

Rethinking Media Education Model in India: A Critical Study

Alok Kumar Jha¹, Dr. Rachana Gangwar²

¹Research Scholar (PhD), Dept. of Mass Communication and Journalism, BBAU, Lucknow (U.P.) India.

²Asst. Professor, Dept. of Mass Communication and Journalism, BBAU, Lucknow (U.P.) India.

ABSTRACT

A look into the history shows that the Media education has gone through significant uprising during the eighties and Nineties. Over the *seventy-five years*, *Media education has not gained the identification of professional education and has failed in structuring Social and economic infrastructure. After independence, training of mass communication and journalism was started in various universities, but unfortunately, we have not been able to build any model of 'media education' till date. The result of the education department's absurdity that we are facing this kind of media education. In other words, for 'journalism' it was assumed that everyone can enter into this profession, everyone can do it. In this way, all were ready to teach 'journalism'. Today, issues faced Media education in India related to theory versus practical, updating curriculum and syllabus. This study focused primarily on key issues and challenges in media education in India such as What are the issues and challenges in Media education in India? Why there is a gap between the media industry and media sector? What should be the Media education model in India? How to bridge a gap between media academia and media industry? This study is based on normative theory. The normative theory describes 'what should be'. This study based on the existing researchers' opinion. Also, researcher follows Abductive research approach to understand the secondary data and expert's opinion (i.e. to understand the opinion of media educators and media professionals on issues and challenges of media education in India). Hence, on the basis of this study, the researcher has tried to construct a model that will uplift media education and overcome issues and challenges.*

Keywords: Media Education, Media academia, Media Industry, Normative Theory, Abductive Approach, Mode

I INTRODUCTION

In the last few decades, the intensity of information and communication has changed the 'media approach' and due to this, there is demand for professionalism and attractive presentation in 'media mandi'(media market). This discussion is also relevant today about this new face of media and how much social responsibility is completed. But this media talk does not start with the discussion at its root. It is tragic to say that we talk about all the aspects of media and components, but do not necessarily need to pay attention to the issues and challenges of 'media education'. Today, media education and its challenges are well known. Like professional media, there is a crisis in its roots. Today in the rapidly changing global scenario, disciplines of education are also rapidly emerging. Meanwhile, new course related to media education is also being introduced in the market. Today there are various types of courses available in the market of media education. After independence, training of journalism was started in various universities, but unfortunately, we have not been able to build any model of 'media education' till date. Due to the departmental ignorance, we are facing this kind of media education. With the growing influence of media, glamour has obstructed the importance of media education. In such a situation, Mushrooming of the media institutions can be seen. In other words, for 'journalism', it was assumed that everyone can enter in this profession; everyone can do it. In this way, all were ready to teach 'journalism'. Today Media education is no longer limited to 'journalism'. In

today's context, many of its sophisticated and challenging feathers have come out. The challenge is

to make such a 'skies' where these feathers can fly. On the other hand, almost all the mainstream media groups that came forward in media education, especially 'journalism education' where the traditional institutions and universities were unable to meet the demand of the media industry. What kind of preparation and capabilities are being expected from today's media workers? what kind of media is equipped with modern technologies? Are they able to build such resources? Many such questions are related to the media industry and the media-academia (Dwivedi, 2010).

Media education in India is bridging two sectors: Media industry and Media academia. A look into the history, the Media education shows that the Media education uprising has been during the eighties and Nineties. Over the *seventy-five years*, *Media education has not been gained the identification of professional education and has failed in structuring Social and economic infrastructure. As Mira K. Desai quoted that 'it all have been mentioned in the National Policy of Education in 1986,2002 and 2007'(Desai,2008).In recent days, the current situation of media education; methodology, curriculum framework problems etc have been discussed. Along with the phenomenal expansion in the media, the dispersion that came during the last decade in media education and now it has started showing stagnation. After the demolition in dispersion, there should be a tendency of assessment of media education. Naturally, after the expansion of media institutions, it's the time of assessment of*

media education (Singh, n.d.). During the last decade, new departments and courses of media were started in many prestigious universities and institutions in the country. Also, Mass communication department has opened in New Central universities which are established in 2009. In a sum, competing can be seen to open a media department in public and private university. Media education in India has been expanded in numerical form, but not as qualitative, pedagogical. Now, media education should have critically thinking in term of pedagogy and professional, which are the demands of today (Singh, n.d.).

