

A Review of Survey Research Literature on Media Education in India

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Abstract – Media education in India is bridging the two sectors: Media industry and Media education sector. Today, issues face Media education in India related to theory versus practical, updating curriculum and syllabus. This review study focused on emerging development needs in Media education in India. The main purpose of this literature review to know the status of media education in India. The main purpose of this literature review to know the status of media education in India? What are the issues and challenges facing media education in India? For this study, Researcher tried to find issues and challenges related to media education through existing researcher prior studied on this topic. Review of what is being researched by the primary researcher.

Keywords: Media Education, Curriculum, Theory, Practices, Review Literature

INTRODUCTION

Media education in India is bridging the two sectors: Media industry and Media education sector. Today, issues face Media education in India related to theory versus practical, updating curriculum and syllabus. This review study focused on emerging development needs in Media education in India at University levels. According to Prof. Dr. Devrat Singh, Head, Department of Mass Communication, Central University of Jharkhand- There are two different streams of media education in the US and Europe around the world. The streams of Australia and Canada were also found later in both of them. According to American tradition, the craft is emphasizing in media teaching. It has been emphasized on

how to +produce media production and journalism. While Europe is particularly related to the second stream media study developed in the UK. While Europe is particularly related to the second stream media study developed in the UK. This tradition emphasizes the study of media by combining other topics like sociology, political science, economics, psychology etc. This section has given rise to interdisciplinary courses like the sociology of the media, the psychology of the media and the economics of the media (Devrat, 2018)

In recent days, the current situation of media education, methodology, curriculum framework, problems and more discussions are being held on the future. Along with the

phenomenal expansion in the media, the dispersion that came during the last decade in media education has now started showing stagnation. After the demolition dispersion, there should be a tendency of assessment of media education. Naturally, after the expansion of media institutions, it is now the time of assessment of media education. During the last decade, new departments and courses of media were started in many prestigious universities and institutions in the country. Indira Gandhi National Open University, after running a media program for a long time, started a separate School of Journalism and New Media Studies and started regular courses along with correspondence. There is the talk of granting university status to the prestigious Indian Institute of Mass Communication, Delhi. School of Media Studies has been opened at Jawaharlal Nehru University. Apart from this, Guru Jambhashwar University, Hisar has opened its communication, management and technology (Devrat, 2018).

Media departments opening in New Central universities established in 2009. In many public universities where media department has opened or are now opening, competing can be seen to open a media department in private university also. Media education in India has been expanded in numerical form, but not as qualitative, pedagogical. Now, media education should have critical thinking in terms of pedagogy and professional, which is the demand of today (Devrat).

(a) Is Media Study itself a discipline or multi-disciplinary or interdisciplinary?

The existence of media studies in India has now been quite old. Yet, from media

academics to professional journalists, a question seems to be seen talking about 'whether the media study itself is a discipline or a multi-disciplinary subject or an interdisciplinary 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 the requirement is that the media academician should make more of their subject in the changed circumstances and help in determining the direction of its development (Devrat, 2018).

(b) What is taught in Media education in India?

Media education courses were first introduced in India at Punjab University, Chandigarh. The credit goes to Professor Prithipal Singh, who came from the famous Columbia University. As in the world, there are two traditions or streams of media studies.- American and European streams. According to American tradition, the craft is emphasizing in media teaching. It has been emphasized on how to produce media production and journalism. While Europe is particularly related to the second stream media study developed in the UK. This tradition emphasizes the study of media by combining other topics like sociology, political science,

economics, psychology etc. This section has given rise to interdisciplinary courses like the sociology of the media, the psychology of the media and the economics of the media. This is also a coincidence that the growth of media education in India is more along the lines of America. The result was that instead of media studies, craft-based education was more dominated. One of the reasons for this is because the expansion of media education is related to the expansion of radio, television, newspaper, cinema etc. Naturally, most of the students who receive media education have to work in the media and they want to learn during the skill courses of journalism used in the media. In such a way, if the teacher teaches them the ideology of media theory, communication model, history, research method and media, then they feel in vain. By the way, both the streams have their own importance. The work of the first section where the trained people are to be prepared for the media, then the purpose of the second stream is to make communication analysts, researchers and so on. At present, the courses of universities are taught by mixing all types of media-related materials. Currently, the purpose of the courses is not clear. Even among the teachers associated with media education, there is no clarity about the courses (Devrat, 2018).

STATEMENT OF PROBLEM

Media education in India is bridging the two sectors: Media industry and Media education sector. Today, issues face Media education in India related to theory versus practical, updating curriculum and syllabus. What should be the relevant definition as well model of media education, particularly at the

university level? What is the biggest gap between the media industry and media sector? This review research study focused primarily on key issues and challenges in media education sector regarding curriculum according to industrial based, faculty development etc.

