issues should focus while covering such specialized news reporting:

Scoring

Participating groups in the game- general and special.

Place and time

Game activities

Players outside the game

Nature of the game

Problem of conducting the game
Response and behavior of the audiences during the game
Final decision/result
Injured players in the game
Winner and loser in the game

b) Crime

Social criminal issues should be introduced in this topic.

Reports on crimes are always saleable to public taste as they do not take place in normal situations and circumstances. Police at the community level are always the reliable sources who give first hand information about the recent crime occurred in the locality. A reporter can undertake specialized reporting focusing attention when a series of crimes occur and it becomes a social problem affecting the well being of a larger segment of the community.

c) Development

Development reporting is a relatively new concept that has emerged in post colonial era after world war second when a number of countries became independent.

Development reporting calls for an honest collection, intelligent processing and interesting presentation and interpretation of information of development interest.

Development reporting concerns: Whole range of local economic and social change, human dignity, security, politics, urbanization, agriculture, cottage industry, justice and equity, social empowerment, etc.

d) Court

Litigation and court cases always attract the interest of readers/viewers of mass media. Hence, courts are always the source of collecting news of public interest value.

A Reporter should bear in mind;

If the case of high public interest value or simply a property fight between two parties of minor importance.

Nature of evidence

3. The testimony of experts
4. Circumstantial evidence
- 5.. The testimony of witnesses
6. Presumptions and judicial notice

Unit IV : Broadcast Journalism

Introduction

It is essential that students of mass communication and Journalism should have basic knowledge of broadcast journalism. In order to highlight this theme, a comparative knowledge of radio and television reporting is necessary.

The contents of this Unit are divided into two parts. The first part deals with the textual presentation of introduction and the second parts deals with the basic news reporting of radio and television.

Prerequisites

The teacher should have a fair knowledge of contemporary broadcasting trends and broadcast media operations. Teachers should have knowledge of handling a microphone and basic broadcasting skills.

Unit objectives

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

1. Acquire knowledge of broadcast media operating in Nepal.
2. Know the concept of radio and television journalism.
3. Distinguish between broadcast reporting and print reporting.
4. Understand the social responsibility of the press.

Details of the course content:

The era of broadcasting

Community utility services

Tools of broadcasting journalism

Recent trends of FM and AM radios, cable televisions

Brief introduction of radio and TV journalism

Prepare a condensed background note of about two pages in length on the historical development of broadcast media including that of Nepal. But, being an elementary course, the focus of this unit will be on radio journalism).

Reporting on broadcast media

- ii) Reporting for broadcast media
- ii) Video-camera, sound, lights, studio
- iii) Reporting for radio- sound, studio etc.

Editing news copy for Radio and Television

Radio broadcasts: Radio being an audio medium, programme should be prepared to suit the taste and interest of diverse audiences. It is an instant medium and the information is aired to vast audiences at no time. Besides providing information, it is a powerful source of entertainment. While a large part of radio time is used for airing music and songs, other items include talk forums, dissemination of information to suit to the interest of diverse group of audiences.

Preparing news materials for radio broadcast
Radio script writing exercises

Some tips for radio journalists

1. Use simple languages to be easily understood by a man in the street or in a village

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2. Unlike in print media, use short sentences, giving a pause and break after each sentence.
3. Remember the time constraint as all the important news are to be delivered within a time span of 10-15 minutes.
4. Truth and accuracy are the cardinal principles for radio journalists as any unverified story will be taken as an unpardonable mistake damaging the credibility of the institution.

Unit V : Press and Laws

Pre-requisite

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

Introduction

The contents of this Unit are more specific and theory-oriented. It involves introduction to mass media laws and regulations in Nepal. The teacher should collect enough specimen materials from selected books 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 completion of this course, the students will be able to

1. Understand the general trends of the Constitutional provisions on media freedom, the Printing and Publications Act , Laws on Libel and Defamation Act.
2. Understand the responsibilities of the press under contemporary laws.
3. Define the basic terms and meanings of legal terms and meanings often used in the media.

Details of the course content:

Standards and ethics in journalism

Ethics in news writing

Focus on target

Based on facts and figures

Press freedom and responsibility

I) General concept of human rights

What is the meaning of the freedom of the press? General concept of press freedom and human rights when and how the concept of press freedom originated what is the meaning of human rights? The relationship between press freedom and human rights as fundamental rights, with special focus on Nepal

ii) The Fundamental Rights provision of the Constitution of Nepal

What constitutional provisions have been made for guaranteeing human rights and press freedom in Part III of the Constitution of the Kingdom of Nepal, 1990 ? The ethical dimension of media laws. How are the articles of the constitution related to mass communications and journalism?

Codes of conduct

1. Code of conduct defined vis-à-vis media laws.
2. The historical perspective of code of conducts for media persons
3. Some models of standard codes having wider significance.
4. Media codes for Nepalese journalists
5. The enforcement mechanism for codes of conduct
6. Complaints against media/journalists and their redress.