II STATEMENT OF THE PROBLEM

This study is focused primarily on key issues and challenges of media education in India. What should be the Media education model in India? How to bridge a gap between media academia and media industry? For the operational definitions of the term "Media Education" Some Primary researchers have used it as 'media Literacy' or 'media information Literacy', but for this study, the researcher has used media education in terms of 'Journalism and Communication education'.

III OBJECTIVE OF THE STUDY

To Construct the Media education Model in India.

This study is based on the existing researchers' opinion. For this study, researcher follows Abductive research approach to understand the secondary data and expert's opinion (i.e. to understand the opinion of media educators and media professionals on issues and challenges of media education in India). Hence, on the basis of this study, researcher has tried to construct models that will uplift media education and overcome issues and challenges.

IV THEORETICAL FRAMEWORK

This study is based on normative theory. The normative theory describes 'what should be'. This study is based on the expert opinion i.e. the views of Media educators and Media professionals related to 'Media education in India'. It is a statement about what is right or wrong; what should be or should not be. So, for this study, the researcher has studied 'what should be the media education Model'. Why there is a gap between media academia and media professionals. How to bridge this chasm. This study based is on the existing researchers' opinion. Also, researcher follows Abductive research approach to understand the secondary data and expert's opinion (i.e. to understand the opinion of media educators and media professionals on issues and challenges of media education in India). Hence, on the basis of this study, researcher has tried to construct models that

will uplift media education and overcome issues and challenges.

V MEDIA EDUCATORS AND PROFESSIONALS' OPINION: A REVIEW

In the contemporary period, media education is swinging between two ideological duels. One is 'Natural vs Duly Media Education' and the second is 'Mission vs. Profession'. Finding the path between these two dualities, the prospects of media education need to see its needs, compositions etc. (Joshi, 2010). The existence of media studies in India has now been quite old. Yet, from media academics to media professional, a question seems to be seen talking about whether the media study itself is a discipline or a multi-disciplinary subject or an inter-disciplinary subject'. Regarding media studies as a disciplinary form where scholars are unanimous, different dimensions of media studies are being studied as a subject. Elsewhere - the department has opened these different dimensions of media studies such as journalism, radio production, television production, multimedia production, new media, public relations, advertising, cinema, research, development communication, etc. Such ideological asymmetry on media education is somewhere blocking the development of media education in India. Now, it is important to understand that the media academician should improve more of their subject in the changes circumstances and help in determining the direction of its development (Singh, n.d.). There is a wide variation in the degree given in the field of media. In 2001, under the chairmanship of Professor M.R. Dua, the UGC was given a bachelor and masters course model, but these models were not seriously considered. All these efforts should be made to create an all-India Media Education Council to deal with various extravagances, Keep track of the degrees, methodology, and uniformity of media courses. It should be a regulatory body under which the level of quality and quality of media education can be monitored (Joshi, 2010). On the other hand, Professor Sanjiv Bhanawat believes that it is not appropriate to talk about uniformity in the courses. India is a vast country with considerable variation on geographical, cultural, economic and social grounds. In such a situation, while preparing media related courses, we must think our local environment. If courses do not link with local requirements, they will lose their relevance.

Apart from this, there is no uniformity in the curriculum despite media education in India is completed Ninety years. On the one hand, there is a lot of diversity in the period, while the diversified nomenclature is using with the same syllabus. There has been a quantitative increase in institutions of the Media Educational Institutions, but there is still a

lack of quality in the qualification. Diversity is so much that courses are being run in any one university by M.A. in Mass Communication while in other universities, it is being run in the name of M.A. in Mass Communication and journalism while in other universities, the same courses are being run by its exact opposite M.A. in journalism and Mass Communication, etc. It is worth mentioning here that there is no diversity in the contents of different courses, where there is diversity in nomenclature. There is no difference in the content of the Mass communication course and the content of the Journalism course. Even there is no difference in the content of graduate-level media courses and content of Masters level media courses. If you look at the diversity of the courses in detail, it is known that neither this is an Indian media education model nor adopted the UNESCO media education model ((Singh, n.d). Today, considering the multi-disciplinary disciplinary approach of the media, it is necessary to develop it as a separate 'faculty' by keeping it separate from 'art and social science', by keeping in mind the needs of the media market and make a balance between theoretical and practical. The important thing for media education is that apart from 'art faculty', an autonomous faculty should be established in the name of 'Faculty of Mass Communication' and multi-nomenclature should be equally. At the same time, resources should be available in adequate quantities in the department and emphasis should be on the practical sides. "The University of Pune offers Masters in Communication Studies, Masters in Mass Relations, and Masters in Journalism and communication, all three under

