

Media Education in India: A Critical Study

ABSTRACT OF THESIS

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Alok Kumar Jha

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Under the Supervision of

Dr. Rachana Gangwar

Assistant Professor

DEPARTMENT OF MASS COMMUNICATION AND JOURNALISM
SCHOOL FOR INFORMATION SCIENCE AND TECHNOLOGY
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A Central University)
VIDYA VIHAR, RAEBARELI ROAD
LUCKNOW-226025

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1. Introduction

Media education in India has been completed almost ninety years. But it has not yet been freed from the duality whether it is considered technical education or ideological education. While the duality of technology and ideology is the cause of the marginalization of media education, on the other hand, the government neglected and also an apathetic attitude of media institutions is blurring the pictures of media education. On the basis of long journey of media education in India, it can be said that media education has not been able to progress as much as it should have done. There has been a quantitative growth in media education, but the lack of quality is enough. Lack of resources are other big issues and challenges towards media education in India. If seen, even today media education has not met the standards of education. If compare it to other subjects then this serious subject has not been given as much attention. In spite of the connection with human sensibilities and social responsibility, media education in India is not take place that it should actually get. There are many reasons behind this. Therefore, in this study researcher has tried to know the reason behind of this.

In the last few decades, the intensity of information and communication has changed the 'media approach' and due to this, the demand for professionalism and attractive presentation in 'media industries'. This discussion is also relevant today as to how this new face of media and how much social responsibility is completed. But this media talk does not start with the discussion where it's 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 the rapidly changing of global scenario, disciplines of education are also rapidly emerging. Meanwhile, new courses 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 getting this view of media education. With the growing influence of media, glamour has obstructed the importance of media education. In such a situation, the media institutions like Mushrooming can be seen. In other words, 'journalism' was assumed that everyone in this profession can go, everyone can do it. In this way, everyone was 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. In such a case, 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' that 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 do such resources? Many such questions are related to the media industry and the media-academia.

As we know that media education in India connects two sectors: media academia and media industry. If we look back in the history, then it found that in the eighties and

nineties, there is a flourishing of media education in India (Desai,2008). Despite the long journey of media education in India, it has not yet gained the status of professional education. Also, it is in duality whether it is a professional or traditional or vocational education. The lack of mutual support of media academia and media industry in India is one of the issues and challenges of media education in India. At the same time, media institutions are not preparing the syllabi as per the requirements of media industries and when students leave media institutions and go to a media house, the knowledge they learned in the institutions seems to incomplete. Today, there is a need to consider multidisciplinary approach of media through which media education should be out from the Arts and Social Sciences and develop it as a separate discipline. Along with this, media education institutes should prepare syllabi and curricula as per actual needs of media industries.

2. Statement of the Problem

Media education in India connects two sectors: media academia and media industry. Today, issues facing by Media education in India related to theory versus practical, curriculum and syllabus, Nomenclature of media courses and under which faculty/department/school these courses are being run. Besides, whether media education is vocational or professional or traditional, weather it comes under social science or interdisciplinary or multidisciplinary and many more such problems have identified by the researcher. For this study researcher has identified the problem like ‘Why there is a gap between the media industry and media academia?’ if any chasm between media academia and media industry, then how to mitigate this gap? For improvement in state of media education, what should be the Media education model in India? In this study researcher has tried to know the current status of Media Education in India as well as what should be the proper framework of media education of India and how to overcome these issues and challenges. This research study is focused primarily on key issues and challenges of media education in India.

3. Stipulated Definition

Some Primary researchers were used term media education as ‘media Literacy’ or ‘media information Literacy’, but for this study, researcher used media education in terms of “*journalism and communication education*”. Media Education is concerned with “helping students to develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques (Pungent, Ontario Media Literacy Resources Guide,1989)”. Fedorov (2008) described this term as- “There is a number of widespread terms often used as synonyms both in Russia and other countries: “information literacy”, “information culture”, “information knowledge”, “information competence”, “media literacy”, “multimedia literacy”, “computer literacy”, “media culture”, “media awareness”, “media competence” etc. Regarding media literacy as a major component of information literacy, it would be worth referring to a survey conducted among intended experts in field (Fedorov,2005). Many of them argue that media literacy is a result of media education. Yet, there are certain description and confusing between such terms as “media education”, “media literacy” and “media studies” (Fedorov,2008).

4. Aim and Objectives of the Study

4.1 Aim of the Study

This research study is focused primarily on key issues and challenges of media education in India. Through this study researcher has tried to know what emerging development needs in Media Education in India. Also, this study has tried to mitigate the gap between media organizations (media industry) and media academia. For this study, researcher has tried to identified issues and challenges through SWOT analysis of the media syllabi of selected universities of India, Mapping the ranges of the courses being offered as well as under which faculty/department/school these media course being offered, Opinions of Media Educators towards Media Education in India, Opinions of Media Professionals towards Media Education in India, Opinions of Media Students(Masters Level) towards Media Education in India, On the basis of observed data researcher has tried to construct media education model in India.

4.2 Objectives of the Study

For this study, researcher has incorporated the following objectives:

1. *To mapping the Nomenclature of media courses being offered by the Universities of India*
2. *To mapping the Nomenclature of Faculty/ Department/School under the aegis of media courses being offered*
3. *To examine the syllabi of media courses (Masters Level) being offered by the Universities of India*
4. *To know the opinion of media educators related to issues and challenges of media education in India*
5. *To know the opinion of media professional related to issues and challenges of media education in India*
6. *To know the level of satisfaction of students towards media education in India*
7. *To construct(suggestive) the media education models in India*

4.3 Research Questions of the study

R.Q.1. What are the issues and challenges of media education in India?

R.Q.2. Is/Why dialogue disconnect between media academia and media industry?

R.Q.3. How to bridge the gap between media academia and media industry?

R.Q.4. What should be the media education curricula related to syllabi, nomenclature of media courses as well as under which faculty/department/school these courses should be offered?

R.Q.5 What is the level of satisfaction of media students towards media education?

R.Q.6. What should be the media education model in India?

5. Review of Literature

5.1 Media Education Overseas: A Historical Overview

There are two different wave of media education around the world-American and European wave of Media Education. The wave of Australia and Canada were also found later after American and European wave. In American tradition, the craft is more emphasizing in media teaching. It has emphasized on media production and how to produce journalists. On the other hand, Europe is particularly related to the second wave of media education which was developed in the UK. This tradition emphasizes the study of media by combining other topics like sociology, political science, economics, psychology etc. This tradition has given critical thinking towards interdisciplinary courses like the sociology of the media, the psychology of the media and the economics of the media. Many years later Media Educators of India and neighbouring countries were on the way or followed of U.S. orientation of Media Education (Singh, n.d.). Alexander Fedorov described the main period of the development of media education in his study 'Media Education around the World: Brief History'. In 1920 the first movement came in Media Education in France. Media education in Great Britain and Russia is quite old, which has been running since the 1920s. Nowadays media education becomes important in many countries, along with Britain, France is one of the most active European countries to develop media and ICT education. Recently, a collection of quite a few books, textbooks and other publications have been published in Great Britain, as well as translated into foreign languages (Fedorov,2008).

5.2 Media Education in India: A Review

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.

Media department is 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 (Singh,n.d.). For this study researcher found some studies which were focused on state of media education and related. On the basis of these studies, researcher has reviewed and highlighted key issues and challenges of media education in the context of India.

