

TEACHING PORTFOLIO

Chandi Raj Dahal, Ph.D. Candidate
Missouri School of Journalism
University of Missouri
Columbia, Missouri, USA

TEACHING PHILOSOPHY

My view on teaching is grounded in student-centeredness, curiosity, and critical thinking, promoting diversity and inclusion, and teaching as a lifelong learning experience. For me, teaching involves fostering a dynamic learning environment that engages students and professors, benefiting them equally. To fulfill this role, I aim to integrate novel knowledge and practices in the field by combining teaching and research.

With AI taking over many jobs in every field, journalism will likely be no exception. It will soon face creative destruction, and such symptoms have been emerging in the form of automation in gatekeeping, producing, and publishing news, and more. However, the traditional roles and identity of journalists may gradually transform. Educators of journalism, then, should aim to produce a new breed of journalists who can innovate storytelling to keep their audiences interested in knowing the negotiated and reconstructed truth. As a journalism educator, I will focus on teaching multimedia storytelling, integrated AI and automation skills, and developing strategies to combat newer challenges in the field.

Today, one of the many concerns for teaching journalism is the ethical use of technology in classroom activities and outside assignments. My philosophy about this issue is grounded in what I propose as the fair use of Technology for Enhanced Speed, Accuracy, and Creativity (TESAC). In journalism practice, one prospect I see in the use of AI is in integrating extended realities where truth is told through multiple dimensions and perspectives. Experimenting with these practices can provide enhanced learning experiences and help solve contemporary economic problems of the journalism industry. As for the ethical concern, I propose and promote the concept of Ethics of Shared Responsibilities (ESR), where the users of technology like social media, immersive realities, and AI, the companies that design and offer media platforms, and the journalists telling stories, should understand that they have a shared responsibility for honest communication.

Apart from teaching, I will dedicate my expertise and enthusiasm to creating new curricula in journalism and media studies that address the contemporary market needs and provide a platform for students to practice their passion. My expertise in teaching media and journalism courses, and interest in designing and developing courses, syllabi and curriculum come from my prior experience of working as a faculty at Kathmandu University, where I have worked in similar roles for almost a decade (for more details please see my CV).

As I believe in equity, and facilitating individualized learning experiences for students is my mantra for teaching. It involves both synchronous and asynchronous digital environments. I advocate flexible approaches, allowing code-switching, and empathizing with students who may have different physical and logistical needs—all to ensure greater student engagement while also respecting institutional policies and intersectionality. I

expect my students to put sincere effort into the prescribed learning. Such efforts require active reading, critical thinking, participation, free expression of opinions, and asking questions to spark meaningful dialogues.

COURSES TAUGHT AT KATHMANDU UNIVERSITY (2015-2023)

<i>Taught Courses</i>	<i>Taught Years</i>
Television Studies MEDS 406	2015
Television Production MEDS 412	2017-2023
Multimedia Applications MEDS 308	2015
Digital Storytelling MEDS 210	2015-2016
Computer Applications MEDS 112	2015
Introduction to ICT MEDS 121	2017-2023
Radio Production MEDS 314	2017-2023
Broadcasting MEDS 307	2017-2018, 2020-2022
Social Media Networking MEDS221	2017-2018, 2022
Research Methodology MEDS 209	2019-2022

COURSES TAUGHT AT THE MISSOURI SCHOOL OF JOURNALISM

<i>Taught Courses</i>	<i>Taught Years/Semesters</i>
Fundamentals of Written Journalism and Strategic Communication (J1300)	2025 Spring
Applied projects in Journalism and Strategic Communication (J1400)	2026 Spring (Scheduled)

Note: Co-instructed as TA for these courses in 2024 Fall and 2025 Fall, respectively.

**TEACHING OBSERVATION OF CHANDI RAJ DAHAL
AT THE MISSOURI SCHOOL OF JOURNALISM
(2024-2025)**

11/06/2024

Course: Fundamentals of Written Journalism and Strategic Communication (J1300)
Doc Student Progress Report for: Chandi Raj Dahal
Prepared by: Laura Johnston and Donna Kozloskie

Notes on Teaching:

Chandi taught both sessions in Week 7, and the first session in Week 11. All lessons were geared to writing for the ear or broadcast media.