PURPOSE AND OBJECTIVE OF THE STUDY

(a) Objectives

- (i) To explore the present Status and relevance of Journalism education in India
- (ii) To assessment the media education in India
- (iii) Impact of Corporatization on the status of media education and research practices in India

OPERATIONAL DEFINITIONS

Some Primary researchers have been used media education term as ‘media Literacy’ or ‘media information Literacy’, but for this research, study researcher has used media education in terms of ‘Journalism and Communication studies’.

METHODOLOGY

For this review study, researcher reviewed the literature on media education, in particular academic theses and peer reviewed published articles in different Journals. Also, in this review research study, researcher reviewed the conducted symposium and conferences on the same related subject. For this study, researcher randomly finds the thirteen Peer reviewed paper and theses through online search engine

on media education in India. Researcher reviewed this study on the basis of thematic content analysis.

REVIEW OF LITERATURE

C.S.H.N. Murthy in his work, 'Dilemma of Course Content and Curriculum in Indian Journalism Education: Theory, Practice and Research', the studied on the state of journalism education in India. For this existing study, the researcher has used opinion survey of media educators and professionals with the help of questionnaires. His study focused on two important aspects regarding journalism education in India: the academic curricula and pedagogy of infrastructure. The primary researcher suggests on a rethinking of the curriculum to enrich and bridging of journalism education to media industry sector.

Sundeeep R. Muppidi has also studied the issues related to journalism education in India. His research was based on 'Relevance of journalism education in India'. This research article highlights the present state of journalism education in India and the relevance of journalism in the current scenario. For this study, data has been collected through the opinions of the various media professionals and expert with the help of interviews. Researcher focused on issues and challenges regarding journalism education in India. He highlighted the important point should be concerned about the lack of regulations, lack of resources, poor infrastructure as well as the lack of consistent course curriculum.

Prashanth G. Malur (et al. 2014) has studied on the status of 'Learner's satisfaction in Journalism and Media education in changing

Times' regarding Bangalore University syllabus. This study critically analyses the present status of the curriculum in terms of learner's satisfaction. The researcher also examines the perception of current skills in the present trainers by the students. For this study, the researcher has used both qualitative and quantitative method. He has collected data through questionnaire and analysed present syllabus of the media institute. The study was focused on restructuring the course, syllabus and content. On the other hand, courses which are classified into Journalism and Mass communication, electronic Media, should have the infrastructure required to make the student's dialogue with industry.

A symposium had been conducted in 2015 on 'vision for Media and communication in India', at New Delhi. The objectives of this symposium were based on: mapping the professional, institution and industrial relationship which contextualize media education. Also, set goals and standards for media education to enhance the employability of professionals through the development of quality parameters. The result of the report highlighted the lack of a standardized knowledge, infrastructure and practical training. This study also identified skills and capacities that can be developed among faculty. 'Sixty years of Indian Journalism Education-prospects and problems.' Studied by not quoted in reference. This study examines the history of journalism education in India. This study discusses the problems and prospects concern to media education in India. B.K. Ravi studied on 'Indian Media Education for social responsibility-A critical study'. Objectives of this study include-to emphasize on the necessity to enlighten at

student's level and even the consumers about media regulations as that is the responsibility of media education. This existing research study critically views the relation between media practices and media education.

A paper which was originally presented at 16th AMIC conference "Media, education and development: Quest for new paradigms" in 2007 at Singapore and also published in Journal of Global Communication in 2008 as "Reviewing Communication/Media Education in India. Many Players, Diverse Direction but Lost Focus....?! This paper focused on the status of media education policies, practices and issues in the Indian context. In this paper issues related to curriculum, pedagogy, teachers profile etc. have been discussed.

Apart from aforesaid review studies on media education, researcher finds out more studies through an online search engine. For this review study, researcher reviewed thirteen research papers, articles, doctoral theses on the basis of thematic content analysis.

DATA COMPOSITION

For the review of Literature, the researcher has searched research Journal, articles, theses, Symposium, conferences paper through online on media education in India. For this review, researcher demarcated the set of research data, research methodology, objectives of the study and findings of the study.

RESULTS MEDIA EDUCATION IN INDIA

Table-1 Types of Research

Doctoral Theses	2
Research Article	4
Research Paper	6
Symposium/Conferences	1
Total	13