C.S.H.N. Murthy (2011) in his study, 'Dilemma of Course Content and Curriculum in Indian Journalism Education: Theory, Practice and Research', highlighted on the state of journalism education in India. For this study, the researcher has used opinion survey of media educators and professionals with the help of questionnaires. The

paper was published in *Asia Pacific Media Educator Journal*, University of Wollongong, Australia. This study was 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. According to Murthy (2011), Journalism and Mass Communication education in India facing the isolation from the media Industry as well as technological development. On the one hand, there is a gap between media academia and media industry while on the other hand, Non-uniform of curriculum that is not fulfilling the industry's demands. All the universities viz. public and private universities or Institutions have failed to reshape of uniform curricula. Hence, media educators in India are facing from the poor infrastructure, poor course of contents, lack of rigorous contents of theory, practices and research as well. On the other hand, the other primary researcher Sundeep R. Muppidi (2008) has also studied the issues related to journalism education in India. This research article was published in "*Media Asia, an Asian Communication Quarterly*". 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. The primary researcher has highlighted the important point and according to him it should be concerned about the lack of regulations, lack of resources, poor infrastructure as well as the lack of consistent course curriculum. In addition, Prashanth G. Malur (e2014) has studied on the status of 'Learner's satisfaction in Journalism and Media education in changing Times' regarding Bangalore University syllabus. The paper was published in "*The International Journal of Humanities & Social Studies*". This study critically analyses the present status of the curriculum in terms of the 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. Apart from this study, a symposium was 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. However, the primary researcher Satyanarayana Patnaik has studied entitled 'sixty years of Indian Journalism Education-prospects and problems.' This study examines the history of journalism education in India. This study discusses the problems and prospects concern for media education in India.

Similarly. B.K. Ravi (2011) has studied on 'Indian Media Education for social responsibility-A critical study'. This research paper was published in *Global Media Journal of Polish Edition* Objectives of this study were included- "*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. Apart from this, a report was published on 'Media Education Research in Finland: A Literature Review'. This report addresses media education-related research conducted in Finland in recent years. The report was based upon literature review of finish doctoral thesis, master's thesis from universities as well as peer-reviewed articles published mostly electronically in Finland and from 2007 to 2012. The data for the literature review on media education-related research was collected from research and article database of universities and other institutions of higher learning. In addition, a renowned media educator Mira K Desai (2008) has studied /reviewed media education in India through her research papers entitled "Reviewing Communication/ Media Education in India: Many Players, Diverse Directions but lost focus...?!". This paper was published in *Journal of Global Communication*, Australia. Through this paper author has highlighted on the status of media education policies, media practices and issues that which facing by the media education particularly in India. Author elaborated the issues in terms of curriculum, pedagogy, Media educator and learner profiles as well as at present time mapping the media courses etc. have been discussed in this paper. This paper also explored that "Indian media sector do not recognize and consider traditional media education processes in the country seriously". On the basis of this paper, author also has distinguished the 'Communication' and 'Media'. According to Desai (2008), In India 'Communication' understanding in terms of interpersonal and group communication while 'media' mean such as technology or audio-visual context and it is being taught under the aegis of different disciplines viz. Medicine to literature. However, this Journalism education or so-called media studies has passed the seven decades of journey. As we know that, this Journalism education at first followed by film, electronic media while at current scenario it has been shifted in 'New Media' and 'Media Management'. Apart from aforesaid, author has also explored the issues related to nomenclature. At one hand some universities or institutions are using as 'Journalism', 'Journalism and Mass Communication' while on the other hand some universities or institutions are using media courses as 'Mass Communication and Journalism', 'Media Studies', 'Communication Studies', 'Mass Communication' and so on. These day media institutions or universities offered as one-liner course such as 'Advertising', 'Public relations', 'Broadcast Journalism', 'Brand Management' and so on.

Journalism education in India is in the way of developing, it is still not treated as other traditional disciplines. Media education as a discipline is surviving to make their own identity. Also, there have not been doing proper efforts by the media educators, media professionals or policy makers to improve and shaping the situation. Today, issues facing by the media education in India in terms of theory Vs. practice, the quality of educators, updating syllabi and curricula et cetera. This assessment revealed that following should be consider for proper enrichment of media education: (1) For Theoretical- ...should prepare Notes, power point presentations, books reviews, film screening, discussions et cetera (2) For practical- practice campus newspapers, short/ documentary films, field visits et cetera. Besides, internships, field training, case studies, projects in community and practicing of mock newsroom, reporting etc. should be considered and mentioned in syllabus and curriculum. This study found that there is no uniform curriculum following by the most of institutions or universities. Even in 2001, UGC construct a model curriculum for Mass Communication and Journalism, but unfortunately it has to failure to implemented by the universities or

institutions while some universities or institutions followed or have to adapted the UNESCO model curriculum (2007). The real situation is most of courses have designed their own curriculum. Continuously in the series of primary research on Media Education and related to Media Education, a renowned media educator Biswajit Das (2009) in his work “Media Education as a Development project containing Emancipatory Interests and Governance in India” was published in a report of United Nations, the Alliance of Civilizations and UNESCO through entitled ‘Mapping *Media Education policies in the World: Visions, Programmes and Challenges*’. Das (2009) has highlighted ‘media education’ in terms of learning about media. Das (2009) has mentioned in his article that- “In India, there is a clear distinction between the terms “media education”, “Educational technology” and “Professional education in media”. According to Das (2009), “The term “Educational technology includes all teaching techniques as well as the use of media in school curriculum whereas “Professional education in India” refers to a mixture of school of Journalism and film”. Das (2009) also argue that media education, is not just about how to apply media, but also knowing how to apply critical learning regarding media. It is the issues of democracy, civic participations etc. In addition, he added to Sanjay (2002)- “Some communication education research looks at media and communication education needs in terms of the effectiveness of media training, that is the skill efficiency required to meet and face market expectations”. However, Media education as an area of studies that addresses, enlighten and highlighting many issues and concerns such as ‘the media not just only to socialization, but also providing symbolic reasons, they also exercise a form of pedagogy. The most important question is raising here that ‘how does one further develop the pedagogy of media education in India’. So, the challenges of this field are not only to exploring further intellectual possibilities of the concerns area of studies but also distinguish some empirical ways of engaging and intervention with media education (Das,2002).

K.E.Eapen, B.S. Thakur and B.P. Sanjay(1991) conducted survey supported by IPDC through entitled “ Journalism Education and Textbooks in SAARC Countries”. As we know that the first Journalism education training began in the Indian sub-continent by the initiative of the Prof. P.P.Singh (Prithavi Pal Singh) at the University of Punjab, Lahore(now in Pakistan) during 1941-42. After partition of India in 1947, Prof. P.P.Singh moved to Delhi and, in 1962,to Chandigarh, and at Punjab University, Punjab(In India) where he restart and established the Journalism course of training. Prof. P.P.Singh had done their Master’s degree in Journalism from the University of Missouri. During the Master’s programme, he was influenced by the curriculum and textbooks of the course. After finishing Master’s degree, he grabbed the idea and brought it to Lahore, but unfortunately neither Indian nor Pakistani in Journalism have been liberated. Many years later teachers in these countries and their neighbours was similar on the way of U.S. orientation. According to the author “India has strongly articulated during the 1970s for a New World Information and Communication Order (NWICO), but there had to take little follow-up action towards academic and communication education. Also, Universities’ approaches still remain rather frozen at the pre- NWICO stage. Apart from this, course of contents has not substantially changed, nor the books used in support of undergraduate and graduate course. This not merely happened with India, the SAARC region of which India is keep placing as an important component, suffers from the same lacuna. In actual, the Indian books need for reflections of National realities, but westerns books imperialism has not been fulfilling this kind of native realities. Most of textbooks use are in English language

and influenced by the American orientation. In real sense, there is no anything goes wrong with these but the view point is that Western books are produced for foreign purpose and, not for India or Pakistan (Eapen et.al,1991).

5.3 Conceptual Framework

5.3.1 Experiential Learning Model

In the 1970, David A. Kolb developed ‘Experiential Learning Model’ with colleagues Kurt Lewin, John Dewey and Jean Piaget. This model is basically the process of learning through ‘experience’. It may understand by ‘Learning by Doing’ or ‘Learning by Experience’. It emphasises on ‘Hands-on Learning’ approach. Through this model media educators may teach media students about what skills/ knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators and implement/ reflect the previous learned skills/knowledge in the media professional field.

5.3.2 Critical Pedagogy Approach

Paulo Freire has coined the term ‘Critical Pedagogy’. This approach basically helps students to gain ‘Critical Consciousness’. A critical pedagogic educator ‘Ira Shor’ has defined that critical pedagogy in deep. It may understand as:

“ Habits of thought, reading, writing, and speaking with go beneath surface meaning, first impression, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology and personal consequences of any actions, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse(Empowering Education,129)”

It is a progressive teaching method that makes students better thinker and better people. This approach can make students philosophically better. Through this approach media students may understand the conflicts of media and society.