During the observation of Chandi's teaching session, it was evident that he effectively engaged students by asking thought-provoking questions about writing for a broadcast medium. For instance, he posed the question, "If writing for broadcasting should be clear and clean, what does that mean?" This approach encouraged students to think critically about the principles of broadcast writing.

Chandi further elaborated on this concept from multiple perspectives, including the audience's need for clarity, the anchor's role in delivering content effectively and the writer's responsibility to craft concise and impactful scripts. His dynamic teaching style was highlighted by his movement around the front of the room, which kept students attentive and involved. When a student sought clarification, Chandi skillfully recast the question to prompt deeper thinking and alternative answers, fostering a more interactive learning environment.

Chandi also demonstrated versatility in his teaching methods by incorporating various activities and approaches throughout the lesson. He started with a conversation about news values. About 20 minutes into the session, he divided the class into groups of three for a discussion activity on Canvas, promoting collaborative learning.

These are notes from his mentor teacher Donna Kozloskie about class 2 on 10/3:

- He made improvement in explaining expectations, but more direction is still needed
- Great at interacting and responding to student questions, especially one-on-one
- More space for questions is needed
- Time management was greatly improved from earlier session.
- Some of the PPT/slides were difficult to read from the back of the room.
- There were more absences than normal, and the students were a bit rude. I think it was because they struggled in the previous class and were reacting to that. Chandi did a great job of working through it and they were on his side by the end.

In what areas is the TA/GI excelling:

Chandi is probably the best prepared instructor of any of the 1300 teachers. He had PPTs ready and reviews them with the class. He has previous teaching knowledge and journalism experience that he's eager to bring into the classroom and share with students.

In what areas could the TA/GI show improvement:

Pacing: While Chandi uses a variety of activities and approaches, the pacing might need adjustment to ensure that all activities are covered adequately within the session. This would help maintain a balanced flow and ensure that students have enough time to engage with each part of the lesson. It would also allow him time to interact more with students or groups as they are working to answer his questions or write.

Chandi also could improve his lessons by offering some terminology/definitions that he's going to use in class and sharing those definitions in a Canvas page as a resource to the students. In some cases, his knowledge is much more advanced than what is needed for the overview provided in this fundamentals course.

02/28/2025

Doc Student Progress Report for: **Chandi Raj Dahal**

Prepared by: Laura Johnston, course coordinator

Course: **Fundamentals of Written Journalism and Strategic Communication (J1300)**

Notes on Teaching:

I observed Chandi's class in person on Wednesday, Feb. 26. The lesson I observed was about writing for social media – a new format for writing in the class, which happened at Week 6 of the semester. Chandi began with a PowerPoint to start off the class that included an agenda for the day so students would know what was going to happen during their class.

He posed a question about social media and what students had read lately to kick off the topic of the day's lesson. He was good with offering extra wait time – it seemed like it took students a bit longer to even think about what they'd seen on social platforms, which prompted a good opening discussion about the volume of information being shared on these platforms.

Like I saw in the fall semester during my observation of Chandi's teaching, he effectively engaged students by asking thought-provoking questions. When he didn't get an answer to his first question about what students had been reading on social media, he changed tactics to ask how and where students consumed news. This got more students engaged in the conversation.

Chandi has already demonstrated versatility in his teaching methods by shifting his teaching plans for two consecutive Wednesdays when the university shifted to remote operations in early February. For one week, I was able to offer a condensed lesson plan for all instructors that he could use as a framework for a Zoom session. But the second week, he came to me with his ideas about how to adapt the lesson.

About 20 minutes into the class I observed, he divided the class into groups for a discussion activity, promoting collaborative learning. He moved from the front of the room to a whiteboard on the side so he could engage them in a different way as he recorded their answers to the discussion questions.

In what areas is the TA/GI excelling:

Chandi was probably the best prepared instructor of any of the 1300 teachers going into the semester. He's able to build on his previous journalism and teaching experience and is eager to get students engaged in the material. He tries a lot of different techniques and poses deep questions for the discussion that require students to think more critically about the content of the course.

