Concept and Principles of Journalism with special reference to Farm Journalism

“Journalism is a service oriented profession because it is not just about providing raw information. It is telling them how to use it to improve their lives and inspiring them to want to” - Swanson

Journalism is defined as:

- A systematic and reliable gathering dissemination of information for public consumption.
- Written form of journalism i.e. Printed matters, photojournalism and broadcast journalism are some of the types of journalism.

Agricultural journalism is otherwise known as Farm journalism. Farm journalism is playing a great role in communication with farm people, homemakers, etc. Newspaper stories, magazine article, leaflets, pamphlets, bulletins, circular letters, wall newspapers and radio scripts are increasingly being written by the extension staff and read or listened to. The written work is helping to make advisory work with farm people more interesting.

Development of Print Media

- Printing Press by Chinese in 868 A.D. The Chinese “Court Gazette” was the 1st printing work.
- West borrowed the art of printing from Chinese.
- Movable type developed by the Chinese between 9th to 11th Century.
- In 14th Century in Europe.
- In 15th century Johan Gutenberg of Germany developed moveable type. Replaced wooden block; developed ink for metal type.
- In 1456, printed 300 copies of Bible.
- Printing presses were established in other countries of Europe.
- Venice, in Italy printing became a flourishing centre. Churches and Government patronized the printing presses.
- In 1476, Caxton, set up a Press in West-minister. He printed books in English before that printing was in Latin.
- In the ancient and early medieval times information and propaganda materials used to be pasted on the walls or inscribed on stones. In India during the Mughal regime, News writing had became a much prevalent – institutions.
- In 16th century, morning Newspaper took place in Europe.
- The trading houses published news-books and newsletters.
In 1560, in Germany and Switzerland serial numbered news sheets namely ‘AVISA’ (Germany) and ‘RELATIONS’ (Strasbourg) published.

In 1618 weekly newspapers published in English, French, Dutch and German language from Amsterdam in Holland.


In 1702, the first daily newspaper published from England (The Daily Courant).

The 1st newspaper of USA was published in 1690, “Public Occurrences both Foreign and Domestic” by a British Benjamin Harris. The “Boston Newsletter” was published in USA by an American in 1704.

In 1783, 1st daily of USA “Pennsylvania” was published.

In 1703, the 1st Russian journal was printed.

In India

1550: 1st Printing Press was used in India

In the beginning only religious books were published in Portuguese, Tamil and Malayalam.

During Mughal’s regime news printing was quite prevalent.

William Bolt attempted 1st for newspaper printing in Calcutta. But in reality, J.A. Hichey started the first newspaper “Bengal Gazette” at Calcutta. His paper was consisted of 2 sheets. The paper exposes the private lives of the servants of East India Company.

Messink and Read started the next newspaper named as “India Gazette”.

In 1784, “Calcutta Gazette” was started.

In 1785, Richard Johnson started the “Madras Courier” from Madras.

In 1789, “Bombay Herald” was started in Bombay. It publishes the personal grievances of the Englishmen against the East India Company.

In 1832, “Bombay Samachar” in Gujrati published from Bombay.

In 1838, “Times of India” in English published from Bombay.

In 1885, ‘Pioneer in English” published from Lucknow.

In 1886, “Amrit Bazar Patrika” in English published from Calcutta.

Journalism is:

- Providing information that the public needs to know
- Giving fair and truthful account of news
- Emphasizing the importance of free speech
- Spurring people to action
Having courage

**Principles of Journalism:**

1. **Responsibility:** the right of a journalist is to write and attract the readers to the issues of public welfare
2. **Sincerity, truthfulness and accuracy:** Good faith of the readers can be obtained through sincerity, truthfulness and accuracy which is the foundation of journalism
3. **Objectivity/impartiality:** maintaining impartiality in reporting is the basic lesson for a journalist, otherwise reaction of the readers to the report will be lopsided
4. **Fairplay:** right practice of journalism is to treat the public equally
5. **Independence:** Journalism is free from all obligations except issues of public interest
6. **Freedom of press:** Foremost duty of journalism is to guard its freedom
7. **Decency:** Journalism tries to shape public conduct for a given situation

**Types of Journalism:**

1. **Advocacy journalism**
   - Initiated by USA in early 19th century
   - Advocacy journalism is a genre of journalism that intentionally and transparently adopts a non-objective viewpoint, usually for some social or political purpose.
   - Because it is intended to be factual, it is distinguished from propaganda.
   - It is publicity oriented
   - Here, journalists supports any issue in the public form
2. **Interpretative journalism or Reporting**
   - Interpretative or explanation oriented reporting
   - The farm reporters explain Why, How, What, etc.
   - Here, farm reporter is not only writer of news but he is also orator
   - He publishes news in such a way the readers are motivated and enthusiasm to adopt any new technology that he writes about
3. **Development journalism in agriculture**
   - Separate school of thought which increases the sense of people
   - It focuses on protection of farming community and their development
• It creates sense of improvement in the people for their own development

4. Convergence journalism
• A form of journalism which combines different forms of journalism such as print, photographic and video into one piece or group of pieces.
• Convergence journalism can be found in the sites of CNN and many other news sites

5. Ambush journalism
• Refers to aggressive tactics practised by journalists to suddenly confront and question people who otherwise do not wish to speak to a journalist
• This particularly has been applied by television journalists.

