

GIRIJANANDA CHOWDHURY UNIVERSITY, ASSAM
SYLLABUS
MASTER OF ARTS/PG DIPLOMA IN JOURNALISM & MASS COMMUNICATION

PROGRAMME OUTCOMES (POs):

1. Demonstrate a thorough understanding of foundational concepts and awareness of societal challenges.
2. Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
3. Apply knowledge-based ideas and quantitative and qualitative approaches to address complex real-world concerns.
4. Develop research skills, identifying problems, reviewing literature, and analyzing issues efficiently.
5. Employ interdisciplinary approaches, explore various perspectives, and reach evidence-based conclusions.
6. Effectively communicate and use ICT in a variety of academic and professional settings.

7. Foster critical thinking, creativity, and innovation, as well as language literacy, for the goal of professional development and career advancement.
8. Incorporate moral standards, ethical ideals, and cultural sensitivity to promote diversity and empathy towards marginalized communities.
9. Promote environmental responsibility in support of sustainable development goals.
10. Pursue lifelong learning and foster a scientific mindset to generate new knowledge.

PROGRAMME-SPECIFIC OUTCOMES:

1. Demonstrate an understanding of the basic concepts, theoretical frameworks and models of communication in order to explore various media-oriented perspectives in academic and professional settings.
2. Apply effective oral and written communicative skills to convey complex ideas with clarity and precision.
3. Integrate relevant skills, values and ethics of the profession in order to create engaging and insightful media content.

SEMESTER I
COURSE: COMMUNICATION THEORIES, CONCEPTS & PROCESS
(Core)

TOTAL CREDIT: 04

L-T-P: 4-0-0

COURSE OBJECTIVES:

1. To introduce students to the fundamental role of communication in the shaping of societies.
2. To introduce students to the basic models and concepts of communication that have shaped our understanding of communication processes and mass media.
3. To encourage students to critically evaluate the concepts of media theory with real-time experience of media consumption.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Critically analyze the major theories of communication and mass communication.
2. Evaluate communication models and paradigms and apply them to analyse real-life situations and social phenomena.
3. Demonstrate a critical understanding of the communication process, based on evidence and logic, in light of its social context and psychosocial impact of media on society.
4. Assess the socio-economic and political challenges emerging from the dominant structures of communication from a variety of approaches.

UNIT I: Understanding Communication: Defining Communication; Functions of Communication; The 7Cs of Communication; Verbal and Non-verbal Communication; Communication Patterns (one-way, two-way, one-to-one, one-to-many, many-to-many); Levels of Communication (Intrapersonal, Interpersonal, Group, Public, Organizational, Mass Communication); Mass Media vs New Media; Online Communication; Feedback; Barriers to Communication (Noise).

UNIT II: Models of Communication: Linear Models (Aristotle's Rhetoric, Lasswell, Berlo's SMCR Model, Shannon-Weaver, Gerbner); Interactive Models (Westley and MacLean, Newcomb, Osgood-Schramm); Transactional Models (Barnlund); Indian Communication Theories (Sahridaya and Sadharanikaran, Natya Shastra).

UNIT III: Major Theories: The Concept of Mass(es); Media Effects: Hypodermic Needle, Two-Step/Multi Step Flow Theory; Gatekeeping; Psychological Theories: Individual Difference Theory, Selective Exposure, Selective Perception, Selective Retention and Cognitive Dissonance; Audience-centred Approach (Cultivation Theory, Agenda Setting Theory, Media Dependency Theory, Needs and Gratification Theory); Normative Theories (Authoritarian, Libertarian, Communist, Social Responsibility, Development); Powerful Effects of Media: Dominant Paradigm, Diffusion of Innovations, Spiral of Silence.

UNIT IV: Critical & Cultural Theories: Marxist approach; Hegemony (Gramsci); Political Economy & Frankfurt School (Adorno, Horkheimer & Habermas, and Fiske); Birmingham School (Richard Hoggart, Stuart Hall, Raymond Williams); Semiotics (Barthes); Power/Knowledge (Foucault); Public Sphere

(Habermas); Spectacle & Simulacra (Debord, Baudrillard); Manufacturing Consent model (Chomsky); critical social media (Fuchs); McLuhan ('medium is the message'); Network Society (Castells).

Essential Readings:

Baran, S. J. & Davis, D. K. (2012). Introduction to Mass Communication Theory: Foundations, Ferment and Future. Cengage Learning.

DeFleur, M. L. & Ball-Rokeach, S. J. (1989). Theories of Mass Communication. Longman.