In what areas could the TA/GI show improvement:

Welcoming/inclusion: While Chandi uses a variety of activities and approaches in his teaching, it did not seem that he had engaged students as class opened. However, I did arrive after most students were already in their seats; and it is commonplace for students to be on their phones before class and not talking to people around them.

Later during class, he addressed several by name as he asked for input from their groups during a second writing activity.

Overall, Chandi is doing a great job as instructor of record. I do not have any concerns about his teaching methods or styles.

04/21/2025

Doc Student Progress Report for: **Chandi Raj Dahal**

Prepared by: Laura Johnston, course coordinator

Course: **Fundamentals of Written Journalism and Strategic Communication (J1300)**

Notes on Teaching:

I observed Chandi's class in person on Monday, April 21. The lesson I observed was about interviewing, which happened at Week 14 of the semester. Chandi began with discussion based on the question: "What is an interview?" He was trying to get the students to explain the differences among a conversation, press conference or one-on-one questioning.

He posed the question and waited, hoping to hear from students who were slow to respond on an early for them first class of the week. He then shifted gears to a discussion about their readings and asked each person in the room — there were only 11 present on this day — to go through a list of points from a document they read earlier and explain the concept he assigned them to the class.

After giving them some time to think about their answers, he shifted his position in the room to a center whiteboard. Then he called on several people to help guide the next part of the discussion, while writing answers on the board.

Chandi's teaching strength is in his thought-provoking questions, as I've mentioned in previous observations. He's quick to rephrase and to prod students for an answer, without nagging. He goes back to his list of key ideas, projected from the front of the room, and asks more questions about the importance of listening before having the students talk in smaller groups about their own interviewing experiences and tips from their profile story.

In what areas is the TA/GI excelling:

Chandi leans into his previous teaching experience and is eager to get students engaged in the material. He tries a lot of different techniques to get students thinking about the content of the course and its application in their practice of journalism.

In what areas could the TA/GI show improvement:

I don't see any key area that sticks out as seeking improvement. Overall, Chandi is doing a great job as instructor of record. I do not have any concerns about his teaching. He's improved in his welcoming and inclusion at the start of class and seems more connected to his students than I saw during my previous observation.

Oct 14, 2025

Doc Student Progress Report for: Chandi Dahal
Prepared by: Brittany Hilderbrand, MPA, MA
Course: J1400H – Applied Projects in Strategic Communications

Notes on Teaching:

On Sept. 10, I had the opportunity to observe Chandi Dahal conduct a lesson on using audio tools and software in our J1400H Applied Projects in Strategic Communications class. Chandi demonstrated very strong presentation and facilitation skills throughout the tutorial. His delivery was clear, confident, and his slides helped cultivate an environment that encouraged active participation and attention to detail.

The lesson focused on developing key foundational skills in audio storytelling, with a goal of providing foundational tools for their upcoming community issues stories. Chandi's approach encouraged students to think critically about the essential audio elements they would include in their work.

By using visual examples, Chandi helped students draw clear connections between microphone types, sound quality and file structure, emphasizing how each element shapes the impact of their final stories.

One thing to note was that despite only being in the fourth week of the class, Chandi had taken note of students and was able to identify them by name in most cases.

Throughout the semester, Chandi demonstrated a knowledge of the subject matter and would make a great addition to the classroom for more elaborate lectures. His instructional style truly supports student growth while modeling the professional standards expected in the field.

Sample Qualitative Feedback from Students at the Missouri School of Journalism

Fundamentals of Written Journalism and Strategic Communication (J1300)

- I liked how when we were working on our bigger assignments, there was feedback for the beginning draft, the in-progress stage and the finalized written assignment. I liked how we were given helpful critiques multiple times for our written assignments -- for both the big and small assignments.
- The instructions were clearly written on the assignments
- I liked how we had 1 assignment per class, but talked about a few different things during class. I also liked the video examples of things.
- The ability to work on things and ask questions
- I liked how everything we were learning about became a discussion in class so everyone could be active in class and be thinking about what we were learning about.
- I liked the amount of group work that we did. It allowed me to see what other peers were thinking and expand off of them. The google docs were helpful too because they allowed me to see the whole classes response.
- The class content benefited my journalistic writing knowledge and made me more aware of the AP Style format, which I wasn't taught in previous years.
- This class really helped refine my writing for the journalistic style. I learned how to be concise with a limited word count, focusing on getting the most crucial information within a limit on words and time. It was a class I really enjoyed. I plan to be a writing journalist, so this class was the perfect introduction to writing in journalism.
- I feel like we could have been shown more examples.
- I feel like we could have had an extra day to do an assignment, if it was for Mondays class, make it due Tuesday.