Theories of press:
1. Authoritarian: The authoritarian system is owned by the state, which controls mass media. This is practised around the globe.
2. Libertarian: Complete freedom of expression of ideas with no controls
3. Social Responsibilities: It was initiated in USA. Muckraking and media investigation of wrongdoing is practised.
4. Soviet System: Like authoritarian, Soviet System regulates its own content

Yellow journalism
• Journalism that exploits, distorts or exaggerates the news to create sensation and attract readers
• First used in USA in 1883
• It is a sensationalistic journalistic practice
• A type of journalism that downplays legitimate news in favour of eye-catching headlines that sell more newspapers
• It may feature exaggeration of news events, scandal-mongering, sensationalism or unprofessional practices by news media organizations or journalism
• As pejorative to decry any journalism that treats news in an unprofessional or unethical fashion, such as systematic political bias
• It can also be the practice of over-dramatizing events.

Yellow journalism in terms of 5 characteristics (Frank Luther Mott, 1941):
• Scare headlines in huge print, often of mirror news
• Lavish use of pictures or imaginary drawing
• Use of faked interviews, misleading headlines, pseudo-science and a parade of false learning from so-called experts
• Emphasis on full-colour Sunday supplements, usually with comic strips
Journalistic Writing

Based on the queries:

- The **why** of writing
- The **whom** of writing
- The **what** of writing
- The **where** of writing
- The **when** of writing
- The **how** of writing

✓ **Brief, Specific, Accurate, Convincing**
Principles of writing Success Stories and Caselet

Success Story writing

Success story is a simple description of a program’s Progress, Achievements and Lessons learned. Success stories can be as short as a few paragraphs or as long as 10 pages.

The 4 “Knows” of Success Stories

1. Know what information you want to tell
2. Know your audience
3. Know to tailor your message to your audience
4. Know your story

Tips for writing success story

• Find out achiever (s)
• Know about success broadly
• Set your purpose of writing the story :
  - Why to write
  - For whom to write
  - What for to write
• Decide where to publish or use
• Gather information with researcher’s spirit
• Decide on headings and sub-headings
• Now-Before – After is a popular sequence to follow in writing
• Follow journalistic writing principles and practices

Writing success story on Extension/Development Programme

- Describes positive changes brought by the programme and shows how that change benefits the people
- The story may be about an entire program or part of a program

What goes into a such a success story?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response</th>
<th>Results</th>
<th>Evidence</th>
</tr>
</thead>
</table>

Situation

• Tell what started the program
What problem, issue or concern needed addressing?

Response: we have taken into consideration of the followings

**Inputs:** staff, funding, volunteers, research, expertise

**Outputs:** activities like teaching, facilitation and products and material outputs

**People reached:** number of people and demographics

**Partnerships and funding sources**

**Extension’s contribution**

**Results**

- Use quantitative and qualitative data
- Describe outcomes in terms of both value or meaning
- Who benefited and how?
- What resulted?

**Evidence**

- What’s the evidence?
- Briefly describe how you evaluated the program to attain the reported evidence.
- Include the data collection methods
- Create an emotional hook whether success story or feature article
- Good stories/article cuts through cutters and connects to people’s heart opening their mind to writer’s point of view

**COMPONENTS OF SUCCESS STORY**

**Lead**

- The lead is the beginning, the most important structural element of a story
- It is ideally 20-25 words in length

**Characteristics of lead**

- must be accurate, short and crisp
- should reflect the mood of the story

**Example of lead**

“Small step for man, but a giant leap for mankind.”

**Body**

- Mere description of the fact with figures and photographs
- Generally consist not less than 2/3rd of the success story

**Characteristics of body**
must be descriptive, elaborate and informative
should reflect the reality with data, figures and photographs

Conclusion

Last part of the story
Describe outcomes in terms of both value or meaning

Characteristics of conclusion

Must reflect the relevancy of the story in other’s situation
Should motivate for implications with necessary suggestions

Success story formatting features:

Times New Roman, 12 point
Single space within paragraphs, double space between paragraphs
Left justify headers and text
Bold headers
1.5-inch margins
Short paragraphs and active tense
Names, not like “this agent”
Avoid bullets, special fonts or features since they may not transfer to the

Caselets

A Case is the description of an analysis of an actual situation which has issues, which may or may not have solutions.

The situation is described in a written ‘case’ whose length may vary from 3 to 10 pages or even more, depending upon the relative complexity. If it is short (1-2 pages), it may be called ‘caselet’.

Learning objective:

Involving participants in careful analysis of given real life cases and facilitating in drawing lessons.

When to use:

• To improve managerial or analytical skills, such as problem solving and decision-making.
• To improve communication skills, e.g., defence of an agreement, persuasion, understanding and rephrasing art of compromise.
• To enhance ability to think independently, quickly and with good judgment
• To test ability of participants with sufficient experience or maturity to understand and to solve a problem.

**How to use:**

• Distribute the ‘case’ in advance to allow participants to read through and think about the problem and its possible solutions.
• Begin the discussion through an opening remark, such as “please describe the situation” or “what do you think is the problem”.
• Write ideas on board, classifying them where possible.
• Challenge the group with probing questions, if participants remain passive; encourage them to think analytically and defend their arguments quickly.
• Move the discussion towards alternative solutions leading the group to analyze the pros and cons of each.
• Provide feedback, if necessary, but do not give definite “correct” solution.
• Summarize discussion, highlighting major points with supportive evidence.