5.3.3 Teaching Hospital Model for Media Education

According to Eric Newton (Senior Advisor to the president, John S. and James L. Knight Foundation) “ *A model of learning-by-doing that includes media students, media educators(media academician) and media professionals working together and produce community driven contents under the one roof*”. It is an idea that builds the model for Journalism/ Journalism Education. According to this idea, Media Education should work like a medical profession. It produces or train media students to become a journalist same like a doctor.

5.3.4 Normative Theory

This study is based on Normative theory. The normative theory describes ‘what should be’. This study based on the expert opinion i.e. the view of Media educators, Media Students and Media professionals related to Issues and challenges of Media education in India, what is the current status of media education in India. What should

be the media education model in India. It is a statement about what is right or wrong; what should be or should not be. It focuses mainly on studying and describing what is or what exist instead of what was or what happened previously. It utilizes the review strategy for knowing and portraying what exists. For this study, researcher has attempted to considering and depicted the current typical conditions. It is basic cross-sectional and it utilizes overview technique to assemble information at a specific purpose of time with the aim to depict the idea of existing conditions or recognizing principles against existing conditions (Cohen et al.,2000). In sum, it helps in surveying and assessing the advancement of a presented practice or programme and status of a phenomenon structure and way it really exists or running in the naturalistic set-up (Mangal and Mangal, p.71-72).

6. Research Methodology

6.1 Research Design and Research Method

This study is based on Explanatory and Descriptive research (Normative Survey Research) design followed by triangulation research i.e. quantitative and qualitative method. For quantitative method, researcher has collected the data for survey (from media students and media educators of selected universities of India) while for qualitative method, researcher was conducted in-depth interview (from selected media professionals).

6.1.1 Explanatory Research

It helps to find the research problem that was not studied before in-depth. It is conducted to have a better understanding of the existing problem, but not providing conclusive results. Although, it helps us in understanding the problem more efficiently. On the basis of this research, researcher asked some pre-determined questions to the selected media professional (for in-depth interview), mapping nomenclatures (course nomenclature as well as faculty/school/department/centre nomenclature), analysed syllabus and try to construct media education models. Also, researcher has extracted and identified issues related to media education and incorporated these issues in survey questions.

6.1.2 Descriptive Research

Descriptive Research focuses on knowing and describing things related to present situation rather than those belonging to past (Mangal and Mangal, p69). For this, researcher asked closed-ended questions (for survey) to the media educators and media students related to current issues and challenges of media education in India, present status of media education in India.

- Landman (1988) concluded that “*Descriptive Research is that a type of research that is primarily concerned with describing the nature or conditions and degree in details of the present situations*” (Landman,1988).

- Best and Kahn (2000,118) describes that “*A descriptive research study describes and interpret what is. It is concerned with the current conditions or opinions that are held or trends that are developing*”.

Researcher has used SWOT (Strength, Weakness, Opportunity and Threats) analysis method to analysing the syllabus being offered for media courses (Masters Level).

6.1.3 SWOT Analysis

It is assumed that syllabus is a product of any university. This product (Syllabus) can have an impact to get admission or choose course accordingly. Thus, SWOT analysis is a framework for identifying and analysing the Strength, Weakness, Opportunity and Threats of the product(syllabus).

To construct(suggestive) models of media education in India, researcher has followed Abductive Research. In this study, researcher has tried to construct some models of media education in India. On the basis of these model issues and challenges in media education can have overcome.

6.1.4 Abductive Research

Abductive research approach helps to understand the data and expert’s opinion (i.e. it helps to understand the opinion of media educators and media professionals on issues and challenges of media education in India). Abductive research approach refers to know or deciding ‘what the most likely inferences or prediction are that can be made from the set of data observation. On the basis of Abductive research approach researcher has tried to construct ‘Media education Model’.

6.2 Research Tools

For this study, Researcher has used Questionnaires (closed-ended) for gathering data from the media educators of different selected Universities and media students of different selected Universities. Researcher was prepared two separate questionnaires for media educators and media students and sent the both questionnaires to the selected media educator(s) via postal service and requested to fill the questionnaire by themselves (And/or filling from the other media educators of the department) as well as media students and revert the questionnaires to the researcher. Apart from this, for In-depth Interviews researcher asked some predetermined questions to the media professionals. This In-depth interview was conducted through face to face and telephonic.

6.3 Sampling Strategies

For this study, both probability (For selection of Universities, Media Educators and Media Students) and Non-probability (For selection of Media Professionals) sampling Strategies have been used. For probability sampling strategies, researcher has applied Multi-Stage Sampling to choose Universities.

- For this study, the researcher has divided the whole our country (i.e. India) into six clusters (i.e. six zones). These six zones are North Zone, South Zone, East Zone, Central Zone, North-East Zone and West Zone.
- After cluster division or Zonal division, the researcher has divided each zone into three Strata or Group. Strata A or Group A represent ‘Central Universities’, Strata B or Group B represent ‘State Universities’ and Strata C or Group C represent ‘Private Universities’.
- Those all three types of Universities have been selected by the researcher where M.A./M.Sc. Courses being offered in Journalism/ Mass Communication/ Mass Communication & Journalism.

6.4 Sampling Method

After the division of Strata for each zone, the researcher has allocated Disproportionate Stratified sampling method followed by simple random lottery method to choose the sample(representative) of University. This sampling method has also applied to choose the media educators and media students (Master’s level students) of Journalism/Mass Communication/ Mass Communication & Journalism from each represented University. In addition, Researcher has followed purposive sampling method to select some media professionals for opinions towards issues and challenges of media education in India.

6.5 Sample Size

For Selection of Universities, Media Educators, Media Students (Masters Level) and Syllabi:

- The Researcher has used Disproportionate Stratified sampling method which is followed by lottery method to choose the sample(representative) of University, Media educators and Master’s students of Journalism/Mass Communication/ Mass Communication & Journalism from each University. Approximately ten percent sample of universe population of each stratum has been selected. However, the sample(representative) size of Syllabus has been drawn for analysis is proportionate to the sample(representative) size of Universities i.e. 1:1.

For Selection of Media Professionals:

- For in-depth interview, three media professionals have been selected to followed purposive sampling method.

7. Mapping Course Nomenclature and School/Department/Faculty/Centre Nomenclature

7.1 Key Findings

- For this study, researcher mapping the nomenclatures in six zones of Indian University. By the result, in India, there are thirty-five Central University being offered media related courses, one hundred and seven State university

being offered media studies courses while one hundred and thirteen Private University being offered these media courses.

- After analyzing the Course nomenclature as well as School/Department/Faculty/Centre Nomenclature, it is found that, in India, there is no Uniformity in Course nomenclature as well as School/Department/Faculty/Centre under which media related courses being offered by the Universities.
- Arbitrarily Mixture of Nomenclature being offered.
- There is no demarcation whether media education is Vocational Studies or Professional Studies of Traditional Studies.
- Most of Universities (Central, State and Private) of India has ignored the UGC's Model Curriculum of Media Education,2001.
- Some Universities offered course Nomenclature such as 'Journalism and Mass Communication' while some others universities offered such as 'Mass Communication and Journalism'. Similarly, the course Nomenclature being offered by the universities such as 'Communication Studies', 'Media Studies', 'Media and Mass Communication' and many more.
- There is also appearing apathy towards under which School/Faculty/Department/Centre media courses should be offered.
- The arbitrarily diversified School/Faculty/Department/Centre were allotted to conduct media courses.
- There is no demarcation whether media education comes under 'Social Science' or 'Arts and Humanities', or 'Interdisciplinary' or 'Liberal Arts' and many more.
- As per data, also media courses being offered by the some universities under the aegis of School/Faculty/Department/Centre of 'Commerce and Management', School/Faculty/Department/Centre of 'Library and Information Science', School/Faculty/Department of 'Physical Education', School/Faculty/Department/Centre of 'Fine Arts', School/Faculty/Department/Centre of 'Science and Technology', School/Faculty/Department/Centre of 'Performing Studies' and many more.