Fundamentals of Written Journalism and Strategic Communication (J1300)

- I liked the different types of projects that we did.
- The feedback given on assignments was specific and detailed, which was very helpful in the learning process and helped me improve for future assignments.
- His feedback on our research project was very helpful and in-depth.
- He was very supportive of us and saw a lot of potential in us.
- I got really helpful feedback.

Some publicly available students' feedback on overall experience learning with this instructor at Kathmandu University

- I was a student of Mr. Dahal at Kathmandu University, where he taught us television and radio production. He was always attentive and approachable, patiently guiding us through our questions and doubts. From the very first day, he encouraged us to practice our technical skills, which helped us gain confidence.
- Mr. Dahal was one of the most impactful professors I've ever had. His way of teaching was engaging and inspiring, making every class something to look forward to. He had a gift for connecting with students and creating an environment where we felt comfortable sharing ideas and asking questions. He was always approachable, understanding, and willing to help with any problem, big or small. Radio Production became one of my favorite classes because he allowed us to explore our creativity while guiding us with his wisdom and encouragement. I'm truly grateful for the lessons I learned from him, both in and out of the classroom.
- I had the privilege of being a student of Mr. Dahal at Kathmandu University, School of Arts. He taught me Broadcasting and Radio production. My learning experience under his guidance has been extremely rewarding. His teaching style is clear, engaging, and focused on encouraging critical thinking rather than rote learning. He creates a classroom environment where students feel comfortable sharing their views and actively participating in discussions.
- If I have to remember a few professors who have made a great impact on my life, Mr. Dahal is definitely on that list. His teaching style and the way he helped us apply theories to real life were truly life-changing. I took television production, radio production, and broadcasting classes with him. Thanks to his approach, I gained knowledge that has been tremendously helpful even now, as I pursue my PhD in performance studies. Before even joining my PhD program, the lessons I learned from him were invaluable, helping me secure an internship at Nepal's only government radio station (Radio Nepal). Later, the television production class enabled me to get a job as a senior visual editor at a national television station (Janata Television), and the broadcasting skills continue to benefit me in event broadcasting. I am truly grateful to have had a professor like him. Thank you for making such a significant impact on my professional life. Even today, I strive to create an impact with my work.

Kathmandu University
School of Arts
Department of Languages and Mass Communication
Bachelor's in Media Studies (BMS)
Syllabus

Course: Broadcasting (MEDS 307)
Class Time: TBD

Duration: 48 hours (3 credits)
Room: BLOCK C 202

Instructor

Chandi Raj Dahal

Assistant Professor at the Department of Languages and Mass Communication

Monday-Friday 1:00-2:00 PM (or by appointment)

Cell: 9841849553 | Email: chandiraj.dahal@ku.edu.np

COURSE DESCRIPTION

Broadcasting (MEDS 307) is a course that incorporates both theoretical and practical components. While the theoretical part introduces the concepts and knowledge about broadcast journalism, technical skills, types of broadcast media based on their ownership and independence, station management and ethical aspects in broadcast media, the practical part is focused on writing news; preparing students to work in news media and production contexts. This course first focuses on writing scripts for different types of news for Radio and Television media. Second, it emphasizes understanding non-news programs by introducing 10 different formats in broadcasting. The course builds a solid foundation for Radio Production and Television Production courses that students can enroll in the following semesters. The course will require students to attain 50% of their grades through final written examinations, while the remaining 50% will be evaluated through multiple writing assignments, presentations and a mid-term exam. All the important information, assignments with detailed instructions and deadlines will appear on the course blog once they are introduced.