**Advantages**

• Learning is done by sensitizing regarding a real life situation
• Force people to think
• Theory is applied to a life-like situation.
• Realization that real-life problems have no single ‘correct’ answer.
• Develops confidence in solving problems and communicating solutions to others.

**Limitation**

• No ‘right’ answer can be frustrating to some participants.

**Some points to be considered in preparing a case / caselet?**

• What is/was going on (in the situation you are taking as a case / caselet)?
• Is there a problem at all or an issue?
• What precisely is it (the problem/issue)?
• What caused it?
• Are we looking at causes or symptoms?
• What are the main issues?
• Why are the issues important?
• Whose problem is it?
• What precisely are the intentions or objectives of the players in the case?
• What should he/she/they try to do now?
• What possible courses of action are open?
- How realistic are the actions/solutions proposed?
- What are their possible effects?
- What lessons can be drawn from the case / caselet?
Inverted Pyramid Style of Writing

Headline Writing
- Keyword of head must be found in the lead para
- Word should not be repeated
- Headline should be in the present tense
- “the” is omitted in the Flag or Head
- Vagueness and ambiguity should be avoided
- Headline space is precious

Lead
- First para of news story

Leads may be:
- Digest Lead
- Direct Appeal Lead
- Circumstantial Lead
- Quotation/Statement Lead
- Descriptive Lead
- Tabulated Lead
- Various Stunt Lead
Basic principles of photography

6 basic things to know:

• Know your camera
• Hold the camera still
• The 2-second rule
• Take a few more
• Tell a “story”
• Capture the “mood

C . E . L . L . principles of photography

1. Composition
2. Exposure
3. Lens
4. Light

1. Composition :

Principle 1

✓ Un-clutter the picture. Zoom in
  • A good photograph is a subject, a context, and nothing else. Remove any clutter that
detracts from your message. Get closer -- zoom in -- and crop as tightly as possible

Principle 2

✓ Put subject off-centre / Rule of thirds
  • The center of the frame is the weakest place -- it's static, dull, and gives no value to the
context. The more you move the subject away from the center, the more relevance you
give to the context

Principle 3

✓ Use of frames, lines & diagonals
  • Create impact by using frames and real or inferred lines that lead the viewer’s eye into
and around the picture

Principle 4

✓ Dramatic Perspective
  • Create impact by photographing your subjects from unexpected angles. Imagine yourself
as an electron spinning around the subject, which is the nucleus of an atom
2. Exposure

A. Aperture

B. Shutter speed

C. ISO

A. Aperture: General Rules and tips:

- A larger lens opening (f1.8-3.5) offers the following advantages:
  - Allows you to shoot more often with just natural lighting → helps to reduce harsh shadows and red-eye caused by flash.
  - Allows more light to pass through, the camera will be able to choose a slightly higher shutter speed → helps to reduce motion blur.
  - Helps to reduce "depth-of-field" (for effect).

Aperture Principle

- Affect depth of field (range of distance in focus)
  ✓ When shooting a landscape, as much of the photograph in sharp focus as possible (f11 to f22). In a portrait, shallower dof (f2.8-8) will isolate your subject from distracting backgrounds

B. Shutter speed: General Rules and tips

- To capture blur-free "action" photographs (e.g. Sports), you need to make sure the camera is using a high shutter speed, e.g.1/125th of a second or more.
- Less light gets through to the imager as shutter speed is increased, thus difficult to use higher shutter speeds in lower light situations.
- Alternatives: Allow more light to pass through the lens (larger aperture setting), the other is to increase the ISO

Shutter speed Principle

- Freezing motion (achieve the desired effect)
  ✓ Absolutely sharp images are not always the best. They can look static and dull. At slow shutter speeds the camera blurs the image of moving objects, and can create a more convincing image of movement

C. ISO: General Rules and tips

- ISO settings are often rated at 100, 200, 400, 800, 1600, and even 3200 on some models
- Use an ISO of 100 or 200 when taking photographs outside in sunny conditions.
• If the sky is overcast or it is evening time, or in a darkened room, then use an ISO within the range of **400 to 800**.
• Night time or in cases of low light you might need to set your digital camera ISO to **1600**. If not your photo will appear too dark, if at all.

**ISO Principle**
• Set the lowest setting possible to avoid noise
  ✓ ISO measures the **sensitivity of the image sensor**. The lower the number the less sensitive your camera is to light and the **finer the grain**

3. **Lens Principle**
• **Wide Angle (35mm) or Telephoto (70mm)**
  ✓ Wide-angle lenses allow more of a picture to be captured (need focal point) while telephoto lenses tighten the scene and isolate the subject (but affect the depth of field & increase camera shake)

4. **Light Principle**
   
   **Principle 1**
   • Avoid using flash, even for night shots
     ✓ The indiscriminate blast of flash destroys the intimate mood of existing light

   **Principle 2**
   • Side Lighting instead of front or overhead (noon-time) lighting
     ✓ The use of frontal flash lighting tends to flatten faces.
     ✓ Use side lighting as much as possible, even moving your subject, if necessary, next to a window.