Fiske, J. (2011). Introduction to Communication Studies. Routledge.

Kumar, K. J. (2020). Mass Communication in India. Jaico Publications.

Lasswell, H. (1995), "The Structure and Function of Communication in Society." In Approaches to Media: A Reader Edited by Oliver Boyd Barrett and Chris Newbold. Hodder Education.

McQuail, D. (2012). Mass Communication Theory. Sage.

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SEMESTER I
COURSE: REPORTING, EDITING & PRODUCTION
(Core)

TOTAL CREDIT: 04

L-T-P: 0-0-8

COURSE OBJECTIVES:

1. To provide students with a comprehensive understanding of the basic tools of journalism, including news reporting and editing techniques, photojournalism and interviewing skills.
2. To enable students to report and write for all kinds of media through information gathering, processing and delivering.
3. To provide students with comprehensive knowledge of the editing and production process and enable them, through hands-on-training, to practice editing and production work for various forms of media writing.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate a critical understanding of the reporting, writing, editing and production processes as applicable to various forms of media.
2. Identify and evaluate core news values as well as organize a story according to the hard news structure.

3. Demonstrate proficiency in interviewing, newsgathering and writing skills for various types of news stories and features for print, electronic and digital media.

4. Critically analyze current events and evaluate their significance in order to translate them into engaging news stories.

UNIT I: Introduction to Journalism: Defining Journalism; Principles of Journalism; Role and Responsibility of Journalism in Society; Journalism as Profession & Public Service; Journalism and Democracy: Concept of Fourth Estate; Functions of Journalism; Adversarial Journalism & Objectivity; Transparency and accountability; Types of Journalism; Traditional journalism vs niche journalism; Basic distinctions between print, electronic and digital journalism; News: concept & elements; News values & their critique; Types of news: Hard and Soft; News Leads and their types; Inverted pyramid style, feature style, sand clock style and nut graph; Types of news; Differences in news for Newspapers, TV, Radio, Websites; Cultivating, verifying and dealing with sources of news.

UNIT II: Techniques of Reporting: Observations, Documents & Talk; Types of documents, Firsthand observation, Importance of Interviews; The art of interviewing; Direct Quotes, Reported Speech, Partial Quotes; Other genres: Backgrounder/Curtain Raiser, Sketch, Opinion Piece, Diary Items, Profile, Vox Pop, Reviews, Sourcing the News; Quotes & Attributions; Types of Attributions; Qualities of a good reporter; Essential skills of a new-age journalist; Challenges of reporting from North-East India; Covering meetings, press conferences, reports, speeches, eye-witness reporting; Reporting the unforeseen: accidents, fires, demonstrations etc; Beat Reporting (City and local news; Crime Reporting; Reporting Politics; Legal Reporting; Human interest); Specialized reporting (Science & Technology; Education; Art & Culture; Environment; Entertainment, Fashion & Lifestyle; Sports; Health; Conflict Reporting); Investigative reporting (sources, style, techniques); Scoops and exclusives; Ethical dimensions of reporting.

UNIT III: News Writing: Writing hard news; 5Ws (& H); Writing in inverted pyramid and other styles; Writing soft stories/anchor stories for print; reviews (book, cinema, drama, exhibition, cultural programme); opinion pieces; News and numbers; Analysing and explaining statistics; Writing scripts for radio talk show; writing for radio promos, jingle and general announcements; intro of radio interview; Writing for TV news reports from footage; scrolling headlines; writing scripts for TV documentary; differences between news writing and non-news programme writing.

UNIT IV: Editing Techniques: Editing: concept, process and significance; Editorial Values: objectivity, facts, impartiality and balance; Page-making in QuarkXPress & Adobe InDesign; Writing news report– lead, intro, headline; Art of headline writing; Proofreading & rewriting; Editorial writing; Caption writing; Differences between newspaper, radio and TV copy-editing; Editing for radio (Audition), TV (Premiere Pro) and web; Challenges for the Editor: Bias, slants and pressures; News value and other parameters; Handling of news copy; Planning and visualization of news; Stylebook and Stylesheet; Use of synonyms and abbreviations; Importance of Grammar; Fact-checking and fake news.

UNIT V: Photojournalism: History of photography; camera and its evolution; Digital Photography; Equipment (lenses, tripod, digital storage); Lighting (natural, artificial, indoor & outdoor photography); camera angle and movement; framing, depth of field, ISO; Types of photography: News Photography; Sports Photography; Nature and wildlife photography; Portrait photography; Fashion photography and photography in advertising; Aerial photography; Caption writing for photographs; Photo Features; Photo editing software: Adobe Photoshop; Ethics of photojournalism.