Press laws and regulations in Nepal

The teacher should make a compilation of the following media laws before prescribing them into class room lectures. Brief notes based on the relevant excerpts should be prepared for use in the class room. At the end of the course module, the teacher should give some model questions for class room exercise.

Practicum for the students:

The students should be divided into batches of not more than five persons at one time and assigned to visit a local district court to observe a court proceeding. The teacher should find out before hand if there are any cases of libel and defamation or cases under the public offences Act in order to make the observation more relevant.

The suggested course contents are as followed

1. The historical background
2. Dev Shumsher's *Sanad*
3. Printing and Publications Act, 1991
4. Broadcasting Act, 1992
5. Libel and Defamation Act
6. Some Public Offences Act

Unit VI : Practicum

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. Hence, 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 depending on the number of tools available. A qualified trainer/specialist should be at hand to guide the students for hands-on use of the computer. In addition to the use of a computer, the practical will involve the students making a news story on a topic assigned to them by the examiner.

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, camera, and wide range of sample newspapers and magazines, computers for hands-on demonstration and use as prescribed.

The teacher should implement the following instructions:

Unit Objectives

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

1. Develop skills of using computers for word processing.
2. Basic knowledge of computer and its use in mass communications.
3. Apply reporting and news writing skills into practice on a computer

Details for the course contents

- Reporting assignment on social issues:

Each student should submit five items including completion of reporting assignment.

- Five items testifying the completion of reporting assignments should be submitted by each student.
- Production of 2 news stories, each on environment, court, human rights, and minorities.
- Presentation of magazine file based on class room assignments: News clippings of human interest stories in the lab copy from the national newspapers -5 items.
- The five items may include the daily newspapers and magazines clipping if available. If daily and magazines are not available, reputed weeklies can be accepted for the purpose of clippings.

Three news items of class room assignment must be pasted in the lab copy.

Production a wall newspaper

This is the easiest and least costly tool in which all the students of a class can participate by applying their new skills learnt. Production of wall newspapers are recommended for class XII, twice a year, scheduled for every six months.

Guidelines for the teachers

The course being theoretical, lectures and demonstration methods will have to be effectively utilized for most of the course duration. For clarity, flip charts, tables and background notes should be profusely used supplementing the oral delivery of lectures. In addition, oral drills of the

terms taught, group discussion followed by in-class writing exercises at least once a week, are recommended.

- Use of instructional materials, equipment and tools
- White Board and marker pen, overhead projector, hand-outs and background notes will be used in the class. Multimedia projector (LCD) can also be used if it is within reach.

Instructional process

The following processes are recommended

- a. Schools prescribing this course should maintain a ratio of one PC (computer) and camera 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 schools, 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 as well as field work.

Instructional materials, Equipment and Tools

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

Evaluation

The effectiveness of the courses delivered by the instructors will be evaluated on the following basis:

- a. Record of the ratings achieved by the students in writing assignments.
- b. Sample of the learning materials prepared by the students.
- c. General assessment report of the teacher including the references in the file prepared by the students for final evaluation
- d. Attendance of the students in the practice-lab will be recorded and monitored in order to maintain its linkage with the final scores secured by the students.
- e. The final test should involve theoretical exam 80 % and the rest 20% for practical evaluation.

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	3	15	45	
B	Short question	7	7	5	35	
Total		11	10		80	28

Detail scheme of the theory evaluation:

Question No.	Nature of the question	Marks	Pass marks
Theory	Mass Communication and Journalism	80	28
1. (from Unit I & II)	Long answer type question	1x15=15	
2. (from Unit II & IV)	Long answer type question	1x15=15	
3. (from Unit V)	Long answer type question	1x15=15	
4. (Optional from all units)	Long answer type question		
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	7x 5=35	

Detail scheme of the practical evaluation:

Group	Nature of the question	Marks	Pass marks
Practical	Mass Communication and Journalism	20	8
A. Evaluation from class assignment	Internal evaluation	5	
B. Evaluation from practical work	Internal and external evaluation	15	
Total		20	8

Qualification of the teachers

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 of masters' degree or
- c. minimum second division in any discipline of masters' degree with 15 years experiences in journalism with media trainings

Recruitment of teachers:

1. A teacher (full-timer) having knowledge of 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>
	Total 4

Equipments

- a. Cassette tape recorders (minimum recorded quality for radio) 3 (three)
- b. Camera (any quality) 5 (five)
- c.. 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.-

Recommended text books:

1. Patrakarita Hate Kitab: Second edition, Nepal Press institute, 1997.
2. Prasaran Patrakarita: Hate Kitab (selected topics) Nepal Press Institute, 1997.
3. Mass Media Laws and Regulations in Nepal.
4. Samachar Karmi: by R.K Regmee and Chiranjibi Khanal
5. M. V. Kamath: Professional journalism: Rupa & co. Delhi, India.
6. The Constitution of Nepal (selected topics).
7. UN Declaration on Human Rights

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