

Chapter 3

Role of Citizen Journalism through Internet in Reporting War and Conflicts: An Introspection

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ABSTRACT

It is no doubt that internet has brought a revolution in the world. Every individual is nowadays active in terms of information of not just his country but happenings throughout the world. Therefore, with devices having connectivity in everyone's hand with the whole world, it is impossible to suppress or any occurrence. Every individual is becoming a journalist. This paper explores the issues in citizen reporting especially in wars and conflicts both legal and sociological.

INTRODUCTION

There is no doubt that technology such as computers, mobile, internet etc. has changed the lives of many and the way journalism used to work as well. With the introduction of social media, every individual can bring out any incident happening in one corner of the world to another who is another corner of the world and without any censor or restraint. The citizen journalism especially in case of wars and conflicts become critical and important because of the fact that journalist can't be everywhere and can't understand the ground level realities happening in the conflict zone. Therefore citizen journalism has gained importance in the present conditions of the world with the happenings in Syria, Egypt and other countries.

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BACKGROUND

L. Jannett Dates (2006), in his article titled “Does Journalism Education Make a difference?” has set up the essentialness of reporting calling and its conceivable part in reinforcing the majority rule government. It has additionally broken down the variables adding to delivering productive and moral writers.

K.E. Eapen (1995) in the book *Communications: A Discipline in Distress* has given an unmistakable photo of the stark reality of the status of scholarly correspondence programs in India. It has concentrated on issues such as the requirement for Journalism teachers to be prepared current patterns in Journalism programs in India and the relationship between the journalistic morals and expert preparing, and so forth., He has additionally dissected what turned out badly for the correspondence instruction in India. The study has archived the heartbroken situation of news-casting instruction in India, for example, absence of base, books and hardware and different obstacles in bestowing quality reporting training like qualification criteria for news coverage instructors in the state-supported colleges and schools. He has additionally called attention to that morals, as a point is not treated at any length in any of the college instructive endeavors notwithstanding all its different weaknesses of the Indian preparing. Notwithstanding, he has restored that the length of daily papers remains the spooning ground for the other media work force, for example, those of television, and the ability pool for reputation/advertising at the state, national and commercial enterprises level, the requirement for appropriate enrollment and preparing turns out to be doubly vital.

Vasuki Belavadi (2002) in her article titled, “What troubles media instruction in India – A Teacher’s point of view”, has examined the elements, which are thought to be pulling down reporting training in India. The study has assessed that before the end of 2010, India alone would require around 15,00,000 media experts. India has more than 200 media foundations contrasted with a little more than 25 in the mid-1980s. She has likewise called attention to the issue of instructive organizations offering media-related courses with accent on expanding benefits. She has bemoaned on the way that media establishments need center in the outlining of educational programs and in their nervousness to light up their understudies however much as could reasonably be expected, numerous foundations keep on offering a smidgen of print news coverage, a sprinkling of radio and TV. This notwithstanding different subjects like correspondence exploration, corporate interchanges, promoting, and so forth., all taught in only one/two/three years. She too has expressed that media training in the nation is to a great extent subject to course books from the west whose expenses are frequently restrictive and to a great extent unessential in the Indian setting.

L. Theodore Glasser (2005), in his study on Journalism Studies and the instruction of columnists, has contended that news coverage studies will just have any kind of effect on the off chance that they improve news coverage and offer us some assistance with understanding what news coverage implies. He has advanced different focuses for the requirement for news coverage instruction and what news-casting training can do to the understudies. He feels that news coverage instruction starts with the real routine of reporting and it starts in a perfect world at the graduate level with understudies who have had enough involvement in news-casting to comprehend at any rate instinctively, what it intends to do news coverage. News-casting understudies need to arrive not to leave, with the fundamental newsroom abilities, composing, reporting and altering. He has opined that instruction in reporting gives a chance to refine aptitudes not secure them.

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