8. A SWOT Analysis of Syllabi (Masters Level) of Selected Media Courses

SWOT Analysis is a technique which is using for understating of Strength and Weakness of the product and identifying Opportunity and Threats of the Products.

SWOT analysis can be divided into two categories: 1. Internal Factors (Strength and Weakness) 2. External Factors (Opportunity and Threats). It assumes that syllabus is a product or mouth-pieces of any university. On the basis of syllabus students can select university and get admission for their interest of course.

For SWOT analysis, the Syllabi have been analysed on the basis of four parameters:

1. **STRENGTH:** Research has identified internal factor for the mapping of strength of the syllabus on the basis of units and topic/sub-topic have been incorporated in particular universities' syllabus. If papers which is followed by unit and topic/sub-topic have deeply covered-up, then it would be referred to the strengthen of the syllabus. For strength analysis of the syllabus, researcher has also identified to what extent of theoretical and practical topic/sub-topic has been covered up. Syllabuses has also been analysed by quality and quantity aspects of the topic/sub-topic covering in the syllabuses. For measuring strength, researcher has tried to highlighted internal advantage of the syllabus.
2. **WEAKNESS:** Research has identified internal factor for the mapping of weakness of the syllabus on the basis of units and topic/sub-topic have been incorporated in particular universities' syllabus. If papers which is followed by unit and topic/sub-topic have failed to deeply covered-up, then it would be referred to the weakness of the syllabus. For weakness analysis of the syllabuses, researcher has also identified to what extent of theoretical and practical topic/sub-topic has been covered up. Syllabuses has also been analysed by quality and quantity aspects of the topic/sub-topic covering in the syllabuses. For measuring weakness, researcher has tried to identified 'what could be improved and what should be avoided' in the syllabus.
3. **OPPORTUNITY:** Researcher has identified external factor for the mapping of Opportunity of the syllabus on the basis of units and topic/sub-topic have been incorporated in particular universities' syllabus. If papers which is followed by unit and topic/sub-topic have emphasised on 'Hands-on-Training' or 'Skill Learning training' and also fulfil the requirement of the media industry, then it would be referred to the Opportunity of the syllabus. On the basis of this opportunity students may learn skills and they can enrich their skills of interest.
4. **THREATS:** Researcher has identified external factor for the mapping of Threats of the syllabuses on the basis of units and topic/sub-topic have been incorporated in particular universities' syllabus. If papers which is followed by unit and topic/sub-topic have failed to emphasised on 'Hands-on-Training' or 'Skill Learning training' and also failed to fulfil the requirement of the media industry, then it would be referred to the Threats of the syllabus. This cause could increase the widened of gap between media academia and media industry. It also shows as the harming factors for the student's passiveness towards getting admission on the basis of syllabus.

8.1 Key findings

- There is no uniformity in syllabi of Central Universities, State Universities and Private Universities of all six zones of India.
- There is no uniformity in papers (core and elective) being offered by the different universities of all six zones of India.
- Through SWOT analysis of Syllabi, researcher found that a paper which was fell under the category of 'STRENGTH' during the analysis of

syllabus of a selected university, the same paper has been identified as 'WEAKNESS' of the syllabus of another university. Similarly, those papers were fell under the category of 'WEAKNESS' on the basis of SWOT analysis, the same paper has been identified as 'STRENGTH' of the syllabus of another university.

- Through SWOT analysis, researcher found that some universities(including all types of university i.e. Central University, State University and Private University) have more emphasised on 'Theoretical' aspects while some universities(including all types of university i.e. Central University, State University and Private University) have emphasised (at large extent) on 'Practical' aspects or treated as vocational studies.
- It means, majority of universities have not maintained the balance between 'Theoretical and Practical' aspects in syllabi.
- Through SWOT analysis, it was also revealed that very few universities (including all types of universities i.e. Central university, State University and Private University) being offered 'Specialization' paper.
- Through SWOT analysis, researcher found that most of universities (including all types of University) have included 'Dissertation' or 'Research Project' in their syllabi.
- In analysis, researcher found that, there is no demarcation between 'Communication Research or Media Research' and 'Research Methodology'. Very few universities being offered 'Communication Research or Media Research' paper instead of 'Research Methodology' paper. Most of universities (including all types of university i.e. Central University, State University and Private University) being offered 'Research Methodology' paper.
- Through SWOT analysis, research found that some universities (including all types of university) have included 'Internship' as a mandatory or essential paper and provided opportunity to students to aware of media industry while some universities (including all types of university) have not included 'Internship' as an essential paper.
- In analysis, researcher also found that there are some universities' whose syllabus was not properly prepared or well-designed i.e. the papers were not completely described or incorporated with detailing of topic/sub-topic/content.
- In SWOT analysis, researcher found that the most of public universities' syllabi are outdated or unrevised whereas private universities' syllabi are updated and meet the requirement of media industry in comparison of public universities.
- Most of Private Universities of India being offered Elective/Interdisciplinary subjects rather than Public Universities.

9. Opinions towards Media Education in India

9.1 Opinions of Media Educators

For the study, researcher has collected data from thirty-nine media educators of Central University, State University and Private University of all six zones of India. The sample of respondents (Media Educators) have been selected through the disproportionate stratified sampling followed by simple random lottery method. The data has analysed with the help of free trial of SPSS 20.0.

9.2 Understanding Some Critical Variables

(a) Experiential Learning Model

In the 1970, David A. Kolb developed ‘Experiential Learning Model’ with colleagues Kurt Lewin, John Dewey and Jean Piaget. This model is basically the process of learning through ‘experience’. It may understand by ‘Learning by Doing’ or ‘Learning by Experience’. It emphasises on ‘Hands-on Learning’ approach. Through this model media educators may teach media students about what skills/ knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators and implement/ reflect the previous learned skills/knowledge in the media professional field.

(b) Critical Pedagogy Approach

Paulo Freire has coined the term ‘Critical Pedagogy’. This approach basically helps students to gain ‘Critical Consciousness’. A critical pedagogic educator ‘Ira Shor’ has defined that critical pedagogy in deep. It may understand as:

“ Habits of thought, reading, writing, and speaking with go beneath surface meaning, first impression, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology and personal consequences of any actions, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse(Empowering Education,129)”

It is a progressive teaching method that makes students better thinker and better people. This approach can make students philosophically better. Through this approach media students may understand the conflicts of media and society.

(c) Teaching Hospital Model for Media Education

According to Eric Newton (Senior Advisor to the president, John S. and James L. Knight Foundation) “ *A model of learning-by-doing that includes media*

students, media educators(media academician) and media professionals working together and produce community driven contents under the one roof". It is an idea that builds the model for Journalism/ Journalism Education. According to this idea, Media Education should work like a medical profession. It produces or train media students to become a journalist same like a doctor.

(d) UNESCO Model Curriculum

In 2007, UNESCO decided to develop a set of model curriculum for journalism education. This was in response to an urgent demand for well-trained journalists, especially in developing countries and emerging democracies. The curricula offer programs for three year and four-year undergraduate degrees and two forms of master's degree, as well as undergraduate and post-graduate diploma. They consist of course listings for each program, course descriptions and a set of seventeen full syllabuses and as well as a set of journalism competencies. The curricula are publishes in a book and on-line and are available in eight languages: English, French, Spanish, Russian, Arabic, Chinese, Hindi and Indonesian.

The Model curricula are organized around three axes:

- (i)An axis comprising knowledge of the world and journalism's intellectual challenges
- (ii) An axis comprising the norms, values, tools, standards and practices of journalism
- (iii) An axis emphasising the social, cultural, political, economic, legal and ethical aspects of journalism practices

9.3 Analysis of Opinions of Media Educators

- In this study, researcher found that most of universities are providing media equipment or technical support such as studio set-up, camera, cameraperson, Editing software, Video Editor.
- Infrastructure has been diagnosed as key issues and challenges of media education in India. For this, 77% respondents agreed that Infrastructure is the main issues and challenges of media education in India.
- Also, researcher found that there is huge gap between media academia and media industry. For this, 74.3 % respondents replied that there is a gap between media academia and media industry.
- Outdated syllabus is also a key factor towards issues and challenges. For this, 69.2% respondents said that it is one of the other main key issues and challenges towards media education in India.