   **Principle 3**
   • Use fill-in flash, for backlit situations or overhead sun.
     ✓ Overhead sun creates dark eye sockets and unattractive shadows, which can be reduced by using a flash. Use fill-in flash also for situations where the subject is backlit (camera auto exposure will be confused)
A Theoretical orientation on videography for documentation

- It is a simultaneous monitoring and instant play back device which gives high quality audio and video.
- It is comprised of a video camera, a video cassette recorder, a video cassette and a microphone. When connected correctly, this unit can be used to record events. An editing machine is required to edit the shots into a finished programme.
- There are two basic formats – ½² and ¾², ½² (VHS) recordings are appropriate for educational/instructional uses and not for broadcast. ¾² (U-matic) recordings are appropriate for broadcast.
- The birth of small format video is a landmark in video revolution. Small format video is relatively cheap and is quite easy to operate.

Role of video

- A good source of catching attention and developing interest
- The video has got tremendous manipulating capability
- Faithful documentation of the processes as they happen
- The video helps in selective perception
- Identification of problem and sharing it with those who were not present at site
- It is easier, less time consuming and economical to share recorded video than real objects
- It is a quick source of producing visuals
- It is capable to provide almost real experience in off season

Basic production team

1. Producer : Leader, takes major decisions
2. Subject matter specialist.
4. Production : Function a) Audience profile study, b) Need assessment, c) Script testing (pretesting)
5. Camera men
6. Engineer : For maintenance of the equipments
7. Sound Recordist
8. Light man
9. Set designer
10. Artists
N.B. Size of production team depends on the scale of the programme

Production stages

- **Pre production**: The preparation of programme
- **Production**: Shooting of a programme
- **Post production**: All the operations involved in the completion of a programme
- **Editing**: The rearranging of all the pictures and sounds for a more effective programme.

**Video as a tool for solving development problems**

- **Fogo island project**
- **The popular video project Brazil**
- **Community access video Australia**
- **Taparana Expt.**
- **CAMPOY PRODUCTIVIDAD (farm and productivity) mexico, 1971**
- **CEPAC project, Peru**

Source: UNSECO report on Mass communication No. 90

**Video as a tool for solving development problems (UNESCO reports on mass communication No. 90)**

**Fogo island project**: Took place on Fogo Island with support of memorial university of new found land and National Film Board of Canada. Its objective was to resettle the inhabitants. A film crew from challenge for change programme (F.B. Canada) made the Film on inhabitants reactions and showed it to planners and Administrator. It was so persuasive that aid was sanctioned.

**The Popular Video Project, Brazil**: This project used video to record the experiences of local people, watched the video collectivity and articulately defending their points of view.

**Community access video, Australia**: It was aimed at supporting and encouraging social interaction and community Development.

**CENNDIT (Centre for Development of Instructional Technology)**: Use of video to reach rural people and involve them in social communication.

**TAPARANA Expt.**: For bridging the gap between rural poor and administrators. The recordings of poor’s view, on loan procedures were played back to the Banker; Extension workers of NDRI, Karnal facilitated this process.

**Campoy Productividad (Farm and productivity) Mexico 1971**: Illustrated Farm Technology and helped the Farmers for rational decision making sponsored by ILO, planned by Dr. Louis Raniro Beltron – a communication scientist. The team comprised of Agronomists, Adult educationists, communication specialists and reporters.

**CEPAC (Peru)**: Responsible for Training Rural people in improving Framing.
Common terms used in TV/Video programme production

1. **Producer or Director**: Person usually responsible for:
   - Interpretation of programme aim
   - Day to day production matters
   - Production planning and liaison with the appropriate departments
   - Camera script
   - Rehearsal schedules
   - Studio performance
   - Filming, studio schedule, briefing of all production team

2. **Cut**: It means
   - To delete a work or passage from a script or T.V. programme channel.
   - To terminate suddenly the output of a channel.
   - To change over instantaneously from one TV picture channel to another
   - To terminate a film shot by instructing the cameraman and send recordist to stop the cameras at the end of a take.
   - The transition between two filmshots linked by a simple join, giving the impression to an audience that the first shot is instantaneously displayed by the second. Hence, cutting is often used synonymously with editing.

3. **Take**:
   - The cue to switch a source on the air ‘take one’, ‘take three’, ‘take televise’ etc.
   - To televise a sequence for transmission i.e. a picture or, scene by a TV camera.

4. **CUE**: An agreed signal (Audio or Visual) used to indicate the commencement or conclusion of a programme or programme segment, including time cues etc.

5. **PAN**: Movement of camera to left or right side on a tripod or dolly.

6. **TILT**: Tilt up, down movement of camera towards up or down.

7. **Zoom**: Z/in, Z/out.

8. **Effects**:
   - Of sound: Extraneous sound eg. Train noises, telephone bells, etc. These have often to be added during a TV programme or, during a dubbing session to enhance realism.
   - Of pictures: Trick visual effects, often during lab process (for Film) or special effects. Equip (For TV).

9. **Graphics**: (i) The application of graphic art to TV, (ii) Dimensional illustrative material cards usually 12²×10² or 24²×20² containing drawing or photographic information.
10. **Aperture**: The working diameter of a camera lens, adjustable to vary the amount of light passed through the camera lens.

11. **Aspect ratio (AR)**: Proportional relationship of the width of the TV picture to the height. In TV the AR is 4 units wide by three units high.

12. **Angle**: The horizontal line along with the camera looks at the subject.

13. **Angle of view**: Horizontal area of a scene covered by the camera dependent on the type of lens and distance of the camera from the scene.