By the end of this course, students will specifically learn to

- Get acquainted with the theoretical and conceptual understanding of broadcast media
- Develop practical skills in writing for television and radio news, developing a foundation for upcoming courses like Radio Production and Television Production.
- Understand different types and models of broadcasting in the global and Nepali context.
- Understand newsroom environment, management and teamwork for radio and television stations.
- Learn broadcast formats and be able to design their own program.

REQUIREMENTS

Attendance

This course aligns with the university's general policy regarding students' attendance in class; a minimum of 80% attendance is required to be eligible to face the end-of-semester examination, and consequently to pass this course. In case of emergencies (such as family emergency, medical condition) or other excused absences such as religious purposes, students are required to inform the instructor prior to or after the class for consideration.

Participation

Ask questions to participate. Participation is a key to a collaborative learning opportunity. So this is the responsibility not only of the instructor but of everyone. Student participation will be evaluated based on

how often they are involved in assigned discussions, how often they pose questions to the instructor and to the class, and how often they ask questions that foster engaged interaction in the class. Ask questions even when you know the answer if you feel that the question is a key to fruitful debates or discussions. To ask and to answer both require reading and preparation for the upcoming class topics.

Writing assignments and presentations

More than readings, this course requires students to write. Most of the assignments will be one-two pages long. These assignments are mostly homework, but we also do writing assignments in class. Each assignment appears as a building block, so missing one may impact the overall quality of future assignments. Details of the assignments will be discussed in class once they are introduced on a weekly basis. Likewise, each of you will be assigned a topic for class presentation. This will mostly be a part of module 6. You will be grouped in a team of two-three persons, and each of you will have your assigned part. You will have 15-20 minutes for the presentation. Submitting slides to your instructor after the presentation is mandatory.

Evaluations

Final Written Exams	50%
Graded Assignments	30%
Student Presentation	10%
Participation and attendance	10%

GRADING

The grading policy is consistent with the university's common rule.

A = 85 and above	A- = below 85 and above 79.9
B+ = Below 80 and above 74.9	B = Below 75 and above 69.9
B- = Below 70 and above 64.9	C + = Below 65 and above 59.9
C = Below 60 and above 54.9	C- = Below 55 and above 49.9
F* = Below 50.	<i>*For courses with practicum component</i>

Academic integrity

Students must submit work that is honest, original, and properly attributed. Any attempt to gain an unfair academic advantage—whether successful or not—is considered misconduct. Violations may result in penalties ranging from assignment failure to course failure, probation, or expulsion. When uncertain about citation practices, collaboration, or other academic expectations, students should consult the instructor. Students are responsible for reviewing the School of Arts policies regarding class attendance, examinations, academic integrity and quality education available on the university website and student booklets. These policies apply to all courses at Kathmandu University School of Arts and include guidelines on academic integrity, student conduct, copyright, privacy, nondiscrimination, and accessibility.

Academic misconduct includes (but is not limited to):

- Plagiarism or failure to cite sources
- Reusing prior assignments from other courses without permission
- Fabricating information, sources, or quotations in news work.
- Misrepresenting reporting methods or failing to disclose controversial techniques
- Cheating during exams or assignments.

Professional Standards and Ethics

The School of Arts expects students to uphold the highest academic and professional ethical standards. Students should demonstrate honesty in all academic and media-related work and consult with the course instructor when in confusion or dilemma. Students are also responsible for using copyrighted materials and contents of the class or course appropriately and may not share, post, or distribute those without permission or legal authorization. Recording of class activities may be permitted or restricted at the instructor's discretion. When recording is allowed, redistribution of recordings outside the class without permission is prohibited.

Privacy

The school will provide academic records only to the respective students. Any other dissemination of academic results will be made according to the request made by the student to grant access to specific individuals. Once enrolled, these rights belong to the students.

Intellectual Pluralism

Kathmandu University values diverse perspectives and respectful dialogue. Students with concerns about classroom climate or respect for differing viewpoints may contact departmental leadership or the relevant university office. This includes all contexts; students are expected to engage respectfully in online and in-person discussions. Ideas may be challenged, but individuals should never be attacked. Thoughtful communication helps maintain a positive learning environment.