- A majority of respondents i.e. 66.7% said that at present in India, media education treated as professional education. But the contradiction is UGC is not considered 'Mass Communication and Journalism' course as a professional course. UGC is accepted it as "Non-Professional Course". According to UGC, that courses would be considered as a professional course which is approved from regulatory council such as Medical Council of India (MCI), Bar Council of India (BCI), Dental Council of India (DCI), Pharmacy Council of India (PCI), NCTE, AICTE, ICAR (Indian Council for Agriculture Research).
- A majority of respondents i.e. 89.7% respondents said that media education should be considered as a professional education. But, the UGC's condition is the course would be considered as a professional when the concern course would be approved by the concern regulatory council. So, 'Mass Communication and Journalism' course would be considered as a professional course when a Media Education Council will be established. At present, there is no media education council body in India. Therefore, according to UGC, it is accepted as "Non-Professional Course".
- A majority of respondents i.e. 84.6% respondents highly agreed that there are disciplinary issues towards media education in India. For media education, there is no demarcation at present whether it is considered under social science or Interdisciplinary or Multidisciplinary or Art and Humanities.
- A majority of respondents i.e. 35.9% respondent's desire is media education should be considered as Interdisciplinary Education.
- A majority of respondents i.e. 84.6% accepted that universities being offered diversified courses related to media but the same syllabus.
- A majority of respondents i.e. 61.6 % respondents accepted that media professionals or media industry showed their passiveness towards uplift or improve the state of media education India.
- A majority of respondents i.e. 66.7% respondents accepted that unrevised syllabus is one of the significant causes behind the gap between media academia and media industry.
- A majority of respondents i.e. 53.9% respondents accepted that lack of interventions or lack of interest of media professionals into media education causes behind gap between media academia and media industry.
- A majority of respondents i.e. 46.2% respondents accepted that theoretical aspects is more emphasised in media education.
- A majority of respondents i.e. 68.7% respondents accepted that in India, media education (Mass Communication or Media Studies) is considered or refers to merely Journalism.

- A majority of respondents i.e. 48.7% respondents accepted that media students are suffering from 'Lack of Critical Thinking'. Media Students are unable to understand media education as critical pedagogy.
- A majority of respondents i.e. 61.5% respondents accepted that universities are not being offered allied subjects like Philosophy, Psychology, Sociology, Political Science, etc and it is the one of the causes behind lack of critical thinking towards media education in India.
- A majority of respondents i.e. 62.5 % respondents accepted that there are no allied subjects are being offered with core (main) subjects.
- A majority of respondents i.e. 69.3 % respondent's desire is media education council should be established like other council of body such as Medical Council of India (MCI), Bar Council of India (BCI), AICTE etc.
- A majority of respondents i.e. 94.9 % respondent's desire is to construct models for media education in India. For these models, both 'Hands-on-Training'/'Experiential Learning Model' and 'Critical Pedagogy Approach' should be followed.
- Also, a majority of respondents i.e. 79.5 % respondent's desire is to construct models for media education in India. For these models, 'Teaching Hospital Model' approach should be followed.
- A smaller number of respondents i.e. only 12.9 % respondents accepted that at present both 'Hands-on-Training' and 'Critical Pedagogy' approach is following.
- Only 7.6 % respondents accepted that at present 'Hands-on-Training'/'Experiential Learning Model' approach is following.
- Only 7.7 % respondents accepted that at present 'Critical Pedagogy' approach is following.
- Only 5.2 % respondents accepted that at present 'Teaching Hospital Model' approach is following.
- Also, researcher has tried to make the correlation between Allied Subjects and Critical Thinking towards Media Education. For this, the coefficient of correlation values come out to be 0.697, which is showing that there is high correlation between allied subjects and critical thinking towards media education. If Universities/Institutions would offer allied subjects like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. then it May be highly (positive) chance to enhance critical thinking towards media education.
- While to make the correlation between Syllabus and Gap between Media Academia and Media Industry. For this, the coefficient of correlation values come out to be 0.619, which is showing that there is high correlation between syllabus and gap between media academia and media industry. If syllabus would be revised then it may be highly (positive) chance to bridge the gap between media academia and media industry.

9.4 Opinions of Media Students

For the study, researcher has collected data from one hundred sixteen media Students (Masters level Students) of Central University, State University and Private University of all six zones of India. The sample of respondents (Media Students) have been selected through the disproportionate stratified sampling followed by simple random lottery method. Researcher has analysed the data with the help of free trial version of SPSS 20.0.

9.5 Analysis of Opinions of Media Students

- In this study, researcher found that most of universities are providing media equipment or technical support such as studio set-up, camera, cameraperson, Editing software, Video Editor.
- A majority of respondents i.e. 60.4% respondents accepted that according to them (students) media education is understand by ‘only Journalism’. In other words, they (students) opt media education only to become a Journalists.
- Only 17.3% respondents accepted that media education is a critical pedagogy. In other words, a majority of respondents have little understanding of critical media pedagogy.
- A majority of respondents i.e. 53.4% respondents accepted that media education is only ‘Hands-on-Training’ or ‘Skill Training Programme’.
- A majority of respondents i.e. 92.3% respondents accepted that media education is blend of both ‘Hands-on-Training’/ Skills Training Programme and ‘Critical Media Pedagogy’.
- A majority of respondents i.e. 48.3% respondents accepted that they (Students) are unsatisfied of current status of media education in India.
- A majority of respondents i.e. 51.7% respondents accepted that syllabus which being offered for media education unable to fulfil the requirement of media industry. Students are unsatisfied with syllabus being offered.
- A majority of respondents i.e. 67.2 % respondents replied that media educators have adequate knowledge in terms of theoretical knowledge of media education.
- Only 15.6% respondents have critical thinking towards media education.
- A majority of respondents i.e. 54.3% respondents accepted that their teachers (Media Educators) have adequate knowledge of their own subjects.
- A majority of respondents i.e. 69.5% respondents accepted that teachers (media educators) have good command on communication skills.
- A majority of respondents i.e. 67.3% respondents accepted that their classes being more emphasised on theoretical aspects of media.
- A majority of respondents i.e. 44.8% respondents accepted that their classes being less emphasised on ‘Hands-on-Training’ or ‘Practical’.

- A majority of respondents i.e. 68.7% respondents accepted that classes being less emphasised on critical media pedagogy or critical thinking towards media education.
- A majority of respondents i.e. 63.8% respondents that classes being less emphasised on workshop/guest lecture of media professional.
- A majority of respondents i.e. 54.3% respondent's desire is classes should be emphasised on theoretical aspects of media.
- A majority of respondents i.e. 97.4% respondent's desire is classes should be more emphasised on both critical media pedagogy and hands-on-training/practical.
- A majority of respondents i.e. 84.5% respondent's desire is classes should be more emphasised or based on media professional's lectures/ media expert lectures.
- For this question, how often media professionals come to department to share media field experiences or deliver a lecture. A majority of respondents i.e. 39.7% replied that they (media professionals) occasionally come to department to share media field experiences or deliver a lecture.
- For this question, how often your teachers (media educators) emphasis on communication skills (Verbal and Non-verbal communication). A majority of respondents i.e. 52.6% accepted that their teachers rarely emphasis on communication skills.
- A majority of respondents i.e. 72.4% said that there are no allied subjects being offered with core subjects (main subjects).

9.6 Opinions of Media Professionals

For this study researcher has tried to know the opinions of media professionals towards media education. This opinion has highlighted to key issues and challenges facing media education in India.