PRACTICALS: Speech/meeting reporting, event reporting, covering writing based on press releases, follow-ups on major stories; press conferences; interviews, obituaries, profiles based on field assignments; Production of Lab Journal/Tabloid.

Essential Readings:

Aggarwal, V. (2012). Handbook of Journalism and Mass Communication. Concept Publishing.
Ang, T. (2020). Digital Photographer's Handbook. DK.
Keeble, R. & Reeves, I. (2015). The Newspaper's Handbook. Routledge.
Randall, D. (2021). The Universal Journalist. Pluto Press.
Shrivastava, K.M. (2015). News Reporting and Editing. Sterling.
Zinser, W. (2016). On Writing Well: The Classic Guide to Writing Nonfiction. Harper Perennial.

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SEMESTER I
COURSE: MEDIA, LAW & SOCIETY
(Core)

TOTAL CREDIT: 04

L-T-P: 4-0-0

COURSE OBJECTIVES:

1. To provide students with a thorough understanding of the legal and ethical dimensions of media and journalism.
2. To enable students to critically evaluate the role of state and markets in promoting and curbing media freedom through laws, regulations and censorship (both implicit and explicit).
3. To comprehend the role of media in influencing social norms and state policies and in promoting democracy and a vigilant citizenship.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate comprehensive knowledge of media laws and regulations in India and other parts of the world.
2. Analyze and critically evaluate media laws, censorship and regulations from a legal, constitutional and ethical perspective.
3. Demonstrate proficiency in writing about the relationship between media and society in the context of specific issues and events.
4. Identify and evaluate core ethical concerns concerning the state of media and journalism today.

UNIT I: Media & law: Origins of Press in India; Press & independence movement; Introduction to Indian constitution; basic features – federal structure of India, legislative, executive and judiciary and their

constitutional relationship, secularism in crisis, decline of socialism; Article 19 (1) (a) and 19(2) and freedom of speech & expression and reasonable restrictions; Press Council of India; Editors' Guild; History of media policy, regulation and guidelines; explicit and implicit censorship; defamation, libel and slander; privacy & confidentiality; contempt of court; law of sedition; RTI Act 2005; protection of sources; undercover newsgathering; current and future developments in media policy; international laws on media and journalism; media and human rights.

UNIT II: Media & society: Mass society & mass media; Political Economy approach; Functions of mass media; information society; violence and media; media and electoral politics; media and globalization in Indian context; satellite and digital revolutions; Feminist critiques of media; caste relations in media and contemporary India; media and the marginalized; media literacy and media criticism.

UNIT III: Media & culture: Introduction to culture; political, economic and cultural imperialism; culture, commodity and the market; celebrity fan culture; cultural implications of mass media; popular, elite and mass culture; multiculturalism vs cultural assimilation; national culture, interculture & sub-cultures; national communication policy; technological vs cultural determinism.

UNIT IV: Media ethics: Law vs ethics; Freedom and responsibility; Journalism vs PR; fake news and 'alternative facts'; post-truth & the problem of objectivity; corporations, capitalism & the marketplace; Impact of global media giants; cross media ownership; levels of attribution & unattributed sources; privacy in the digital age; moral panic & public opinion; advertising, advertorials and paid news; ends-means debate (does the end justify the means?); ethics of sting & undercover journalism; social media ethics.

Essential Readings:

Ananth, V. K. (2020). *Between Freedom and Unfreedom: The Press in Independent India*. Alcove Publishers.

Jeffrey, R. (2000). *India's Newspaper Revolution*. Palgrave MacMillan.

Kohli-Khandekar, V. (2021). *The Indian Media Business*. SAGE Publications.

Keeble, R. (2009). *Ethics for Journalists*. Routledge.

Kovach, B. & Rosensteel, T. (2007). *The Elements of Journalism*. Crown.

Thakurta, P. G. (2011). *Media Ethics*. Oxford University Press.

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SEMESTER I COURSE: MEDIA LANDSCAPE IN THE NORTHEAST (Core)

TOTAL CREDIT: 04

L-T-P: 2-0-4

COURSE OBJECTIVES:

1. To provide an overview of the history, geography, diverse culture and politics of Northeast India.
2. To help the students understand the landscape and structure of media in Northeast India.
3. To enable students to write insightful news and feature stories on current events in Northeast India.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate an understanding of the intricate socio-economic, cultural and political complexities of the Northeast through a historical prism.
2. Develop sensitivity and appreciation for the immense diversity of cultures in the Northeast.
3. Identify and analyze the various achievements and limitations of the media in Northeast India.
4. Demonstrate skill and excellence in creating professional news and feature stories on current events taking place in Northeast India.

