SUBJECT CODE	SUBJECT	Cr. Hr.	COURSE TYPE	FULL MARK	UNIVERSITY	EVALUUATION	
					Theory	Practical	Internal
BAMCJ 4801	Rural Tourism	3	Applied	100	80		
BAMCJ 4802	Contemporary Issues in Media Communication	3	Applied	100	80		
BAMCJ 4803	Media Literacy	3	Applied	100	80		
BAMCJ 4804	Constitutional Evolution in Nepal	3	Applied	100	80		
BAMCJ 4805	Media and Self Regulation	3	Core	100	60	20	20
BAMCJ 4806	Internship	3	Core	100		100	

BAMCJ4801 RURAL TOURISM   *3 Crs*.

Objective: To make students capable to comprehend media's role in promoting effective and viable tourism in rural sectors.

Teaching Schedule - Hrs/Week			Examination				
Theory	Tutorial	Practical	Internal Assessment		Final		Total
			Theory	Practical	Theory	Practical	
3	1	-	20	-	80	-	100

1.   **Tourism as a Tool for Development of Rural Society:**   3
        Tourism a new concept for development, Definition of tourism, principles of tourism, classification of tourism, virtual vs. actual tourism, Sustainable Tourism

2.   **Elements of Tourism:**   6
        Attraction and desirability – cultures, archeological sites, historical places, flora n fauna, Accessibility- government permissions, itinerary (air, road, trekking, riding, ferry, cable), Amenities, Accommodation- lodges, resorts, private homes, inns, government guest houses, tents.

3.   **Types of Tourism:**   6
        Adventure Tourism- expeditions, rafting, gliding, jungle safari , Mass tourism, Quality Tourism, Controlled Tourism, Value based Tourism and Endemic Tourism, Difference between Urban and Rural Tourism

4.   **Impact of Tourism in Rural Society:**   3
        Economic impacts of tourism, Social impacts (positive/negative impacts), Environmental impacts, Cultural impacts

5.   **Global aspects of tourism:**   3
        Recent trends in the world tourism, Tourism in South Asia, Tourism in Nepal

6.   **Tourist activities in Rural Society of Nepal:**   6
        Trekking, Mountaineering, River rafting, Wild life sightseeing, Filming

7.   **Role of media for promotion of tourism activities:**   9
        Media's approach to Rural Society, Role of Coordinating local, national, and international media with perspectives to promote rural tourism, Role of Community Radios, Television, Local Newspapers, Local Governances and NGOs, Media Literacy – Role to create awareness to understand the significance of media; Educate to participate in media activities, Culture highlighting, Local economic perspectives, Prioritize tourism-based issues/features

8.   **Briefing Rural:**   3
        Culture, Rural Society, Rural Social Structure, Rural Economy, Education, Beliefs and Ethnicity

9.   **Rural Institutions:**   6

Family, marriages, Religion, cooperatives, Adjustment, Adaptation, Norms, Values, Mores etc.

Suggested Readings

- Puri,Uddhav ().*Tourism and Development*.Taleju Publication, Kathmandu, Nepal
- Bhatia, A. K.(2003).*Tourism Development: Principles and Practices*, Sterling Publishers Pvt. Ltd., New Delhi.
- Chitambar, J.B. (2015). *Introductory Rural Sociology*.ISBN : 978-81-224-3687-7
- Doshi, S.L.(1999).*Rural Sociology*.Rawat Publications, India.
- Bist, D. B. (1980). *The People of Nepal. Kathmandu: RatnaPustakBhandar*.
- Nepal Travelers (Magazine)

BAMCJ4802 Contemporary Issues in Media Communication   3 crs.

Objectives:
• To familiarize the students with the contemporary issues of media.
• To investigate how media can influence and get influenced by the different sectors of society.
• To create the consciousness in the student about how to do journalism amidst several influencing factors.

Teaching Schedule Hours / Week			Examination Scheme				
Theory	Tutorial	Practical	Internal Assessment		Final		Total
3			Theory	Practical	Theory	Practical	100
			20	-	80	-	

Unit I : News value and mainstream media   6
    1.1. The Traditional News Value and Mainstream Media
    1.2. What hits the headline and what not?