14. **Dissolve (mix)**:
   - The overlapping that of an image produced by the video source with that of another and the image speed can be varied to obtain the desired effect. It is a fade out simultaneously with a fade in. If the dissolve is stopped at mid-point, a super imposition occurs.
   - In a Film, the dissolve is obtained optically in the lab. Printing by (Lab. Dissolve) overlapping two length of Film

15. **Talent**: (i) Performance on TV, Radio or Film, (ii) Degree of Neutral ability in a performer.

16. **T/C (Telecine)**: A general term used in operations involving the sending of motion picture film in TV

17. **V/T**: Video Tape

18. **TD**: Technical Director

19. **Stand by**: Be Ready

20. **Editing**:
   - The assemble of shots and sound track in correct order according to the script and appropriate length and rhythm.
   - In Films, it is sometimes incorrectly referred to as ‘Cutting’
   - Video tape Editing

21. **Fade**: (i) A controlled change of the picture signal Amplitude

22. **Flip**: Command to turn to next card on caption stand

23. **Animations**:
   - Mechanical or movable devices which in various ways in giving the effects of motion to inanimate or still subjects on TV Scene.
   - To Film static drawings one frame exposed at a time, when projected of continuous movement.

**Script Writing for Video Programme**
   1. Study audience profiles – who is it for?
   2. Assess the audience needs.
3. What is the purpose of the programme. Define objective
4. Develop utilization strategy, how will the programme be used? Who will see it and when and in what conditions.
5. Pre-test programme pilot.

Principles for script writing for rural Telecast:

1. Use short. Simple sentences and familiar words
2. Use local information
3. Be direct, personal and straight forward
4. Avoid technical terms and difficult words
5. Avoid contradictory ideas
6. Use a normal speed of 125-150 words/minute of speech
7. Avoid academic style
8. For sustaining interest use variety of episodes
9. Report wherever necessary
10. Straight talk should be of 5-6 minutes and dialogue of 10-12 minutes duration
11. Style of delivering the talk in interesting way appropriate number and variety to pitches– will impress the viewers

Legibility Standard

<table>
<thead>
<tr>
<th>Letter size (Non projected material)</th>
<th>Letter size (projected material)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum viewing distance</td>
<td>Maximum letter size</td>
</tr>
<tr>
<td>8¢</td>
<td>$\frac{3}{4}$</td>
</tr>
<tr>
<td>16¢</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>32¢</td>
<td>1</td>
</tr>
<tr>
<td>64¢</td>
<td>2</td>
</tr>
</tbody>
</table>
Guidelines for Script Writing

1. It must be writer with a full knowledge and involvement of programme visuals
2. It must stress and recapitulate its salient points
3. It should have variety of pace and rhythm and give occasional breathing spaces especially in the middle of the programme
4. It should not attempt to say too much in the time available
5. It should suggest the suitable visual, sound effects on along with the commentary
6. It must not the demands of the electronic studio with its facilities as well as limitations.

Commentary

1. 2 words per second
2. Picture have immediate impact
3. Words spring out of pictures
4. When there is no visual link the writer have to make the link
5. When words and pictures clash – the presenter should know when to shut up

Types of video scripts

1. Basic production script: This is the most simple form of script is written in the following manure

   Title ...........................................
   Format..............................Duration ........................................
   Target audience (TA) ........................................... Name of script writer/producer

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Time segment</th>
<th>Video</th>
<th>Audio</th>
<th>S.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>00.30</td>
<td>Caption</td>
<td>-</td>
<td>Music</td>
</tr>
<tr>
<td>2.</td>
<td>01.00</td>
<td>CU of Talent</td>
<td>-</td>
<td>Introduction Topic</td>
</tr>
</tbody>
</table>

2. Story based type of script: Same as above except that in place of video the no of pictures to be shown

<table>
<thead>
<tr>
<th>Time</th>
<th>Video</th>
<th>Audio</th>
<th>S.E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion on given topic</td>
<td></td>
</tr>
</tbody>
</table>

3. Camera script: When two or more camera are used. The no. of camera shots are written

<table>
<thead>
<tr>
<th>Time segment</th>
<th>Video</th>
<th>Audio</th>
<th>S.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>00.30</td>
<td>II</td>
<td>-</td>
<td>Music</td>
</tr>
<tr>
<td>01.00</td>
<td>I</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>00.40</td>
<td>Caption</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Description</td>
<td>Notes</td>
<td>Category</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>00.40</td>
<td>I</td>
<td>-</td>
<td>Topic information</td>
</tr>
<tr>
<td>00.40</td>
<td>CU of interviewer III</td>
<td>-</td>
<td>Topic information</td>
</tr>
<tr>
<td></td>
<td>2 – shot of both (CU)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Readability & Editing

READABILITY

- Readability tests, readability formulas, or readability metrics are formulae for evaluating the readability of text, usually by counting syllables, words, and sentences. Readability tests are often used as an alternative to conducting an actual statistical survey of human readers of the subject text (a readability survey).

- The application of a useful readability test protocol will give a rough indication of a work’s readability, with accuracy increasing when finding the average readability of a large number of works. The tests generate a score based on characteristics such as statistical average word length and sentence length of the work.