UNIT I: Northeast India: Brief profile, history, geography; States; Land & People; Festival & dances; language & literature; People, culture and customs; natural vegetation and biodiversity; places of interest; eminent personalities; social and political movements in Northeast India.

UNIT II: Knowing Assam: Brief Profile of Assam, Population, Literacy, District profiles; Land and People; Tribes of Assam; Physiography of Assam; Brahmaputra River & Tributaries; Culture, Festivals, Dances and Music; History, Origin of the Name; Ahom rule; Moamaria Rebellion; Treaty of Yandabo; Assam during Colonial Period; Assam & Freedom struggle; Post-independence Assam; Assam Movement & Assam Accord; State symbols; Polity; Bodoland Territorial Council and other autonomous councils; National Parks & Wildlife Sanctuaries; Temples & Monuments; Industry in Assam; Agriculture in Assam; Tourism in Assam; Natural calamities.

UNIT III: Media in Northeast India: Growth and Development of media in the Northeast; Distinctive features of Northeastern media; Role of Christian Missionaries; Indian Independence Movement and Press in Northeast; Role of the media in social and political issues; Eminent journalists and writers; Film Industry in Assam & Northeast; Media organizations in the region; Ownership Pattern; Problems and Challenges of Media in Northeast; Future scope and prospects of Media Industry in the Region.

PRACTICALS:

- Reporting on issues of Northeast India, production of a lab journal every month
- Production of theme-based campaigns for ethnic communities (Group exercise)
- Visit to festivals organised in the Northeast and reporting on the events for field exposure and preparation of documentary/podcast etc.

Essential Readings:

- Baruah, S. (2020). In the Name of the Nation: India and Its Northeast. Stanford University Press.
- Choudhury, S. (2023). Northeast India: A Political History. HarperCollins.
- Kabi, K.H. & Pattnaik, S.N. (Eds) (2015). Media, Conflict and Peace in Northeast India. VIJ Books.
- Oinam, B. & Sadokpam, D.A. (2018). Northeast India: A Reader. Routledge India.
- Prabhakara, M.S. (2011). Looking Back into the Future: Identity and Insurgency in Northeast India. Routledge India.
- Pisharoty, S.B. (2019). Assam: The Accord, The Discord. Ebury Press.

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SEMESTER I
COURSE: ETHICAL REPORTING ON GENDER & CHILDREN
(Core)

TOTAL CREDIT: 04

L-T-P: 2-0-4

COURSE OBJECTIVES:

1. To help students understand the critical significance of gender and child issues in society and the importance of an egalitarian society.
2. To provide a historical overview of the laws and policies to protect women's and children's rights.
3. To enable students to cover and write insightfully on gender- and child-related stories.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate an in-depth understanding of feminism and feminist theories, as well as their intersection with theoretical frameworks that focus on other forms of inequality and discrimination (class, caste, religion, race and ethnicity).
2. Develop a comprehensive understanding of gender-related issues and injustices in Indian society as well as the role of law, policy and awareness creation through media in tackling gender and child-related problems.
3. Demonstrate sensitivity towards and empathy with the marginalized sections of society, including women, children and LGBT communities suffering from multiple forms of inequality and discrimination.
4. Apply appropriate skills and techniques to create engrossing, well-researched and insightful stories on gender and child-related issues.

UNIT I: Representation of Gender in Media: Basic concepts: Feminism; Gender; Gender Theories (liberal, socialist, radical); Waves of feminism; Caste, class and intersectionality; Social problems (infanticide/feticide, child marriage, dowry, discrimination); Representation of Women and Gender in Performing Arts; Women in Theatre – Classical and Folk; Programs for Women in Radio, TV, Cinema, TV

serial, advertisements, News, etc.; Gender in Cinema: reinforcing cultural values; Censor Board; Women in Cinema; Producers, Directors, Actors and viewers; Ethics of Advertising; Feminist film theory and Representation of Women in Films; Gender representation in Videogames and Graphic design; Problems faced by LGBTQ community in media representations and society.