Equity, inclusiveness and accommodation

The university prohibits discrimination, harassment, and retaliation based on protected characteristics under the Constitution. Students who experience or witness misconduct are encouraged to report it to the appropriate university offices. The university is committed to accessibility and inclusion. The university makes reasonable efforts to accommodate students' sincerely held religious practices. Students must inform instructors about their religious leave and specific concerns that are unaddressed by the institution in general. Students with documented disabilities should work with the Disability Center at the School of Arts to establish accommodations and notify the department or instructor as early as possible. Disability-related information is kept confidential.

ASSIGNMENT DESCRIPTIONS**[Assignment#1](#): Stacking down a news bulletin**

Find a 20 minutes plus video news bulletin. Watch and listen to the whole bulletin taking pauses where necessary. Then, write your observation in the form of rundown as you continue. Follow the [rundown-format](#) provided to you. Details will be discussed in class and provided in the course blog.

[Assignment#2](#): Creating a rundown

Refer to a national daily newspaper, preferably e-paper. Scan through its news sections, assuming that all the news stories available in the newspaper are filed by reporters from respective places. Then compose a rundown for approx. 20 minutes long bulletin. You may include multiple of OC, OC/VO, VOSOTs, LIVE, PKG news but make sure you make the best composition of them depending upon the news value you determine. Also on the right columns

of your script indicate how long each element (COPY and VIDEO) will be. Use the format available in the blog. Please also attach the link of the news you choose.

*This assignment will be assessed on the basis of your understanding of the **bulletin elements, sense of prioritizing news while composing news bulletin, following the required format for a rundown, completeness of your assignment (12-20 minutes length) and meeting deadline. See Sample [Rundown](#).***

[Class Assignment#3](#): **Writing a 1 Minute TV Headlines**

Click the [News](#) and write script for a 1 minute Headlines. Follow the [news-bulletin](#). Remember the style for broadcast script as discussed in class. You have 30 minutes to do this! Details will be discussed in class and provided in the course blog.

[Assignment#4](#): **Script writing _ OCVOST**

Watch the given [raw video](#) and read the corresponding [text](#) as available. Write OC/VO/SOT/VO/OC(Tag) news on your own. The news should be approx. 90 seconds long. Writing to the VISUALS! Try to make it interesting for the audience while you choose the video footage. On the left column, please identify the time code and descriptive phrases of the shots you choose for each sentence of your script. You do not have to edit the video. Just write the news and mention in the script which shots from the raw video would you choose for each lines you write. The raw video may not be in the order of the sequence you would want. Criteria for assessment: Matching text with video, Applying professional standards discussed so far (5WH, Length, format, accuracy, attribution, language, grammar, deadline). See [Script format](#). Details will be discussed in class and provided in the course blog.

[Assignment#5](#): **Writing PTG Style TV News PKG**

Refer to the information from given [Document](#) and write a Particular to General (PTG style) script for 1.5 minutes long video news PKG. Assume that you are writing for an evening bulletin of March 30 March 2015. The information given to you is in print style. Remember you are writing for broadcast media. Also, assume feasibly and describe what visuals you would be filming in this scenario. Follow the script format! Details will be discussed in class and provided in the course blog.

[Assignment#6](#): **Writing to the Visuals (VOSOT)**

Instruction: Relying on the information provided to you in the [text](#) and the [Video](#), write a OCVOSOTVOSOTVOOC (VOSOT) news. Assuming that you are writing this video news for an evening bulletin on the same day of the event for a national TV. Also from the raw video, mention the shots you would want to select. Describe in the left column corresponding shots for every piece of information you write in your script. For the SOT transcribe the part you

select from the interview bites. REMEMBER THIS IS NOT A PACKAGE. Your news will be 1.5 minutes long. Details will be discussed in class and provided in the course blog.

