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Syllabus for

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

Three Years Six Semesters Course

w.e.f. Academic Year 2013-14

Forward

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

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

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

UNESCO Model Curricula for Journalism Education

Background

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXPECTED JOURNALISTIC COMPETENCE GOALS

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

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

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

medium or different media.

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

3. The competence to organise and plan journalistic work

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

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

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

5. The competence to select the essential information

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

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

6. The competence to structure information in a journalistic manner

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

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

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

8. The competence to evaluate and account for journalistic work

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

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

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

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

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

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Admission Rules & Fee Structure For

B. A. (International Journalism)

Professional New Degree Course designed by UNESCO

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

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

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

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

Indian Students

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

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

Foreign Students

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

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

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

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

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

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

Medium of instruction and answer shall be English.

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

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

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

Grade Awards :-

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

Table I: Ten point grades and grade description

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

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

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

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

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

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

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

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

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

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

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

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

R.750 Minimum Standard of Instructions

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

in single question paper.

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

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

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

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

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