1. **Ramsharan Joshi** (*Senior Journalist, Foreign Correspondents of Former Prime Minister VP Singh, Ex Professor, MGAHV, Wardha*)
2. **Mahesh Srivastav** (*Senior Journalist, Former Editor, Peoples Samachar, Bhopal*)
3. **Dhananjai Chopra** (*Former Senior Journalist Hindustan Times, Course Coordinator, Centre of Media Studies, University of Allahabad*)

9.7 Key Findings of Expert's Interviews

9.7 (a) Issues and Challenges of Media Education in India

- There is no gate-keeping strategy is following to getting admission of students in media courses.
- Lack of emphasise on critical thinking towards media education. In media students there is less Understanding of media's role in society building.

- In today's time, students opt media education only for livelihood or shaping career. It is less treated as a catalyst of social changes
- We are still following western model for media education. There is no model in Indian context.
- Lack of knowledge of subjects in the students.
- Media education has neglected in India. Media education not equally treated as other discipline.

9.7(b) Causes of gap between Media Academia and Media Industry

- Outdated syllabi, Curricula and still following old pattern in media education.
- This gap can be bridge through adopting new pattern of current media industry.
- There is no balance between theoretical and practical. To reducing gap, should make balance between theoretical and practical.
- There is hardly think of actual needs of current media industry before preparing syllabi and curricula of media education.
- The chasm can be reduced by think of actual requirement of media industry.
- There is lack of cooperation between media academia and media industry.
- Through proper dialogue between media academia and media industry, the gap between both can be mitigated.
- Media education fail to gain identification of independent discipline.
- Media education should be considered as a multidisciplinary and develop it as a separate discipline.

9.8 Construct (Suggestive) Models for Media Education in India

For this study, the researcher has tried to construct(suggestive) Models for Media Education in India. Through this model researcher has tried to give answers for the questions were asked Why there is a gap between media academia and media professionals. How to bridge this chasm. This study is based on the existing researchers' opinion. Also, researcher has followed Abductive research approach(it is a form of logical inferences which starts with an observation and predict to construct models or theory) 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 be helpful to uplift media education and also can be overcome issues and challenges. On the basis of these following model syllabi can be revised also.

9.9 The Umbrella Model of Media Education

The Umbrella Model of Media Education demarcated media studies into two part: Journalism and Mass Communication/Communication. Through this model researcher has suggested that journalism should be treated as news or information generator i.e. media educators should be emphasised or taught journalism as how to generate news

or information. Also, researcher has suggested that journalism education should be treated as critical media pedagogy. As a result, this approach may lead to enhance critical thinking in media students. On the other hand, mass communication or communication should be treated as news or information disseminator i.e. media educators should be emphasised or taught mass communication or communication as how to disseminate news or information. For this, researcher has suggested that mass communication or communication should be treated as hands-on-training approach. This approach may lead to enhance adequate skills related to media.

9.10 Experiential Learning Model for Media Education (Based on Kolb's Experiential Model)

9.10.1 Experiential Learning Model

In the 1970, An American educationalist theorist David A. Kolb developed 'Experiential Learning Model' with colleagues Kurt Lewin, John Dewey and Jean Piaget. This model is basically the process of learning through 'experience'. It may understand by 'Learning by Doing' or 'Learning by Experience'. It emphasises on 'Hands-on Learning' approach. Through this model media educators may teach media students about what skills/ knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators. Through this approach students may implement/ reflect their previous learned skills or knowledge into the media professional field.

9.10.2 Construct(suggestive) Experiential Learning Model for Media Education

9.10.2(a) Abstract Conceptualisation: Media Educators should have experiences of Media Professional Field. Media Educators should be entered into media academia with new ideas of media, should try to modify the existing or old concept of media education.

9.10.2(b) Active Experimentation: Should teach accordingly what they (Media Educators) have learned in the Media Professional Field. Also, should try to teach accordingly what is happening in the current media field, what is the actual requirement of media fields. It will be helpful to bridging the gap of media academia and media industry.

9.10.2(c) Concrete Experience: Media Students may learn about Media Professional Field. Through this approach student will get or acquaint of new experience of media professional field, they may develop their understanding of current situation or scenario of media.

9.10.2(d) Reflective Observation: When Students will go into Media Professional Field, they may implement or reflect their own previous experiences or what they achieved from media academia. Through this approach student may understand any inconsistencies between learned experience (Previous experience) and new

experience. These inconsistencies (send feedback to the native institution where they learned) may help to modification in media education or teaching methodology.

9.11 Normative Media Education Model of India

9.11(a) Pedagogical Model should be considered as follow

(i) **Theoretical Model of Media Studies:** Should emphasise on theories related to Media Studies and its allied subject such as Philosophical Theory, Sociological Theory, Psychological Theory, Anthropological Theory, Political Theory, Development/ Economic Theory and other relevant theories which is correlated with media. Under this model theoretical aspects of media should be emphasised.

(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.

- Workshop/ Expert Classes must be organised for Epistemological study.

(iii) **Applied Media Model:** Do not merely teach Media theory. Media Theory should be taught in a pragmatic way. Theory such as “Uses and Gratification”, “Propaganda”, “Cultivation Theory”, “Advertising and Public Relations Theory”, “Film Theory” etc. should be taught in a way of ‘How to apply’. Give example of contemporary issues and try to make understanding how these theories and models have been applied? This model should be emphasised as a pragmatic way of thinking.

- Workshop/ Expert Classes must be organised on how these Media Theories and Models are applying in practically.

(iv) **Art and Aesthetics Model:** Under this model should be taught film studies, Semiotics, Cultural Studies and other Art and Aesthetics subject. Also try to develop Artistic and Aesthetical senses and skills in students. This model should be emphasised on ‘Art and Aesthetics’.

- Workshop/ Expert Classes must be organised on Art and Aesthetics subjects such as film studies, Semiotics, Cultural Studies, Performing Arts, Painting etc.

(v) **Analytical Model of Media:** Under this model should be taught different ideological aspects of different media of India and overseas, socio-economic-cultural analysis of different media, Cinema analysis (Indian and world cinema), Literary analysis etc.

9.11(b) Experiential Learning Model (Hands-on-Training) should be considered as follow

(i) **Technical Skills Training:** Under this approach should be emphasised on Hands-on-Training of required technical skill of media industry. The required technical skill

such as Video Editing (FCP, Adobe Premiere), Camera Handling and its applications, Graphics, Newspaper Page Making Tools (Quark Xpress, In Design etc.). Apart from this, department must have required set-up of TV broadcasting, Radio broadcasting. Students must be acquainted with PCR, Vision Mixer, Tele-Prompter etc. and provides practically training of how-to TV news broadcast. Similarly, students must be acquainted and providing hands-on-training for Radio broadcasting.

- Workshop/ Expert Classes must be organised on Technical Skills Training

(ii) Communication Skill Training: Under this approach should be emphasised on required communication skills (verbal and Non-verbal) of media industry. For Verbal Communication skills, should be emphasised on Anchoring, News Reading for Radio, RJ, Panel Discussion on contemporary issues, voice modulation etc. For Non-Verbal Communication, should be emphasised on Typing, Various types of writing for newspapers, Television, Radio, Magazine. Also, should be emphasised on writings for advertising and public relations, Script writings, story-Board making for films, Writing for Performing Arts (Theatre), Writings for new media.

- Workshop/ Expert Classes must be organised on Communication Skills (Verbal and Non-Verbal Communication Skills)

(iii) Art and Aesthetics Skill Training: Under this approach should be emphasised on to develop artistic and aesthetical senses and skills of media such as writings, oral, audio-visual, technical etc.

- Workshop/ Expert Classes must be organised on Art and Aesthetics skills such as film writing, writing for media, writing for Performing Arts, Painting, audio-visual, technical etc.

9.12 Teaching Hospital Model for Media Education

According to Eric Newton (Senior Advisor to the president, John S. and James L. Knight Foundation) “A *model of learning-by-doing that includes media students, media educators (media academician) and media professionals working together and produce community driven contents under the one roof*”. It is an idea that builds the model for Journalism/ Journalism Education. According to this idea, Media Education should work like a medical profession. It produces or train media students to become a journalist same like a doctor.

9.12.1 Media Education Model based on Teaching Hospital Model

Teaching Hospital Model train students through learning by doing method. They treat patients and conducts research same as for 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.