Assignment#7: Presentation Topics

1. Definition, Concept and structure of Testimony
2. Components of testimony
3. Production Techniques of testimony
4. Definition, Concept and structure of Montage
5. Components of Montage
6. Production Techniques of Montage
7. Definition, Concept and structure of Game
8. Components of Game Format
9. Production Techniques of Game format
10. Definition, Concept and structure of Demonstration
11. Components of Demonstration
12. Production Techniques of Demonstration
13. Definition, Concept and structure of Actuality
14. Components of Actuality
15. Production Techniques Actuality
16. Definition, Concept and structure of Magazine
17. Components of Magazine
18. Production Techniques of Magazine
19. Definition, Concept and structure of Drama
20. Components and Production Techniques of Drama
21. Definition, Concept and structure of Interview
22. Components of Interview
23. Production Techniques of Interview
24. History of Broadcasting in the world
25. History of Broadcasting in Nepal

Instruction: Those students having topics related to same format make a team. Refer to the recommended readings from *Radio Padhdhati* (Raghu Mainali) and each team should prepare presentation for (an approx. 15 minutes) on the topics that have been listed according to your roll number. (example; Roll number 16 will present on production *Definition, Concept and structure of Magazine* whereas roll number 14 will present on *Components of Actuality*. Details will be discussed in class and provided in the course blog.

Course Contents

Module 1: Introduction to Broadcasting		6 hours
Week 1	<ul style="list-style-type: none"> • Introduction to Broadcasting • Historical Development of Broadcast media in the world and Nepal • Nature of broadcast media: print vs. Radio and Television 	

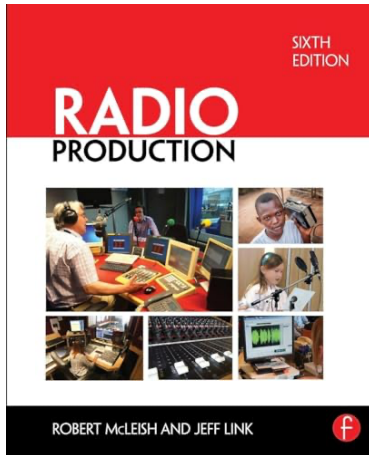
Week 2	<ul style="list-style-type: none"> • State of Television Broadcasting in Nepal • State of Radios in Nepal
Module 2: TV News Bulletin	
	6 hours
Week 3	<ul style="list-style-type: none"> • TV News Bulletins: elements of news bulletins • OC, OCVO, VOSOT, PKG, Video Wall, Two shot, Super, LIVE • Broadcast terminologies • News Anchor vs Presenter vs Reader • Assignment 1: stacking down a news bulletin (non-graded)
Week 4	<ul style="list-style-type: none"> • Rundown • Composing a rundown • New concepts in evaluating News Values; intensity, magnitude and density • Assignment 2: Creating a rundown
Module3 : Writing Techniques for TV News	
	6 hours
Week 5	<ul style="list-style-type: none"> • Writing for TV • Television News and Genre • Writing for the Visuals • Assignment 3: Writing Headlines
Week 6	<ul style="list-style-type: none"> • Guidelines for writing TV News • Writing headlines • Assignment 4: Breaking News exercise in class (non-graded)
Module 4: Types of TV News	
	6 hours
Week 7	<ul style="list-style-type: none"> • Writing OC, OCVO, VOSOT, PKG • Reader News • News PKGs Styles • News Peg • Assignment 5: Writing OCVOSOTOC
Week 8	<ul style="list-style-type: none"> • Particular to General (PTG) • General to Particular (GTP) • Full Circle • Action, Issue, Impact (AII) • Assignment 6: Writing a news PKG

MID-TERM BREAK	
Module 5: Writing for Radio 6 hours	
Week 10	<ul style="list-style-type: none"> • Writing for Radio Vs. Television • Writing for radio
Week 11	<ul style="list-style-type: none"> • Radio News PKG
Module 6: Broadcast Formats 6 hours	
Week 12	<ul style="list-style-type: none"> • Radio (Broadcast) Formats • Definition, Concepts, Components, Structures and Production Techniques of: Testimony, Montage, Demonstration, Actuality, Game • Assignment 7: Student presentations
Week 13	<ul style="list-style-type: none"> • Definition, Concepts, Components, Structures and Production Techniques of: Interview, Report, Drama, Magazine, Discussion • Presentation Continued • Assignment 7: Student presentations
Module 7: Types of Broadcasting 6 hours	
Week 14	<ul style="list-style-type: none"> • Public Service Broadcasting
Week 15	<ul style="list-style-type: none"> • State-owned • Private (commercial) • Assignment 8: Readings (non-graded)
Module 8: Station Management 3 hours	
Week 16	<ul style="list-style-type: none"> • Station Style • Newsroom Environment, Station Management
Week 16	<ul style="list-style-type: none"> • Ethics in Broadcast Journalism