UNIT II: Media for Empowerment of Women: Women's empowerment (political, economic and social); Role of Information Technology; Internet-Mobile-Script Writing; National Commissions on Women and state level women's commissions and their role and functions; Documentary films; Indecent Representation of Women (Prohibition) Act, 1986; Responsible representation; reporting of violence against women and children; Guidelines for media practitioners; UN country offices and other development and civil society organisations; communicating about violence against women; feminization of poverty; double shift & unpaid work; neoliberalism, neoliberal feminism and post-feminism in media; challenges faced by women and LGBTQ professionals in media.

UNIT III: Ethical Child Reporting: Meaning and definition of children; categories of children; children and vulnerability; child and human rights; child and adolescent mental health; sexuality, power and violence; discrimination and abuse of children; Legal provisions and child protection; Juvenile justice; National Human Rights Commission's role on protection of rights of women and children; Practice of child labor; Child Labour (Prohibition) Act, 1986 and its limited success; UNICEF guidelines for ethical reporting on children; Responsible reporting of children in media; portrayal of children in media; reporting on children belonging to ethnic minorities, groups and communities; reporting on children with disabilities; reporting on children in poverty; protection of children from harmful content on digital and social media; access to the media including social and digital media; Interviewing children; role of NGOs and activist groups.

PRACTICALS:

- Collaboration with UNICEF/NCW/CRY to design developmental messages for nearby communities.
- Production of a flipbook/magazine dedicated to reporting on various gender and child-related practices of the Northeast.

Essential Readings:

Agnes, F. (2001). *Law & Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.

Bajpai, A. (2018). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.

Das, S.D. & Patgiri, R. (2015). *Gender Issues in Northeast India*. Authorspress.

John, M.E. (2008). *Women's Studies in India*. Penguin India.

Joseph, A. (2006). *Whose News? The Media and Women's Issues*. Sage India.

Narayan, S. (2023). *Unequal: Why India Lags Behind Its Neighbours*. Context.

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SEMESTER II
COURSE: MULTIMEDIA CONTENT CREATION
(Core)

TOTAL CREDIT: 04

L-T-P: 0-0-8

COURSE OBJECTIVES:

1. To introduce students to the basics of multimedia content creation and online storytelling.
2. To teach students the relevant tools and techniques for online journalism and social media platforms.
3. To enable students to analyze, dissect and present visually appealing stories over the internet in an engaging and simplified form.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Analyze the nature and consequences of the worldwide shift from analog to digital media and journalism.
2. Demonstrate in-depth understanding of the basics of multimedia content and online journalism.
3. Analyze and translate complex events into engaging and insightful multimedia stories for diverse audiences.
4. Apply appropriate skills and techniques to create professional content for social media platforms.

UNIT I: Introduction to Multimedia Journalism: Multimedia Journalism; Elements of Digital Multimedia: Text, Graphics, Audio, Video & Animation; Combination into News; Content Generation; Basics of Visuals: Elements, Composition and Principles; Dos & Don'ts; Traditional journalism vs multimedia journalism; e-journals, e-zines, Online Magazines; Webzine Conferences, Webinars, Video Conferencing; ICT in education and development; online media and e-governance.

UNIT II: Online Story Construction: Basics of online story writing; Story idea development and updates; Composing a Succession of Stories; Sustaining Readership; Turning Interviews, archival tapes and other recorded material into sound, oral and visual Stories; Using animation & special effects; Feature Writing for Online Media; Digital Content and Intellectual Property: Paid & Unpaid Digital Contents (News, Advertisements, etc.); Writing for Twitter, Facebook and Blog etc.; Tips, tools and best practices of Storytelling.

UNIT III: Tools and Techniques: Tools of Online Content: Mapping, Timeline, Infographics, Podcasts, Explainer videos, etc.; Sound Basics: Frequency, Pitch, Intensity of Sound, Timbre, Tone Color; Digital Audio basics; Audio Streaming Server & its use; Saving sound files & podcast on Web Process; Terms and Tools of Podcast; Basics of Visuals; TV Journalism vs Online Video Journalism; Basic Video Editing; Adobe Premiere Video Editing Techniques; Importing and Capturing Footage; Sequence and Clip Management; Timeline & Video & Audio Tracks; Using Multiple Sequences; Apps for Multimedia Journalists;

Compression techniques for Audio and Video; Virtual Communities, Creating Titles and Graphics; Animation: concepts and techniques.

UNIT IV: Mobile Journalism: Introduction; The Cellphone Revolution & mass adoption; Workflow & Skills Required; Tools & Apps for Mobile Journalism; Challenges of Mobile Journalism; social media & Mobile Journalism; Open-source journalism; responding to the audience; annotative reporting; citizen journalists; problem of verification, accuracy and fairness; use of blogs, tweets etc. for generating stories; copyright issues.