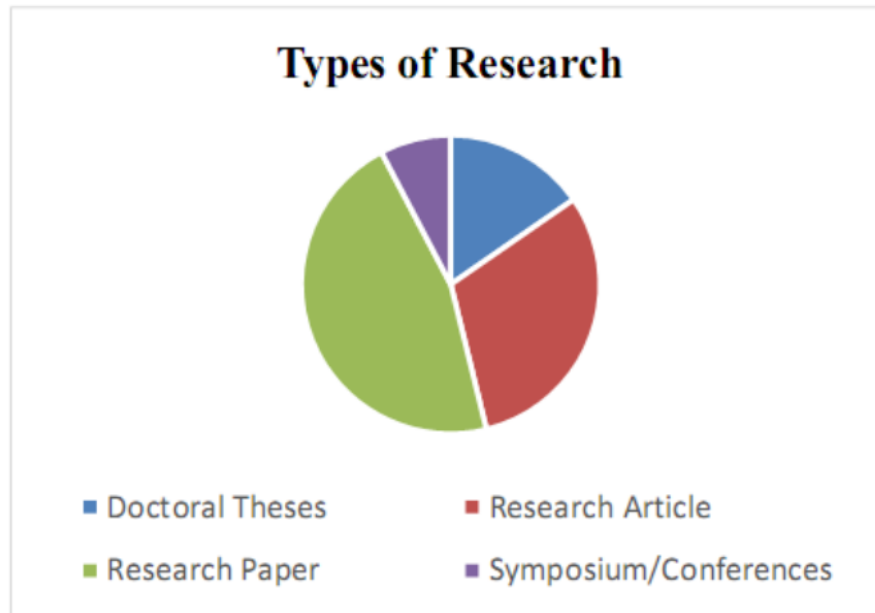


Fig. 1 Types of Research

Table and Graph 1 shows that total thirteen researches being reviewed by the researcher. Out of thirteen reviews of the literature on media education in India, two doctoral theses

were reviewed while four research article, six research paper and one symposium were reviewed respectively by the researcher. These all are searched through online.

Table-2 Types of Research Methodology

Critical Study	5
Interview	2
Content Analysis	1
Survey	4
Theoretical	1
Total	13

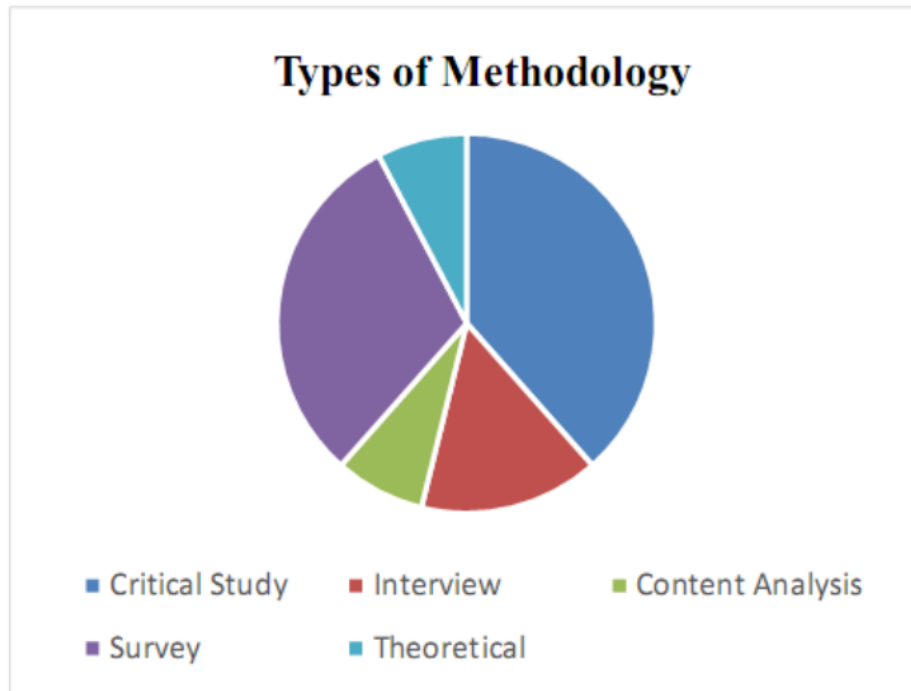


Fig.2 Types of Research Methodology

Table and Graph 2 shows that Types of research methodology. Out of thirteen prior research has done, five research was based on Critical Study, two research was based on Interview method, one research was based on

Content analysis, four research was based on Survey and one research was based on theoretical method respectively. These all are being researched and researcher finds all research through online.

Table-3 Major Keywords of Research/ Study revolves around

Media Education
Media Awareness
Vocational Courses
Curriculum
Infrastructure
Accreditation of Institutions
pedagogy
Media Literacy
Theory and Practices in Media Education
Media educators quality

Table-3 shows that major Keywords of primary research or primary research revolve around these major Keywords. Most of the research which is being reviewed was revolves around the status of Media education in India, Media awareness, what is the present course of content or curricula being taught. What is the Present Status of Infrastructure in media institutions? Most of the researcher said that accreditation should be applied for the betterment of the state of media education in India. Also to bridging the gap between the media industry and media academia, theory and practices should be balanced in curricula. Quality of media educators is one of the significant factors which fulfill the present requirement of the media industry and for the enrichment of media education India.

CONCLUSION

This review literature research seeking the present status of media education in India on the basis of research has been done by the primary researcher on the same related topic. Most of the Studies critically analyse the present scenario of the course content and curricula which is being taught by the institutions. Most of the studies reveal that for the enrichment of status of media education in India should be concerned about poor infrastructure, accreditation, quality of teachers, curriculum development. Also should be concerned about why there is a gap between 'media academia and media professional industry'. Media educators and media institution should be thinking about 'how to mitigate this gap'. Most of the research pointed out towards 'Rethinking media education in India'.

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