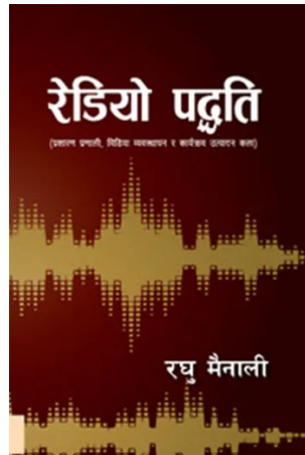
COURSE MATERIALS

This course has one required textbooks primarily for Module 6. However, referring to the additional texts referred below is highly encouraged. In addition, required readings may be available in the course blog (password-protected; the instructor will provide the access) for specific topics.

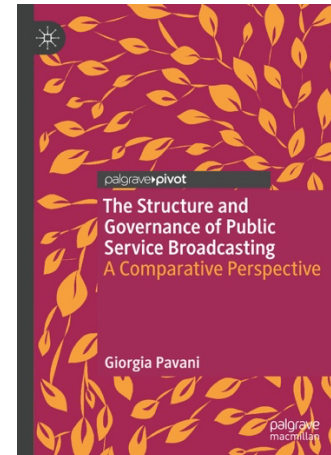
Recommended readings



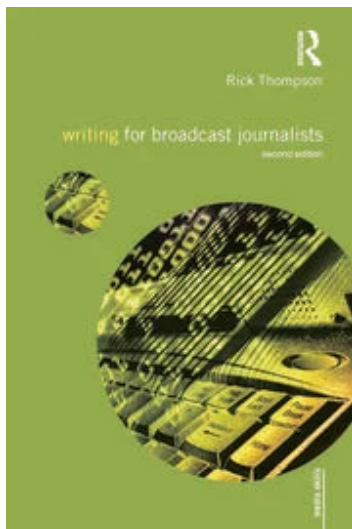
McLeish, R., & Link, J. (2015). *Radio production*. Routledge.



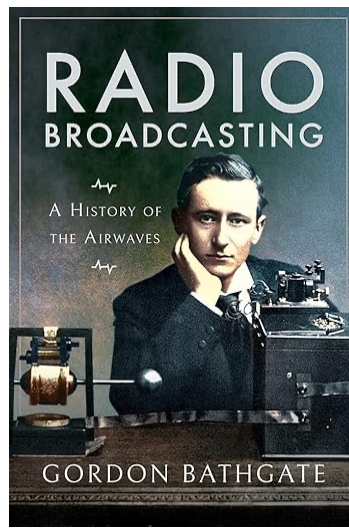
Mainali, R. (2016). *Radio Padhati*. Bhrikuti. Kathmandu: Academic Publications. (Nepali version)



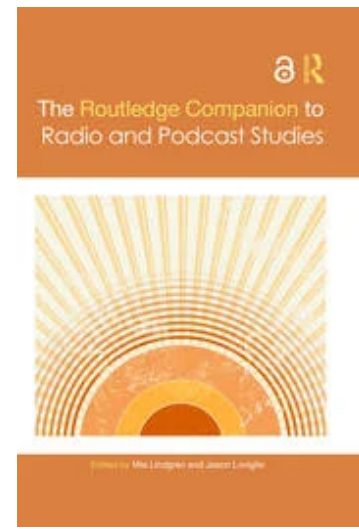
Pavani, G. (2018). *The Structure and Governance of Public Service Broadcasting: A Comparative Perspective*. Springer.



Thompson, R. (2010). *Writing for broadcast journalists*. Routledge.



Bathgate, G. (2022). *Radio broadcasting: A history of the airwaves*. Pen and Sword History.



Lindgren, M., & Loviglio, J. (Eds.). (2022). *The Routledge companion to radio and podcast studies*. Abingdon and New York: Routledge.