

## **Political Journalism**

### **Course Objective:**

Media being the 4<sup>th</sup> pillar of democracy has vital role to make people vigilant. The strength of democracy to a great extent depends upon the impartiality and autonomy of the media. With the growing commercialisation of the media houses, it actually emerges to be a grave concern across the globe. Media ought to be the watch dog in a democracy making people vigilant and make them informed about the governance. The course attempts to study journalism, the principles underlying reporting. It then reflects on the vested interest and political propaganda which attempts to influence the journalism of the day. It intends to train the learners to develop writing skills in featured articles on political subjects as well as enhance their analytical skills to analyse the prevailing political events.

### **Learning Outcome:**

The course would make the learners informed about the basics of journalising and reporting and its dynamics with respect to politics. The unit wise outcomes are given below:

Unit I: It would introduce the students with the basics of journalism and reporting.

Unit II: The students would be aware of the vested interest and propaganda in influencing the media reports and the funding of media houses.

Unit III: The unit would enhance writing skills of the learners to write feature articles on political issues.

Unit IV: This would enhance the analytical skills of the learners and train them to analyse the political events.

### **Course Content:**

Unit 1: Meaning of Journalism, Ideal principles of Reporting,

Unit 2: Political propaganda and vested interest in Journalism: Yellow journalism and TRP; Funding of media houses, Paid news. Types of Reporting Political issues, Making Posters on Political Issue.

Unit 3: Writing skills for Features articles on political issues.

Unit 4: Analytical skills to analyse the political events.

### **Essential Readings**

1. Maheshwari, S., & Sparks, C. (2021). Political elites and journalistic practices in India: A case of institutionalized heteronomy. *Journalism*, 22(1), 231-247.  
<https://doi.org/10.1177/1464884918761630>
2. McNair, B. (2009). Journalism and democracy. In *The handbook of journalism studies* (pp. 257-269). Routledge.

3. Paul, S. (2018). Between participation and autonomy: Understanding Indian citizen journalists. *Journalism Practice*, 12(5), 526-542.
4. Udupa, S. (2015). *News, Publics and Politics in Globalising India: Media, Publics, Politics*. Cambridge University Press.

### **Additional Reading List:**

- ✓ *Bennett, W. L., & Livingston, S. (2018). The disinformation age: Politics, technology, and disruptive communication. Cambridge University Press.*
- ✓ *Curran, J., & Seaton, J. (2018). Power without responsibility: Press, broadcasting and the internet in Britain (9th ed.). Routledge.*
- ✓ *Harrower, T. (2012). Inside reporting: A practical guide to the craft of journalism (3rd ed.). McGraw-Hill.*
- ✓ *Herman, E. S., & Chomsky, N. (2010). Manufacturing consent: The political economy of the mass media. Random House.*
- ✓ *Kovach, B., & Rosenstiel, T. (2014). The elements of journalism: What newspeople should know and the public should expect (3rd ed.). Three Rivers Press.*
- ✓ *Mencher, M. (2011). News reporting and writing (12th ed.). McGraw-Hill.*
- ✓ *Schudson, M. (2011). The sociology of news (2nd ed.). W. W. Norton & Company.*
- ✓ *Sedorkin, G., & McGregor, J. (2002). Interviewing: A guide for journalists and writers. Allen & Unwin.*
- ✓ *Tuchman, G. (1978). Making news: A study in the construction of reality. Free Press.*

### **Internet Sources:**

1. Writers Life Lecture Series: Political Journalism  
<https://www.youtube.com/watch?v=StHbM1CucHo>
2. Journalism and Politics Lecture | The Evolution of TV News  
<https://www.youtube.com/live/-LaiZLigO9M?si=BXBYPhZTSwudGbmw>

### **Activities to Do:**

1. Students will be provided with a selection of news reports or articles related to political issues. They will analyze these reports based on the ideal principles of reporting, identifying any instances of yellow journalism, political propaganda, or vested interests. Students will present their findings and engage in a class discussion on the importance of ethical and unbiased journalism.
2. Students will work in groups to create posters on a political issue of their choice. The posters should effectively communicate the issue, raise awareness, and potentially influence public opinion. This activity will encourage critical thinking, creativity, and the ability to convey complex political topics through visual communication.
3. Students will select a political subject of their interest and write a feature article on that topic. The article should be well-researched, informative, and engage the reader while adhering to journalistic writing standards. This activity will develop research skills, writing abilities, and the ability to present complex political issues in an accessible and compelling manner.
4. Students will choose a significant political event (past or present) and conduct an in-depth analysis of the event. They will present their findings to the class, discussing the key players, factors, and implications of the event. This activity will enhance critical thinking,

research skills, and the ability to analyze and communicate complex political events effectively.

### **Model Questions**

1. Which is considered the first newspaper published in India? [1]
2. Briefly explain the term 'yellow journalism'. [2]
3. Critically analyse the TRP Funding of Media Houses and its impact on journalism. [5]
4. Distinguish between 'paid news' and legitimate funding sources for media houses, highlighting the ethical concerns associated with paid news. [8]