PRACTICALS:

- Produce news bulletins for different types of news, features etc.
- Produce stories and reporting through MOJO.
- Create a podcast programme - Group Assignment.

Essential Readings:

Adornato, A. (2017). Mobile and social media journalism: A Practical Guide. CQ Press.

Burum, I. (2020). The Mojo Handbook: Theory to Praxis. Routledge.

Lupton, E. (2017). Design is Storytelling. Cooper Hewitt.

Rao, S. (ed.) Indian Journalism in a New Era: Changes, Challenges & Perspectives. Oxford University Press.

Yadav, A. (2022). New Media Journalism: Emerging Media and New Practices in Journalism. Sterling.

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SEMESTER II COURSE: COMMUNITY MEDIA (Elective)

TOTAL CREDIT: 04

L-T-P: 2-0-4

COURSE OBJECTIVES:

1. To provide an in-depth understanding of community media and its importance for informing and sustaining communities, including the role of community media in development and community welfare.
2. To analyze and critically evaluate community media projects in India and the Northeast.
3. To enable students to build and participate in community radio, newspapers and internet fora.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate an in-depth understanding of the meaning, characteristics and types of community media and their crucial role in the public sphere and in enhancing the democratic participation of informed citizens.
2. Critically evaluate mainstream media and its deficiencies from the prism of community media.
3. Analyze the emergence and growth of community media in India and other parts of the world, and critically evaluate their respective successes and failures.
4. Apply the appropriate skills and techniques necessary to create community media platforms and participate in community media messaging.

UNIT I: Understanding Community Media: Community: Definition, characteristics and types; location-based, identity-based, organization-based communities; public sphere; role of media in public sphere; democratic participation; active citizenship; civil society; communication rights and participatory communication; community media: definition, characteristics, forms and objectives; Community media vs mass media: ownership, management, control, reach, access and participation, content and content creation process, revenue model.

UNIT II: Community Radio & Video: Emergence and growth of community media (1940s-1980s); Community radio movement in India; Pioneers – Voices, Drishti, MYRADA; Community media in Northeast India; characteristics of community radio; setting up community radio; community radio programming; participatory video: origins, characteristics, setting up, experiments.

UNIT III: Other Initiatives: Community newspapers/magazines, characteristics, starting a community newspaper/magazine, examples; puppetry, history and types; puppetry for social change; theatre for social change; theatre of the oppressed; street theatre and social activism; internet memes and remix cultures; social media, activism and hacktivism; independent citizen journalism (blogs, Twitter).

PRACTICALS:

- Develop case study on community media practices of nearby communities.
- Identify and design messages for community radio.

Essential Readings:

Ansari, N.A.S. (2023). *Community Radio: 100 Answers to Make Waves*. Astitva Prakashan.

Backhaus, B. (2021). *Polyphony: Listening to the Listeners of Community Radio*. Routledge India.

Downing, J.D.H. (2000). *Radical Media: Rebellious Communication and Social Movements*. SAGE Publications.

Fuchs, C. (2010). "Alternative media as critical media." *European Journal of Social Theory*, 13(2),173–92.

Malik, K.K. & Pavarala, V. (2022). *Community Radio in South Asia*. Routledge India.

Rodriguez, C. (2011). *Citizens' Media Against Armed Conflict*. University of Minnesota Press.

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SEMESTER II
COURSE: ENVIRONMENTAL JOURNALISM
(Core)

TOTAL CREDIT: 04

L-T-P: 2-0-4

COURSE OBJECTIVES:

1. To enable students to analyze and critically evaluate environmental issues and place current events in larger social and environmental contexts.
2. To provide students with the essential skills of environmental reporting, including locating expert sources, using descriptive storytelling to relate the real-world impact, and making use of the databases, records and other tools.
3. To enable students to write engaging, well-researched and insightful stories on the environment and climate change.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Appreciate the role of environmental journalism for an informed citizenry in a democracy.
2. Evaluate pressing environmental issues with objectivity and fairness.
3. Analyze and evaluate sources, including scientific, policy, activist and corporate sources, and cultivate the ability to identify manipulative content such as greenwashing.
4. Apply appropriate skills and techniques to create and communicate insightful stories on environmental issues to lay audiences.