Unit II : Partisan Media   6
    2.1. Political engagement of media in Nepal
    2.2. Consequences of political involvement in Professional Journalism

Unit III : Paid News (Journalism vs. Corporate Interest)   3
    3.1. Paid news and corporate interest.
    3.2. Business influence in professionalism

Unit IV :Citizen Journalism   3
    4.1. Citizen Journalism vs. Mainstream Journalism
    4.2. Scenario of Citizen Journalism in Nepal

Unit V : Civic Journalism (Advocacy Journalism)   3
    5.1. Objectivity vs. Advocacy Journalism
    5.2. Civic Journalism Trends in Nepal

Unit VI :Media and Gender   3
    6.1. Gender inclusion in Content and Workforce
    6.2. Rhetoric of Gender and Stereotype Reporting

Unit VII :Media and Inclusion   3
    7.1. People's access to media

7.2. Inclusion initiatives and the news

Unit VIII :Political System and Media   3
8.1. Consequences of political system on media
8.2. Democracy and press freedom

Unit IX :Media and Ethics   3
9.1. Objective Journalism and ethical dilemmas
9.2. Journalists code of ethics and Nepali media

Unit X :Multimedia Journalism   3
10.1. Is multimedia journalism alternative to traditional journalism
10.2. Multimedia journalism in Nepal

Unit XI : Media and Culture   3
11.1. Media as a cultural tool
11.2. Cultural Hegemony

Unit XII :Media and Globalization   3
12.1. Consequences of globalization on Nepali media

Unit XIII :Media Ownership   3
13.1. Media ownership and professionalism
13.2. Does media ownership matter?

Suggested Readings

Baker, C. Edwin (2007). Media Concentration and Democracy: Why ownership matters. New York: Cambridge University Press.

Kharel, P. (2010). Political Communication: Media Message and Meaning. Kathmandu: Sangam Institute.

Kick, R (Ed.). (2001), You Are Being Lied to: the Disinformation Guide to Media Disinformation. Historical White Washes and Cultural Myths. New York: The Disinformation Company Ltd.

Lull, J. (Ed.). (2001). Culture in the Communication Age. London: Routledge.

Stuart, A. (Ed.). (2010). Routledge Companion to News and Journalism. London: Routledge.

BAMCJ4803 Media Literacy   **3cr.**

Objectives:

- To examine aspects of mass media and popular culture that expand our notions of literacy
- To explore how the media are used to construct meaning and/or to persuade
- To investigate how the categories of race, class, gender, region, and sexuality etc. are represented in the mass media
- To assess bias, stereotypes, data, and information sources in the mass media
- To compare alternative and mainstream media

Teaching Schedule Hours / Week			Examination Scheme				
Theory	Tutorial	Practical	Internal Assessment		Final		Total
			Theory	Practical	Theory	Practical	
3			20		80		100

Unit I: Introduction to Media Literacy: **6**

Defining media, Role of media, Media literacy and its obstacles

Unit II : Media Literacy and Semiotics: **6**

Semiotics the science of signs; Encoding and decoding, Construction of meaning

Unit III: Representations, socially constructed identities: **9**

Representation of power, race, class, gender, region and sexuality in the mass media

Unit IV : Media and Propaganda: **6**

Media framing, distortion, manipulation; and advertising

Unit V : Issues in Mass Media: **6**

Media and Politics, Media and Violence, Media and Social Change

Unit VI : Understanding Legal and ethical issues: **6**

Issues of Privacy, defamation, libel, contempt of court; freedom, ethics and accountability

Unit VII : Media and Society: **6**

Media and democracy, manufacturing consent

Suggested Readings:

- Gaines, E. (2010), Media Literacy and Semiotics, New York: Palmgravemacmillan.
- Press Council Nepal. Code of Journalist Ethics 2003 (Amended and Revised 2008), Nepal Press Council.
- Adhikary, Nirmala Mani. *Communication, Media and Journalism: An Integrated Study.* Kathmandu: Prashanti,
- UNESCO (2013). Assessment of Media Development in Nepal : Based on UNESCO's Media Development Indicators. Kathmandu : UNESCo Office in Kathmandu.
- Dahal, Kashiraj (2002). *Aamsanchar Ra Kanun.*Kathmandu: Nepal Press Institute.
- Federation of Nepalese Journalists (2003). *Nepali Press during State of Emergency.* Kathmandu.
- Dipak, Aryal et al. (2013). Media Reader.Kathmandu :JagdambaPrakashan.
- Herman, Edward S., Noam Chomsky (2002). Manufacturing Consent: The political Economy of the Mass Media. Pantheon.