different institutions and faculties. A Vinashilingam Institute of Home Science and Higher Education for Women offers 'Masters of Arts Journalism (Hindi)' under the faculty of Humanities (Desai, 2008)". Today many departments are being run in a non-studio, non-lab media department. The lack of experimental resources according to the courses is often seen in many institutions. On the one hand, where resources are lacking, on the other hand technician, producer is not available for experimental teaching. So even today media education has failed to meet market standards. Governance-governance is a major reason behind it. The biggest challenge facing media education is how to establish a correlation between media industries and media educational institutions. When students go to the Media Education Institute to work in the media industry, they have to face a major challenge, as many courses of media educational institutions have not been prepared according to the requirement of industries. However, according to the media industry the curriculum is not being prepared even today. Now, there is a need to make changes in model of media education today. Today, looking at the challenges emerging in the media, there is a need to create a model based universal Theoretical and practical course structure. According to Prof. Sachhidanand Joshi; there is a need to adopting the latest models for media education. The challenges that are in front of the media industry, the same challenges are in front of media education. Today need to have serious contemplation and work towards media education, to make a solid 'media education model.

VI NORMATIVE MEDIA EDUCATION MODEL IN INDIA

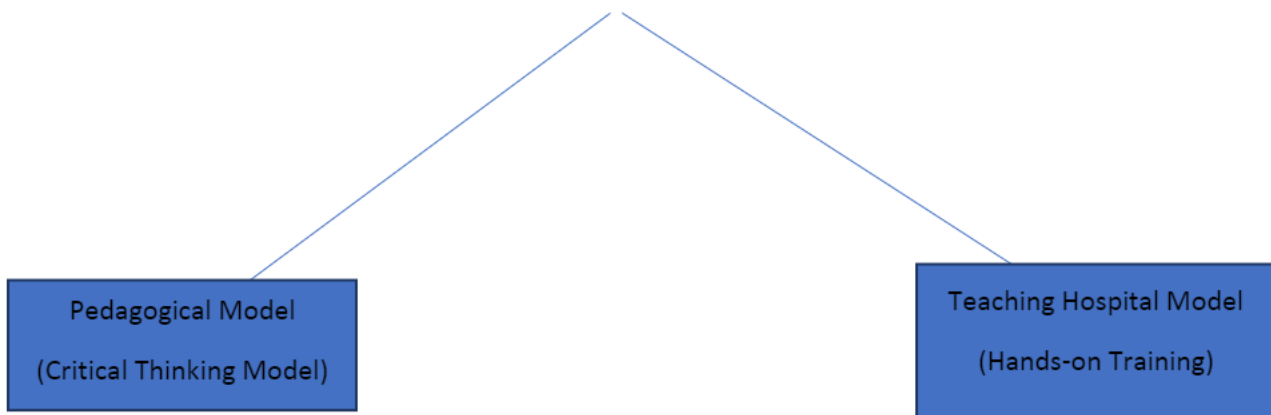


Fig. 1
(Adaptation of Alexander Fedorov's Model, 2014)

(a) **Pedagogical Model should be considered as:**

- (i) **Theoretical Model of Media Studies:**
Study theory related to Media Studies and its allied subject such as 'Philosophical Theory, Sociological Theory, Psychological Theory,

Anthropological Theory, Political Theory, Development/ Economic Theory etc.

- Time to Time Workshop/ Expert Classes must be organised

(ii) **Media Mimansa Model:** Epistemological Study such as Philosophical, Religious, Moral, Ideology, Socio-culture, Socio-Economic etc. should be taught as an elective / allied subject.

- Time to Time Workshop/ Expert Classes must be organised

(iii) **Applied Media Model:** Do not merely taught Media theory. It should be in a pragmatic way. Media Theory such as ‘Uses and Gratification’, ‘Propaganda’, ‘Cultivation Theory’ etc. should be apply in a way of thinking.

- Time to Time Workshop/ Expert Classes must be organised

(iv) **Art and Aesthetics Model:** It should be taught film studies, Semiotics, Cultural Studies and other Art and Aesthetics subject. Try to developed Artistic and Aesthetical senses and skills in students.