Readability tests

- Automated Readability Index (ARI)
- Coleman-Liau Index
- Dale-Chall Readability Formula
- Flesch-Kincaid readability tests:
  - Flesch Reading Ease
  - Flesch–Kincaid Grade Level
- Fry Readability Formula
- Gunning-Fog Index

Automated Readability Index

- The Automated Readability Index (ARI) is a readability test designed to gauge the understandability of a text. Like the Flesch-Kincaid Grade Level, Gunning Fog Index, SMOG Index, Fry Readability Formula, and Coleman-Liau Index, it produces an approximate representation of the US grade level needed to comprehend the text.

- The formula for calculating the Automated Readability Index is given below:

\[
4.71 \left( \frac{\text{characters}}{\text{words}} \right) + 0.5 \left( \frac{\text{words}}{\text{sentences}} \right) - 21.43
\]

- Characters are the number of letters
- As a rough guide, US grade level 1 corresponds to ages 6 to 8. Reading level grade 8 corresponds to the typical reading level of a 14 year-old US child. Grade 12, the highest US secondary school grade before college, corresponds to the reading level of a 17 year-old.
Gunning fog index

- In linguistics, the Gunning fog index measures the readability of English writing.
- The index estimates the years of formal education needed to understand the text on a first reading.
- A fog index of 12 requires the reading level of a U.S. high school senior (around 18 years old).
- The test was developed by Robert Gunning, an American businessman, in 1952.
- The fog index is commonly used to confirm that text can be read easily by the intended audience.
- Texts for a wide audience generally need a fog index less than 12. Texts requiring near-universal understanding generally need an index less than 8.
- The Gunning fog index is calculated with the following algorithm:
  - Select a passage (such as one or more full paragraphs) of around 100 words. Do not omit any sentences;
  - Determine the average sentence length. (Divide the number of words by the number of sentences.);
  - Count the "complex" words: those with three or more syllables. Do not include proper nouns, familiar jargon, or compound words. Do not include common suffixes (such as -es, -ed, or -ing) as a syllable;
  - Add the average sentence length and the percentage of complex words; and
  - Multiply the result by 0.4.
  - The complete formula is:

\[ 0.4 \left( \frac{\text{words}}{\text{sentence}} \right) + 100 \left( \frac{\text{complex words}}{\text{words}} \right) \]

- While the fog index is a good sign of hard to read text, it has limits. Not all complex words are difficult. For example, "asparagus" is not generally thought to be a difficult word, though it has four syllables. A short word can be difficult if it is not used very often by most people.

EDITING

- Editing is the process of selecting and preparing written, visual, audible, and film media used to convey information through the processes of
  - correction,
  - condensation,
• organization, and
• other modifications in various media, performed with an intention of producing a correct, consistent, accurate, and complete output.
• In a sense, the editing process originates with the idea for the work itself, and continues in the relationship between the author and the editor.

Editing is, therefore, a practice that includes
• creative skills,
• human relations, and
• A precise set of methods.

Print media
• There are various editorial positions in publishing. Typically, one finds junior editorial assistants reporting to the senior-level editorial staff and directors who report to senior executive editors. Senior executive editors are responsible for developing a product to its final release. The smaller the publication, the more these roles run together. The title of the top editor at many publications may be "Editor in Chief", "Executive Editor", or just "Editor".

Tips for Effective Editing
• Focus on the real subject.
• Write actively, not passively.
• Cut unnecessary words and phrases.
• But don’t leave out key words
• Put a cap on the buzzwords
• And, of course, proofread

Good Writers are those, who keep the language efficient. That is to say, keep it accurate, keep it clear. -Ezra Pound.

Practice of writing skill
• Put the most understandable parts of the article up front.
• Add a concrete example.
• Add a picture.
• Use jargon judiciously
• Eliminate long strings of adjectives,
• Use short sentences when possible
• Use language similar to what you would use in a conversation.
• Use active voice where this brings greater clarity
• Do not "dumb-down" the article in order to make it more understandable.

• Conclude
Proofreading: Signs and Symbols

Proofreading is checking copy for

✓ **Accuracy**
  - Spelling, grammar, punctuation, etc.
✓ **Impression**
  - Tense, tone, intent
✓ **Professionalism**
  - Overall appearance, clarity, conciseness

Who Proofreads and Why:

- Authors (You and I)
  - Ensure accuracy
  - Prevent giving a bad impression
  - Help put best foot forward
  - Ensure the message is clear, concise, and accurate
  - Give the reader a good impression of the company

How Do You Proofread

- **Prepare for the task**
  - Clear your work area
  - Remove distractions
- **Read for understanding**
  - Ask yourself what the author’s intent is
  - Does the correspondence make sense
  - Are there spelling or punctuation errors
  - Does it flow smoothly
- **Read before changing content**

