



Register Number:
Date: 28-11-2020

ST. JOSEPH'S COLLEGE (AUTONOMOUS), BANGALORE – 27
III SEMESTER B.A EJP
JN 318: JOURNALISM AND CREATIVE WRITING
SEMESTER EXAMINATION– NOVEMBER 2020

Time- 2^{1/2}hrs

Max Marks- 70

Instructions:

1. This paper has **FOUR SECTIONS** and **TWO** printed pages.
2. This paper is for the III Semester Journalism students of the BA EJP course.
3. You are allowed to use a dictionary.
4. Don't exceed the suggested word limits.

I. Read the following excerpt from an essay by Nisha Susan.

Kanji has never had a chance to bore me because I have only ever had it in two contexts. One. As pazhakanji aka old kanji. My older cousins in Kerala loved it for breakfast so when I was visiting I ate it too. Leftover cooked rice from the day was soaked overnight in water to prevent it from spoiling. The next morning, cool and fermented kanji was eaten with bits and pieces of other leftovers — a small piece of fish, seasoned buttermilk, pickle if you could find any, or a tiny green kanthari chilli. We hung out eating on the kitchen floor gossiping but without heat in the plate or in the story. The day and its troubles were only starting to simmer.

On Good Friday, kanji was not served in a small bowl at one corner of the table to whoever was old, ill or tender in the stomach. Instead, kanji came in vast tureens, accompanied by pappadam, ghee, lemon pickle, kaachiya moru (seasoned buttermilk) and coconut chammanthi. This last was no loose and forward chutney you would eat in a darshini but a tight, red compact ball. Also present at this feast was kanji's most well-known handmaiden, cherupayar thoran. Slightly mashed green gram stir-fry topped with fresh grated coconut could be boring but I have never known it to be. To this decadence, my aunt always added her particularly delicious astram. While astram has a pointy and macho name, it is a warm and starchy embrace. Made with taro root, coconut milk and curd it was the final ingredient that created the bliss point for our Good Friday lunches, bliss point being the technical term used by scientists trying to make addictive junk food. Like with chips, we just kept going back for more. In my parents' home and in the home of our favourite cousins, whether you went to church on Good Friday and what you did during Lent was between you and God. But eating kanji and finding a flat surface on the floor afterwards was serious business.

I.A Answer the following questions in 100-150 words. (3x10=30)

1. Food writing isn't just about food. Explain this with reference to your reading of the passage above.
 2. Often the challenge with food writing is the decision to translate local/region-specific words. How has the writer worked that out in this extract?
 3. What image does the last sentence leave the readers with? What does it remind you of in terms of your memories of food and home?
- II. Reading a long form essay is also an investigation into the kind of reader you are. To borrow Editor David Remnick's words, it requires a "human hunger for deep information, real examination, and the kind of reporting that takes time" – how has your engagement with long form this semester changed/shaped your ideas of journalism and reading? Describe in 200-250 words. (20 marks)**

III. Read the following news article and answer the questions below.

The Karnataka government on Tuesday issued an order to distribute dry ration kits that have been pending since June, to students studying in government and aided schools. From June to October, lakhs of students in the state were deprived of the food they would otherwise receive through the mid-day meal scheme. The government will now disburse all the kits in one go.

The order issued by the state government said that dry rations will be released to be distributed to students in the government and aided schools in the state for five months from June to October. The order stated that rice, toor dal, and oil will be provided for students of Classes 1 to 10. "The funds needed to implement the mid-day meal scheme - Rs 44,984.87 lakh - will be released," read the order.

III.A Answer the following questions in FIVE-SIX sentences each.(2x5=10)

1. Write a headline for the article with a short note explaining it.
 2. What other details would you add to the last paragraph of the article? Explain.
- IV. In 100-150 words, write a short note on a classmate whose social media presence you like. Explain using references from their Twitter, WordPress, and Instagram accounts. (10 marks)**

JN 318 A 20