9.13 Interdisciplinary and Multidisciplinary Model for Critical Media Pedagogy

In context of India, media education should be rethinking and should be followed these models for upliftment or improvement the state of media education in India. In India, media education is still suffering of identification whether it is Interdisciplinary or Multidisciplinary or Social Science or Arts and Humanities or what? On the one hand, these models help to make identification of media education along with these models also pointing out that media education not just a skill training course, it also a diversified and pedagogical subject like philosophy, psychology, political science, sociology etc. These models could help to enhance the critical thinking towards media education in India.

9.14 Model for the choice of Media Students

For this model researcher suggested Inverted pyramidal model of media education and pyramidal model of media education in India respectively. Inverted pyramidal model of media education suggested that choice of media students during admission. During admission strongly assessment of students who should come and who should not come in this field. This gatekeeping approach could produce quality of journalists. In contrast to Inverted pyramidal model of media education, unfortunately we are following pyramidal model of media education in India. There is no strong assessment or gatekeeping approaches is being followed that who should come and who should not come in this field. Merely entrance examination (most of universities or institutes conducting entrance examination in MCQ) is not enough assessment for the choice of media students. Choice of media students should be based on entrance examination (i.e. entrance examination should be conducted as MCQ with subjective manner including test of verbal and non-verbal communication skills, knowledge of world affairs, social, cultural, political, economic aspects etc.) followed by interview, Statement of purpose (why students wants to opt media education etc.), orientation etc.

9.15 Summary, Findings and Conclusion

9.15.1 Summary of the Study

The main aim of the study was to investigate the issues and challenges of media education in India. Why there is a gap between media academia and media industry? How to bridge this gap? The subsequent chapters examined, in different ways as following:

- **CHAPTER 1:** This chapter incorporated the Introduction of the study, by stating the research problem, specifying the research objectives and research questions as well as stipulated definitions.
- **CHAPTER 2:** This chapter provided of the research literature relating to the media education overseas and media education in India. This review was undertaken to understand the state of media education overseas as

well as in India and on the basis of review literature researcher has developed the research instruments. This chapter also provided conceptual framework.

- **CHAPTER 3:** In this chapter discussed the research methodology, research design, sampling strategy, sampling framework, described the sample unit allocation procedure, details of selected(sample) Universities and sample frame.
- **CHAPTER 4:** This chapter deals with data presentation and the statistical analysis and data interpretation. This chapter has divided into two parts: PART-A and PART-B.
- Part-A mapping the ranges of nomenclature of courses and faculty/school/department/centre, SWOT analysis of Syllabus of different selected Universities.
- Part-B described the opinions of media educators, opinions of media students and opinions of media professionals.
- **CHAPTER 5:** This chapter suggested the models of media education in India. This model will be helpful to uplift or improve the state of media education and can be overcome the issues and challenges.
- **CHAPTER 6:** This chapter summarized the research, drawn major findings and conclusions of the study and made recommendations for further research and future policy making on media education.

9.15.2 Major findings of the study

9.15.2.1 Findings based on opinions of Media Educators

- In this study, researcher found that most of universities are providing media equipment or technical support such as studio set-up, camera, cameraperson, Editing software, Video Editor.
- Infrastructure is the significant issues and challenges of media education in India. For this, 77% respondents agreed that Infrastructure is the main issues and challenges for media education in India.
- Outdated syllabus is also a key factor towards issues and challenges. For this, 69.2% respondents said that it is the main key issues and challenges towards media education in India.
- Most of respondents i.e. 66.7% said that at present in India, media education treated as professional education. But the contradiction is UGC is not considered 'Mass Communication and Journalism' course as a professional course. UGC is accepted it as "Non-Professional Course". According to UGC, that courses would be considered as a professional course which is approved from regulatory council such as Medical Council of India (MCI), Bar Council of India (BCI), Dental Council of India

(DCI), Pharmacy Council of India (PCI), NCTE, AICTE, ICAR (Indian Council for Agriculture Research).

- Most of respondents i.e. 89.7% respondents said that media education should be considered as a professional education.
- Most of respondents i.e. 84.6% respondents highly agreed that there are disciplinary issues towards media education in India. For media education, there is no demarcation at present whether it is considered under social science or Interdisciplinary or Multidisciplinary or Art and Humanities.
- Most of respondents i.e. 84.6% accepted that universities being offered diversified courses related to media but the same syllabus.
- Most of respondents i.e. 61.6 % respondents accepted that media professionals or media industry showed their passiveness towards uplift or improve the state of media education India.
- Most of respondents i.e. 66.7% respondents accepted that unrevised syllabus is one of the significant causes behind the gap between media academia and media industry.
- Most of respondents i.e. 53.9% respondents accepted that lack of interventions or lack of interest of media professionals into media education causes behind gap between media academia and media industry.
- Most of respondents i.e. 68.7% respondents accepted that in India, media education (Mass Communication or Media Studies) is understand or refers to merely Journalism.
- Most of respondents i.e. 61.5% respondents accepted that universities are not being offered allied subjects like Philosophy, Psychology, Sociology, Political Science, etc and it is the one of the causes behind lack of critical thinking towards media education in India.
- A majority of respondents i.e. 62.5 % respondents accepted that there are no allied subjects are being offered with core (main) subjects.
- Most of respondents i.e. 69.3 % respondent's desire is media education council should be established like other council of body such as Medical Council of India (MCI), Bar Council of India (BCI), AICTE etc.
- Most of respondents i.e. 94.9 % respondent's desire is to construct models for media education in India. For these models, both 'Hands-on-Training'/'Experiential Learning Model' and 'Critical Pedagogy Approach' should be followed.
- Also, most of respondents i.e. 79.5 % respondent's desire is to construct models for media education in India. For these models, 'Teaching Hospital Model' approach should be followed.

- A smaller number of respondents i.e. only 12.9 % respondents accepted that at present both ‘Hands-on-Training’ and ‘Critical Pedagogy’ approach is following.
- Only 7.6 % respondents accepted that at present ‘Hands-on-Training’/ ‘Experiential Learning Model’ approach is following.
- Only 7.7 % respondents accepted that at present ‘Critical Pedagogy’ approach is following.
- Only 5.2 % respondents accepted that at present ‘Teaching Hospital Model’ approach is following.
- Also, researcher has tried to make the correlation between Allied Subjects and Critical Thinking towards Media Education. For this, the coefficient of correlation values come out to be 0.677, which is showing that there is high correlation between allied subjects and critical thinking towards media education. If universities/institutions would offer allied subjects like 'Philosophy', 'Psychology', ‘Sociology', 'Political Science' etc. then it may be highly (positive) chance to enhance critical thinking towards media education.
- While to make the correlation between Syllabus and Gap between Media Academia and Media Industry. For this, the coefficient of correlation values come out to be 0.619, which is showing that there is high correlation between syllabus and gap between media academia and media industry. If syllabus would be revised, then it may be highly (positive) chance to bridge the gap between media academia and media industry.

9.15.2.2 Findings based on opinions of Media Students

- Most of respondents i.e. 60.4% respondents accepted that according to them (students) media education is understand by ‘only Journalism’. In other words, they (students) opt media education only to become a Journalists.
- Only 17.3% respondents accepted that media education is a critical pedagogy. In other words, most of respondents have little understanding of critical media pedagogy.
- Most of respondents i.e. 53.4% respondents accepted that media education is only ‘Hands-on-Training’ or ‘Skill Training Programme’.
- Most of respondents i.e. 92.3% respondents accepted that media education is a blend of both ‘Hands-on-Training’/ Skills Training Programme and ‘Critical Media Pedagogy’.
- Most of respondents i.e. 48.3% respondents accepted that they (Students) are unsatisfied of current status of media education in India.