BAMCJ4804 Constitutional Evolution in Nepal 3 Cr.

Objectives :
- To know the constitutional evolution of Nepal and analyze the steps.
- To critically know the stories behind the provisions.
- To critically analyze the credibility of the provisions and the expectations of the public.
- To contextualize the constitution with other countries doctrine.

Teaching Schedule Hrs / Week		Examination				
Theory	Practical	Internal Assessment		Final		Total
3		Theory	Practical	Theory	Practical	100
		20		80		

Unit I: Introduction 6
What is constitution?
Evolution of Nepalese constitution.
Prevailing constitution
Preamble and its philosophy
Composition of Constituent Assembly and its committees

Unit II: Process of Constitution Making 6
History of Nepalese Practices
Positive and Negative traits of the individual practices
New Constitution through Constituent Assembly

Unit III: Constitutional Rights 9
Citizenship: Methods of acquiring and losing
Fundamental Rights and Duties
Directive Principles of State Policy
Human Rights / Children Rights / Women Rights
Inclusiveness
Right on assets

Unit IV: Implementation/ Supervising BodiesCentral Government: Organization, Power and Functions 6
Legislative
Executive
Judiciary

Unit V: Provincial Government: Organization, Power and Functions 9
Provincial Legislation
Provincial Executive
Provincial Judiciary

Unit VI: Constitutional Bodies 6
Election Commission
National Commissions including NHRC
CIAA

Unit VII: Emergency Provisions 3

Suggested Readings:

- Constitution of Nepal 2072
- Interim Constitution of Nepal 2063
- Constitution of the Kingdom of Nepal 2047
- Constitution of the Kingdom of Nepal 2019
- Constitution of the Kingdom of Nepal 2015
- Interim Government of Nepal Act 2007
- Government of Nepal Act 2004
- ज्ञवाली, चन्द्रकान्त(२०७३)।*नेपालको सम्वैधानिकविकासक्रम* काठमाण्डौं :...........................।

BAMCJ4805 Media and Self-Regulations   **3crs.**

Objectives:
- Will be known about the differences of laws and ethics
- Will have ideas about media independence
- Will have knowledge on project development

Teaching Schedule Hours / Week		Examination Scheme				
Theory	Practical	InternalAssessment		Final		Total
3		Theory	Practical	Theory	Practical	100
		10	10	60	20	

Unit I: Introduction   **6**
The importance of Self-Regulation
Freedom of expression
UNESCO's Idea regarding Self-Regulation

Unit II: Media independence   **12**
The media as a platform anda social actor
Self-regulation and itsadvantages
Journalist's codes of conduct
Editorial independence
Professional guidelines
Implementing standards

Unit III: The Global Reporting Initiative   **9**
Role of internet as digital platformand implications for self-regulation
Self-Regulation in Nepalese Context

Unit IV: Personal Practices   **9**
FNJ and Other Media Forums about Self-Regulation
Nepal's Constitution about media and Self-Regulation

Unit V: Practicum   **9**
Student will develop the project on self-regulation practices in Nepali media

Suggested Readings

1. Bhandari, Akhanda (2069). SamacharkoBhasha. Kathmandu: AkhandaBhandari.
2. Sulevan, M. H. (no date). EkJimmevar Press Karyala. The US Foreign Ministry, Office of International Information Program, Kathmandu**.**

BMT 4806 PLACEMENT (INTERNSHIP) 3 Crs.

Objectives: The main target is to make students execute and refine their skills and knowledge in the work place.

Teaching Schedule Hrs/Week			Examination				
Theory	Tutorial	Practical	Internal Assessment		Final		Total
			Theory	Practical	Theory	Practical	
1	-	2	-	-	-	100	100

Students undergo a five-week internship in various broadcast or print media houses. The college will select the broadcast or media house after coordinating with the media industry. The concerned person from the media house will assign the student, check his investigation, preparation process, evaluate the presentation skill on daily basis on separate form designed and given to them by the college.

Student should prepare a report of the intern period and submit to the faculty before the evaluation process.

On the completion of their internship period, the concerned faculty from the college will obtain the filled form and copy of their work from the enterprises. The college faculty will grade the students on the basis of their performance and send marks to the university along with the works they have accomplished. University representative may participate in the evaluation process if considered necessary.