UNIT I: Environment & Development: Basic concepts & perspectives; environment and society; biodiversity, endangered species and conservation; pollution and waste management; traditional and modern approaches; environment, health & development; sustainability; renewable and non-renewable energy sources; politics of development; developed vs developing countries; international ecological issues and their interconnections; global water shortages; relevant laws & India's national policy; role of NGOs and advocacy groups; UN initiatives; Rise of environmental activism; global-local (glocal) issues; investigative environmental journalism; solutions journalism; advocacy journalism vs activism; communicating science to rural audiences.

UNIT II: Disaster reporting: Natural and man-made disasters; disaster management (prevention, preparedness, mitigation); PCI guidelines for reporting on natural calamities; Yokohama conference on natural disaster reduction; phases in disaster reporting; sources during disasters; challenges; Case studies (Bhopal Gas Tragedy, Kashmir Floods 2014); Environmental concerns in northeast (deforestation, flooding, industry, mining, pollution).

UNIT III: Covering Climate Change: Global warming; Basics of climate science; Greenwashing and climate misinformation; impact on the poor; responses of communities and governments; need for international cooperation; IPCC and Kyoto Protocols; assessing impact of global warming at local level; Impact of global warming on India and northeast.

PRACTICUM: Reporting of environment-related issues. Production of Lab Journals fortnightly.

Essential Readings:

Acharya, K. & Noronha, F. (eds.) (2018). *The Green Pen: Environmental Journalism in India and South Asia*. SAGE Publications.

Centre for Science & Environment. (2024). *State of India's Environment 2024*. Kanchan Publishers.

Fisher, M.H. (2018). *An Environmental History of India*. Cambridge University Press.

Karlsson, B.G. (2011). *Unruly Hills: A Political Ecology of India's Northeast*. Berghahn Books.

Pachau, J.L.K & van Schendel, W. (2022). *Entangled Lives: Human-Animal-Plant Histories of the Eastern Himalayan Triangle*. Cambridge University Press.

Wyss, B. (2018). *Covering the Environment*. Routledge.

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SEMESTER II
COURSE: REPORTING ON FOREIGN AFFAIRS
(Core)

TOTAL CREDIT: 04

L-T-P: 3-0-2

COURSE OBJECTIVES:

1. To analyze the media's role in shaping, communicating and criticizing foreign policy.
2. To provide in-depth knowledge and analytical skills regarding international issues and developments as well as India's response to them.
3. To provide practical and methodological skills for analyzing international media outlets, including their strategies and biases, in the context of North-South divide.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate in-depth knowledge of the role of media within international relations and analyze the information flow between countries of the global south and north.
2. Analyze and critically evaluate media coverage of national and international media outlets in terms of their strategy and biases.
3. Analyze and critically evaluate the information imbalance and unequal flow of mediated communication between the Global North and South in the context of specific events.

4. Apply appropriate skills and techniques to create articles and news stories on international relations and India's foreign policy in the context of specific events.

UNIT I: Basics of International Relations: Scope and nature of international relations and area studies; theories (realist, Marxist, interdependence and critical); impact of colonialism, nationalism and globalization; power politics vs international order and cooperation; international relations and propaganda; role of US and extra-regional powers; United Nations (role, relevance, reforms); regional and sub-regional organizations; regional trade, development cooperation and strategic partnership.

UNIT II: International communication: Telegraph & time-space compression; satellite communication and shrinking world; Debate on New World International Information and Communication Order (NWICO) & New International Economic Order; MacBride Commission's report; one-way vs two-way flow of international communication; information imbalance; Alternative News Information Distribution System; NAM & position of developing countries; Non-Aligned News Agencies Pool (NANAP) – emergence and causes of failure; transnational media ownership and issues of sovereignty and security; cultural imperialism; Effect of ICTs on global information flow.

UNIT III: Foreign policy reporting: Evolution of India's foreign policy (liberal, realist and neo-liberal phases); Cold War & non-alignment; Impact of globalization; Role of executive, parliament, pressure groups and media in shaping foreign policy; national security and threat perceptions; trade as instrument of foreign policy; energy and maritime security; soft power (culture, diaspora, media); India's relations with key global powers (US, China, Russia, Japan); contemporary relevance of non-alignment.

UNIT IV: Globalization & global civil society: International news agencies and syndicates (evolution, organizational structure and functions); foreign radio and TV channels (BBC, CNN, Al Jazeera); Emergence of global civil society; war news coverage & biases; cosmopolitan democracy; global democratic theory; global public sphere; Transnational advertising; political economy of transnational advertising; issues and debates; impact of transnational advertising; global advertising agencies; role of global media corporations and conglomerates.