- Time to Time Workshop/ Expert Classes must be organised

(b) Teaching Hospital Model (Journalism Hospital Model) should be considered as:

(i) **ABC.... Model of Journalism:** History/ Background of different Media (Newspapers, Magazine, T.V., New Media etc.), Current Status of different Medium (TRAI Reports), Media Personality of different Medium etc.

- Time to Time Workshop/ Expert Classes must be organised

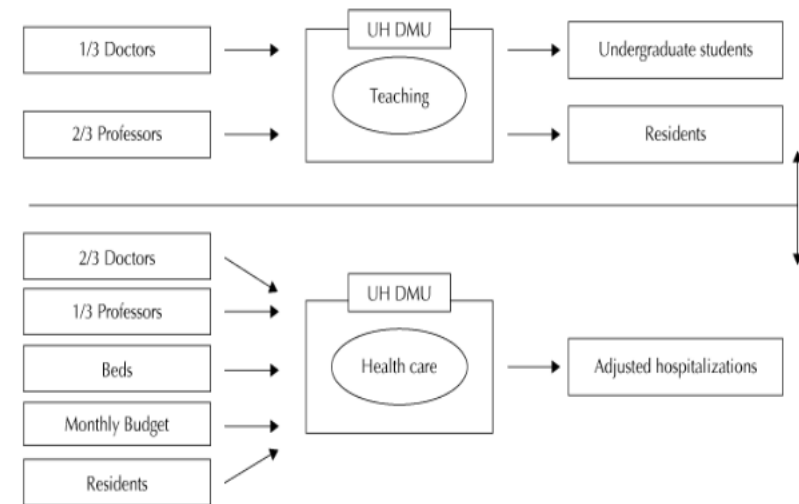
(ii) **Critical Analytical Approach (Ideological Models of Journalism):**...Should be taught ideology of different Medium, Socio-Economical and cultural Status and approach of Different Medium etc.

(iii) **Hands- On Training/ Skills Model of Journalism:** ...Should be based on Teachers’ Experiential learning and learning by doing. Emphasise on Typing, Writing Skills, Video Editing (FCP, Pre. Pro. Etc.), Camera Handling, Anchoring, Page Making (Quark express, In Design etc.), Prompter, Vision-Mixer, Blogging, New Media etc. For this Model, department must have all set-up of Media (Basic set-up of Media Equipment). A Media Education Accreditation body must be established and those department/ Institution don’t have basic set-up of Media equipment and technical assistance, should not be allowed to run Media department in Particular University or institution or should be grading as per their status.

- Time to Time Workshop/ Expert Classes must be organised

(iv) **Art and Aesthetics Model of Journalism:** Enhances and Emphasise artistic and aesthetics senses and skills related to writings, oral, Audio-visual, technical etc.

- Time to Time Workshop/ Expert Classes must be organised



Separate Model for University Hospital Assessment, Brazil.2003
Retrieved from

<https://www.google.co.in/search?q=teaching+hospital+model&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj>

Fig. 2 Teaching Hospital Model

Teaching Hospital Model train students learning by doing method. They treat patients and conducts research same as Journalism education should train students of Journalism. According to Eric Newton (Knight Foundation's senior Advisor) 'Hospital Model need six elements' such as: (1) Students doing the Journalism, (2) Professional Mentoring to Improve the quality and Impact of Journalism (3) Professor bringing in topic knowledge and raising issues (4) Innovators Pioneering new tools and technique (5) Academics doing major research project (6) Everyone working together with an emphasis of not just informing a community but engaging it.

VII CONCLUSION

After independence, training of mass communication and journalism was started in various universities, but unfortunately, we have not been able to build any model of 'media education' till date. The result of the education department's absurdity that we are facing the current kind of media education. In other words, for 'journalism' it was assumed that everyone can enter into this profession; everyone can do it. In this way, all were ready to teach 'journalism'. We have tried to construct a 'Normative Media Education Model in India' on the basis of primary researcher's view, Media educators and Media professional's opinion. In this study, researchers have tried to construct a Media Education Model in India in two ways, one is normative pedagogical model of media education, it helps to develop critical thinking in media students and also it helps to make curricula as per pedagogical approach. On the other hand, construct a Teaching Hospital Model (Journalism Hospital Model), it helps to train students learning by doing method.

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