Signs and Symbols for proofreading
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>📅</td>
<td>insert a comma</td>
<td>The mayor's brother, I tell you, is a crook.</td>
</tr>
<tr>
<td>📅</td>
<td>apostrophe or single quotation mark</td>
<td>I wouldn't know where to put this vase.</td>
</tr>
<tr>
<td>📅</td>
<td>insert something</td>
<td>I know it in fact, everyone knows it.</td>
</tr>
<tr>
<td>📅</td>
<td>use double quotation marks</td>
<td>My favorite poem is &quot;Design&quot;.</td>
</tr>
<tr>
<td>📅</td>
<td>use a period here</td>
<td>This is a declarative sentence.</td>
</tr>
<tr>
<td>📅</td>
<td>delete</td>
<td>The elephant's trunk is really its nose.</td>
</tr>
<tr>
<td>📅</td>
<td>transpose elements</td>
<td>He only picked the one he likes.</td>
</tr>
<tr>
<td>📅</td>
<td>close up this space</td>
<td>Jordan lost his favorite basketball.</td>
</tr>
<tr>
<td>📅</td>
<td>a space needed here</td>
<td>I have only three friends: Ted, Raoul, and Alice.</td>
</tr>
<tr>
<td>📅</td>
<td>begin new paragraph</td>
<td>“I knew it,” I said. “I thought so,” she replied.</td>
</tr>
<tr>
<td>📅</td>
<td>no paragraph</td>
<td>“I knew it, she said. He’s good.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab</td>
<td>a faulty abbreviation</td>
<td>She had earned a PhD along with her M.D.</td>
</tr>
<tr>
<td>Agr</td>
<td>agreement problem: subject/verb or pronoun/antecedent</td>
<td>The piano as well as the guitar need tuning. The student lost their book.</td>
</tr>
<tr>
<td>Awk</td>
<td>awkward expression or construction</td>
<td>The storm had the effect of causing millions of dollars in damage.</td>
</tr>
<tr>
<td>Cap</td>
<td>faulty capitalization</td>
<td>We spent the Fall in Southern Spain.</td>
</tr>
<tr>
<td>CS</td>
<td>comma splice</td>
<td>Raoul tried his best, this time that wasn’t good enough.</td>
</tr>
<tr>
<td>DICT</td>
<td>faulty diction</td>
<td>Due to the fact that we were wondering as to whether it would rain, we stayed home.</td>
</tr>
<tr>
<td>Dgl</td>
<td>dangling</td>
<td>Working harder than ever, this job.</td>
</tr>
<tr>
<td>Issue</td>
<td>Example</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>construction</td>
<td>proved to be too much for him to handle.</td>
<td></td>
</tr>
<tr>
<td>- ed</td>
<td>problem with final -ed</td>
<td></td>
</tr>
<tr>
<td>Frag</td>
<td>fragment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/A</td>
<td>pronoun/antecedent agreement</td>
<td></td>
</tr>
<tr>
<td>Pron</td>
<td>problem with pronoun</td>
<td></td>
</tr>
<tr>
<td>Rep</td>
<td>unnecessary repetition</td>
<td></td>
</tr>
<tr>
<td>R-O</td>
<td>run-on sentence</td>
<td></td>
</tr>
<tr>
<td>Sp</td>
<td>spelling error</td>
<td></td>
</tr>
<tr>
<td>- s</td>
<td>problem with final -s</td>
<td></td>
</tr>
<tr>
<td>STET</td>
<td>Let it stand</td>
<td></td>
</tr>
<tr>
<td>S/V</td>
<td>subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>verb tense problem</td>
<td></td>
</tr>
<tr>
<td>Wdy</td>
<td>wordy</td>
<td></td>
</tr>
<tr>
<td>WW</td>
<td>wrong word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last summer he walk all the way to Birmingham.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depending on the amount of snow we get this winter and whether the towns buy new trucks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My income is bigger than my wife.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A student in accounting would be wise to see their advisor this month.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My aunt and my mother have wrecked her car.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The committee has lost their chance to change things.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You'll have to do this on one's own time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The car was blue in color.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raoul tried his best this time that wasn't good enough.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This sentence is flaude with two mispellings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He wonder what these teacher think of him.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The proofreader uses this Latin term to indicate that proofreading marks calling for a change should be ignored and the text as originally written should be &quot;let stand.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The problem with these cities are leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He comes into the room, and he pulled his gun.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What affect did the movie have on Sheila? She tried to hard to analyze its conclusion.</td>
<td></td>
</tr>
</tbody>
</table>
Practice of writing a Radio Talk

Radio talk is a medium for mass communication, a tool giving information and entertainments

**Purposes**
- To reach large numbers of people quickly and inexpensively
- To reach people not reached by other media
- To stimulate participation in extension activities
- To build enthusiasm and maintain interest

**Procedures**
1. Determine its place in the teaching plan
2. Be clear about the purpose of the broadcast
3. Keep the interest and needs of the group in view
4. Select topics of current interest
5. Time of the broadcast should synchronize with the farmer’s leisure hours
6. Decide what form of broadcast is appropriate (straight talk, interview, panel discussion, drama etc)
7. For writing the script, follow the principles given for writing news, articles
8. Encourage people to listen to rural programmes
9. Encourage talented local people to participate in broadcasting
10. Encourage them to write to the broadcasting station about their likes, needs and opinions

**Advantages**
1. Can reach more people more quickly than any other means of communication
2. Specially suited to give emergency and timely information (eg. Weather, pest outbreak etc)
3. Relatively cheap
4. Reaches many who read little or none at all
5. Reaches people who are unable to attend extension meeting
6. A means of information for non-farm people about agricultural matters
7. Possible to do other things while listening

**Limitation**
1. Limited nos of broadcasting stations
2. Not within reach of all farmers
3. Recommendation may not apply to individual need
4. No turning back if not understood
5. Frequency loses out in competition with entertainment
6. Difficult to check on results

Script

❖ Decide on the topic
❖ 5 minutes talk is ideal-120 words/ minutes
❖ (600 words, 50-100 words as stand by)
❖ Write phase wise and central idea
❖ Make your script clear, convincing and your arguments should be logical
❖ Summaries clearly what you have said
**Inverted pyramid style of news writing**

**What is News?**

- News is the record of the most interesting, important and accurate information obtainable about the things man thinks and says, sees, describes, plans and does.
- News is the first report of significant events which have interest for the public.
- An account of an event, or a fact or an opinion that interests people.
- A presentation of current events.
- Anything that enough people want to read is news, provided it meets the standards of “good taste” and isn’t libelous.

