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**ST. JOSEPH’S COLLEGE (AUTONOMOUS), BENGALURU - 27**

**II SEMESTER B.A – JOURNALISM**

**END-SEMESTER EXAMINATION: JULY-AUG 2022**

**JNI 221 - Journalism and Ethical Practice**

**(For Journalism/International Relations and Journalism/Public Policy)**

**Time: 2 hours Max. Marks: 60**

**INSTRUCTIONS:**

**1. This paper is for students opting for Journalism along with International Relations/Public policy.**

**2. This paper has THREE SECTIONS and TWO PRINTED PAGES.**

**3. Please do not exceed the suggested word limit.**

**4. You are allowed to use a dictionary.**

1. **Read the following excerpt from an article by Gabriel Garcia Marquez and answer the questions below.**

Some 50 years ago, there were no schools of journalism. One learned the trade in the newsroom, in the print shops, in the local cafe and in Friday-night hangouts. The entire newspaper was a factory where journalists were made and the news was printed without quibbles. We journalists always hung together, we had a life in common and were so passionate about our work that we didn’t talk about anything else. The work promoted strong friendships among the group, which left little room for a personal life. There were no scheduled editorial meetings, but every afternoon at 5pm, the entire newspaper met for an unofficial coffee break somewhere in the newsroom, and took a breather from the daily tensions. It was an open discussion where we reviewed the hot themes of the day in each section of the newspaper and gave the final touches to the next day’s edition.

Then came schools of journalism and the arrival of technology. The graduates from the former arrived with little knowledge of grammar and syntax, difficulty in understanding concepts of any complexity and a dangerous misunderstanding of the profession in which the importance of a “scoop” at any price overrode all ethical considerations. The profession, it seems, did not evolve as quickly as its instruments of work. Journalists were lost in a labyrinth of technology madly rushing the profession into the future without any control. In other words: the newspaper business has involved itself in furious competition for material modernisation, leaving behind the training of its foot soldiers, the reporters, and abandoning the old mechanisms of participation that strengthened the professional spirit. Newsrooms have become a sceptic laboratories for solitary travellers, where it seems easier to communicate with extra-terrestrial phenomena than with readers’ hearts. The dehumanisation is galloping.

Any training in schools of journalism must be based on three fundamental principles: first and foremost, there must be aptitude and talent; then the knowledge that “investigative” journalism is not something special, but that all journalism must, by definition, be investigative; and, third, the awareness that ethics are not merely an occasional condition of the trade, but an integral part, as essentially a part of each other as the buzz and the horsefly. The final objective of any journalism school should, nevertheless, be to return to basic training on the job and to restore journalism to its original public service function; to reinvent those passionate daily 5pm informal coffee-break seminars of the old newspaper office.

1. **Answer the following questions in 100-150 words each: (3x10=30)**
2. What approach to journalism is being offered in this extract? How is it different from the one you are familiar with? Give reasons for your answers.
3. Would you say that the aim of good reporting is to communicate with the readers’ hearts? Why? Use an example from one of the pieces discussed in your journalism classes to substantiate your argument.
4. Of the three fundamental principles for schools of journalism mentioned in the extract, which do you think we must unconditionally subscribe to? Why?
5. **Read the following news excerpt from The Wire and answer the questions below.**

*In January 2020, writer Tejas Harad set out to conduct his own survey on the subject of caste in the newsroom. These are his findings:*

One survey respondent recalled: “I wasn’t as vocal about my caste location in the initial years of my work. But as I began asserting my caste identity and also publicly expressed my politics, I was increasingly looked at as a reporter who only writes on caste issues. There is a certain kind of stereotyping at play. If there is a caste atrocity story anywhere in the country, I become their go-to reporter and am asked to report on the issue. I hold a Master’s degree in Law, and have covered the judiciary for a long time. Yet, I have not managed to establish myself as a legal expert. On the other hand, reporters from Savarna [upper] castes very naturally get established as subject experts irrespective of their experience. The only subject I have managed to gain expertise in is caste.”

**I.B. Answer ANY ONE of the following questions in 150-200 words: (15 marks)**

1. What insight into the Indian newsrooms do you get from the stereotype referred to here in this extract? How does it compromise the integrity of a profession such as journalism?
2. Examine how the words expertise and experience contribute to the way caste is understood and spoken about in everyday life. What does the tone assumed in the last sentence of the extract reveal to us?
3. **Respond to ANY ONE of the following prompts in 150-200 words: (15 marks)**
4. Have you ever made a huge fuss in public or at a family gathering about something that had terribly upset you? Did that make you feel better or worse? If you haven’t had this experience then write about a time you witnessed someone else doing it.
5. Do bus stands reveal a side of the city that we don’t otherwise see? What do they show us? What do they hide? Describe.

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