PRACTICUM: Case study on different media houses and how they report foreign affairs.

Essential Readings:

Bajpai, K. & Pant, H.V. (eds.) (2013). *India's Foreign Policy: A Reader*. Oxford University Press.

Jindal N. & Kumar, K. (2020). *International Relations*. SAGE Publications.

Malone, D.M., Mohan, C. Raja & Raghavan, S. (eds.) (2016). *The Oxford Handbook of Indian Foreign Policy*. Oxford University Press.

Menon, S. (2016). *Choices: Inside the Making of India's Foreign Policy*. Brookings Institution.

Thussu, D.K. (2016). *International Communication: Continuity and Change*. Bloomsbury.

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SEMESTER II
COURSE: LONG-FORM & FEATURE WRITING
(Core)

TOTAL CREDIT: 04

L-T-P: 0-0-8

COURSE OBJECTIVES:

1. To enable students to apply appropriate skills and techniques for writing engaging feature stories.
2. To enable students to write absorbing long-form news stories for magazines and websites within stipulated deadlines.
3. To provide the necessary background knowledge and skills for students to write in various genres of culture and lifestyle, such as art, theatre, music, cinema, fashion, beauty, health & fitness.

COURSE OUTCOMES: By the end of the course, the students will be able to:

1. Demonstrate the capacity for critical, independent and creative thinking about contemporary events, issues and trends.
2. Develop an acute perception for identifying potential feature ideas that are relevant to readers and contemporary news and apply appropriate interviewing techniques to gather information for a feature story.
3. Demonstrate knowledge of the appropriate analytical, storytelling and writing skills and techniques to create engaging and insightful feature and long-form stories.
4. Develop the capacity to write stories in specific genres of culture and lifestyle, including reporting on art, music, theatre, cinema, book reviews, fashion, health & fitness.

UNIT I: Basics of Feature Writing: Definition; characteristics; nature, scope and significance; news articles vs features; sources of ideas; collection of material; techniques of effective feature writing; types of long-form writing: profile, interview, review, column, analysis, criticism, essay; print vs online writing; blogging and social media; dissecting excellent stories and learning from the masters.

UNIT II: Arts & Culture Writing: Introduction to culture; traditions, values and heritage (national and global); individualism and collectivism; tradition-modernity & Indian-Western debates; their portrayal in mass media; authenticity and invented traditions; intercultural communication; culture, ideology and way of life; General aspects of Indian culture; Media representation & mass-mediated culture; Common features and differences within Northeastern cultures; Key points of excellence in different art forms: films, musical performances, drama and books; visual literacy and writing about the visual arts; writing reviews in specific discourses: art criticism, music criticism, drama criticism, literary criticism and film criticism; artist interviews and profiles.

UNIT III: Fashion & Lifestyle Writing: Definition and types of lifestyle reporting; infotainment; celebrity culture, fandom and criticism; economics of entertainment industry; history of fashion design; traditional

and modern fashion; fashion terminology (silhouette, boutique, visual merchandizing, window-dressing, embellishment, ramp modelling, catwalk); interviewing designers, apparel manufacturers and retailers about the latest fashion trends and customer preferences; fashion photography and choreography; beauty industry; neoliberalism and the political economy of fashion; health and fitness; yoga; food and travel reporting; problems of food industry-funded research; churnalism, miracle cures and clickbait in food & fitness reporting; unreliability of individual studies; explaining science and contextualizing research.

PRACTICALS: Students will be expected to develop:

- a. Long-form human interest stories.
- b. Features deciphering the larger picture behind or beyond a news development.
- c. Personal and institutional profiles.
- d. Reviews of films, musical performances, drama and books.

Essential Readings:

Blundell, W. (1988). *The Art and Craft of Feature Writing*. Plume.

Ellis, S. (2009). *Now Write! Nonfiction: Memoir, Journalism and Creative Nonfiction Exercises from Today's Best Writers*. TarcherPerigee.

Laham, M. (2020). *Made Up: How The Beauty Industry Manipulates Customers, Preys on Women's Insecurities, and Promotes Unattainable Beauty Standards*. Rowman & Littlefield.

Miller S. & Mc Neil, P. (2018). *Fashion Journalism: History, Theory & Practice*. Bloomsbury.

Strunk, W. & White, E. (1999). *Elements of Style*. Pearson.

Zinsser, W. (2020). *On Writing Well: The Classic Guide to Writing Non-Fiction*. Harper Perennial.