**What makes News “News”?:**

6 main reasons:

1. **Proximity**: Location. Location. Location. If the event is happening close by, it will have a greater impact on your readers.
2. **Timeliness**: If something is happening NOW, it has more impact on the reader. The most recent development in a story can be used as a **feature**.
3. **Prominence**: If the people in the story are well known, the story will have more impact on the reader. Most people are not as impacted if the story involves people they do not know.
4. **Conflict**: Readers are interested in rivalries, arguments, fights, and disagreements.
5. **Novelty**: If something is unusual, original, or unique, readers want to know what it is and why it happened.
6. **Human Interest**: If the story evokes (inspires) emotion in the reader such as anger, sadness, or happiness, the reader will have a greater connection with the story and the story will have a greater impact.

**Basic News Reporting**

- Most news stories are written in a very concise way in order to pack as much information into every line on the page.
- In journalism, space is of a premium so your writing must lend itself to this medium or form.
- The simplest and most common structure of this kind of writing is called the **Inverted Pyramid**.

  - **Lead**: The most important fact. The first Para of the story.
Inverted Pyramid

- To understand what the "inverted pyramid" name means, picture an upside-down triangle -- one with the narrow tip pointing downward and the broad base pointing upward.
- The broad base represents the most newsworthy information in the news story, and the narrow tip represents the least newsworthy information in the news story.
- Inverted Pyramid
- When you write a story in inverted pyramid format, you put the most newsworthy information at the beginning of the story and the least newsworthy information at the end.

Why does this format lend itself well to journalism, especially news reporting?
- Why does the Inverted Pyramid lend itself well to journalism?
- It gets the point of the story to the reader in the fastest way possible.
- It provides the facts without all of the “fluff” of normal writing.
- It lends itself to quick editing of story length.
- Even if you cut off the last few sentences of a story in this format to fit in a column on a page, the story is still complete. It only lacks some of the specifics.

Inverted Pyramid Exercise
- Create an inverted pyramid story from a given video clip. Try to write down as many pertinent facts as possible.
The Lead

- To write an inverted-pyramid story from the facts, you first would write a lead that summarizes the most important information.
- This summary should attempt to answer all 5W’s & H
  - (Who, What, When, Where, Why, and How)
- Does your Lead answer all 5W’s & H?
  - If not, revise.
- The next graf or paragraph of the story should pick up on some element of the lead and elaborate on it.
  - One way is to elaborate about the victim, so your next sentence would give details about him.
- Try to create your next sentence. Keep referring to your fact sheet.
  - Avoid repeating facts because space is at a premium or vary valuable.
- Each graf must have a logical connection to the preceding graf.
  - These links are called Transitions, and they’re essential to keeping the “flow” of the story smooth and logical.
- Also, each graf must be very short, usually only one or two sentences long.
  - All English instructors, like myself, rightly hammer into your head that paragraphs in an essay should be 5-7 sentences. In news writing, though, grafs are kept short.
    - Why?
      1. Short grafs add punchiness.
      2. They also look better when typeset into a long, skinny column in a newspaper.

Inverted Pyramid Exercise 2

- Take notes (Collect Facts) and then write up a new fact sheet for a story from your life.
  - Try to make sure each of the 5W’s & H have about 3 details.

Vocabulary

- 5W’S & H The essentials of any story: who, what, when, where, why, and how
- BY-LINE Indicates who wrote the story; often includes the writer’s title
- CAPTION The portion of the layout which explains what is happening in a photograph. Also called cutlines. Often includes a photo credit.
- EDITOR Has overall responsibility for the publication
• EDITORIAL A type of story which serves to express an opinion and encourage the reader to take some action
• ETHICS A standard of conduct based on moral beliefs
• Vocabulary
• FACT A statement that can be proven. Not an opinion
• FEATURE A story written with some interpretation that goes beyond just reporting the facts
• FLAG The name of the paper that usually appears at the top of page one
• GRAF A paragraph in news writing. These are often short, around 2-3 sentences.
• HAMMER A form of headline consisting of a few very large words over a smaller subheadline
• HEADLINE Large type designed to summarize a story and grab the reader's attention
• Vocabulary
• HUMAN INTEREST An element of news that includes people or events with which the audience can identify; stories that are just interesting
• INVERTED PYRAMID A style of writing most commonly applied to news stories in which the most important facts appear early in the story and less important facts later in the story
• KICKER A short (one or two word) statement at the beginning of a caption that serves to grab the reader's attention
• LEAD The beginning of the story which serves to summarize the story and/or grab the reader's attention
• Vocabulary
• LIBEL Written defamation; damaging false statements against another person or institution that are in writing or are spoken from a written script
• QUOTATION A statement made by another person included in a published story. A direct quotation is exactly what the person said and appears inside quotation marks. An indirect quote is a paraphrase of what a person said and does not appear in quotes.
• REVIEW A form of editorial written to comment on a play, movie, piece of music or some other creative work
• SLANDER Spoken defamation; damaging false statements against another person or institution that are spoken