- Most of respondents i.e. 51.7% respondents accepted that syllabus which being offered for media education unable to fulfil the requirement of media industry. Students are unsatisfied with syllabus is being offered.
- Most of respondents i.e. 67.2 % respondents replied that media educators have adequate knowledge in terms of theoretical knowledge of media education.
- Only 15.6% respondents have critical thinking towards media education.
- Most of respondents i.e. 97.4% respondent's desire is classes should be more emphasised on both critical media pedagogy and hands-on-training/practical.
- Most of respondents i.e. 84.5% respondent's desire is classes should be more emphasised on media professional lectures/ media expert lectures.
- For this question, how often media professionals come to department to share media field experiences or deliver a lecture. A majority of respondents i.e. 39.7% replied that they (media professionals) occasionally come to department to department to share media field experiences or deliver a lecture.
- For this question, how often your teachers (media educators) emphasis on communication skills (Verbal and Non-verbal communication). A majority of respondents i.e. 52.6% accepted that their teachers rarely emphasis on communication skills.
- Most of respondents i.e. 72.4% said that there are no allied subjects being offered with core subjects (main subjects).
- Most of respondents i.e. 54.3% respondents accepted that their teachers (Media Educators) have adequate knowledge of their own subjects.
- Most of respondents i.e. 67.3% respondents accepted that their classes being more emphasised on theoretical aspects of media.
- Most of respondents i.e. 44.8% respondents accepted that their classes being less emphasised on 'Hands-on-Training' or 'Practical'.
- Most of respondents i.e. 68.7% respondents accepted that classes being less emphasised on critical media pedagogy or critical thinking towards media education.
- Most of respondents i.e. 63.8% respondents that classes being less emphasised on workshop/guest lecture of media professional.

9.15.2.3 Findings based on opinions of Media Professionals

9.15.2.3(a) Issues and Challenges of Media Education in India

- There is no gate-keeping strategy being followed to getting admission of students in media courses.

- Lack of emphasise on critical thinking towards media education. In media students there is less Understanding of media's role in society building.
- In today's time, students opt media education only for livelihood or shaping career. It is less treated as a catalyst of social changes
- We are still following western model for media education. There is no model in India context.
- Lack of knowledge of subjects in the students.
- Media education has neglected in India. Media education not equally treated as other discipline.

9.15.2.3(b) Causes of gap between Media Academia and Media Industry

- Outdated syllabi, curricula and still following old pattern in media education.
- This gap can be bridge through adopting new pattern of current media industry.
- There is no balance between theoretical and practical. To reducing gap, should make balance between theoretical and practical.
- There is hardly think of actual needs of current media industry before preparing syllabi and curricula of media education.
- The chasm can be reduced by think of actual requirement of media industry.
- There is lack of cooperation between media academia and media industry.
- Through proper dialogue between media academia and media industry, the gap between both can be mitigated.
- Media education fail to gain identification of independent discipline.
- Media education should be considered as a multidisciplinary and develop it as a separate discipline.

9.15.2.4 Findings based on Nomenclature of Media Courses and School/Faculty/ Department/Centre

- For this study, researcher has mapped the nomenclatures in six zones of Indian University. By the result, in India, there are thirty-five Central University being offered media related courses, one hundred and seven State university being offered media studies courses while one hundred and thirteen Private University being offered these media courses.
- After analyzing the Course nomenclature as well as School/Department/Faculty/Centre Nomenclature, it is found that, in India, there is no Uniformity in Course nomenclature as well as School/Department/Faculty/Centre under which these media related courses being offered by the Universities.

- Appeared High degree of Mixture of Course Nomenclature.
- There is no demarcation whether media education is Vocational Studies or Professional Studies or Traditional Studies.
- Most of Universities (Central, State and Private) of India has ignored the UGC's Model Curriculum of Media Education,2001.
- Some Universities offering course Nomenclature such as 'Journalism and Mass Communication' while some other universities offering such as 'Mass Communication and Journalism'. Similarly, the course Nomenclature being offered by the Universities such as 'Communication Studies', 'Media Studies', 'Media and Mass Communication' and many more
- There is also appearing apathy towards under which School/Faculty/Department/Centre media courses should be offered.
- The arbitrarily diversified School/Faculty/Department/Centre were allotted to run media courses.
- There is no demarcation whether media education comes under 'Social Science' or 'Arts and Humanities', or 'Interdisciplinary' or 'Liberal Arts' and many more.
- As per data, also media courses being offered by the some Universities under the aegis of School/Faculty/Department/Centre of 'Commerce and Management', School/Faculty/Department/Centre of 'Library and Information Science', School/Faculty/Department/Centre of 'Physical Education', School/Faculty/Department/Centre of 'Fine Arts', School/Faculty/Department of 'Science and Technology', School/Faculty/Department/Centre of 'Performing Studies' and many more.

9.15.2.5 Findings based on SWOT analysis of Syllabi (Masters level)

There is no uniformity in syllabi of Central Universities, State Universities and Private Universities of all six zones of India.

- There is no uniformity in papers (core and elective) being offered by the different Universities of all six zones of India.
- Through SWOT analysis of Syllabi, researcher found that a paper which was fell under the category of 'STRENGTH' during the analysis of syllabus of a selected university, the same paper has been identified as 'WEAKNESS' of the syllabus of another university. Similarly, those papers were fell under the category of 'WEAKNESS' on the basis of SWOT analysis, the same paper has been identified as 'STRENGTH' of the syllabus of another university.

- Through SWOT analysis, researcher found that some universities(including all types of university i.e. Central University, State University and Private University) have more emphasised on ‘Theoretical’ aspects while some universities(including all types of university i.e. Central University, State University and Private University) have emphasised (at large extent) on ‘Practical’ aspects or treated as vocational studies.
- It means, there is no universities have been identified that kept balance between ‘Theoretical and Practical’ in syllabi.
- Through SWOT analysis, it is also revealing very few universities (including all types of universities i.e. Central university, State University and Private University) have been identified that being offered ‘Specialization’.
- Through SWOT analysis, researcher found that most of universities (including all types of University) have included ‘Dissertation’ or ‘Research Project’ in syllabi.
- In analysis, researcher found that, there is no demarcation in syllabi between ‘Communication Research or Media Research’ and ‘Research Methodology’. Very few Universities being offered ‘Communication Research or Media Research’ paper instead of ‘Research Methodology’ paper. Most of Universities (including all types of University i.e. Central University, State University and Private University) being offered ‘Research Methodology’ paper.
- Through SWOT analysis, research found that some Universities (including all types of university) have included ‘Internship’ as a mandatory or essential paper and provided opportunity to students to aware of media industry while some Universities (including all types of university) have not included ‘Internship’ as an essential paper.

In analysis, researcher also found that there are some Universities’ whose syllabus was not properly prepared or well-designed i.e. the papers were not completely described or incorporated the topic/sub-topic/content.

9.15.2.6 Findings based on construct(suggestive) Models of Media Education in India

For this study, researcher has tried to construct models that will helpful to uplift media education and also can be overcome issues and challenges. On the basis of these following model syllabi and curricula could be revised, re-designed and rethinking of media education in India.

For this study, researcher has developed some models of media education as follows:

The Umbrella Model of Media Education

For this model, researcher has demarcated media education into two parts: (a) Journalism (b) Mass Communication/Communication

- (a) **Journalism:** It should be understanding/treated as News/Information generator (How to generate news/ Information). Therefore, it should be treated as ‘Critical Media Pedagogy’ or ‘Critical Thinking’.
- (b) **Mass Communication/Communication:** It should be understanding/treated as News/Information disseminator (How to disseminate News/Information). Therefore. It should be treated as ‘Hands-on-Training’.

- **Experiential Learning Model for Media Education (Based on Kolb’s Experiential Model)**

Through this model media educators may teach media students about what skills/ knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators. Through this approach students may implement/ reflect their previous learned skills or knowledge into the media professional field.

- **Normative Media education Model in India**

For this study, researcher has Constructed(suggested) this model for media education in India. This model has been categorized into two part: (a) Pedagogical Model (Critical Thinking Model) (b) Experiential Learning Model (Hands-on-Training)

(a) Pedagogical Model (Critical Thinking Model) should be considered as follow

(i) **Theoretical Model of Media Studies:** ...Should emphasise on theories related to Media Studies and its allied subject such as Philosophical Theory, Sociological Theory, Psychological Theory, Anthropological Theory, Political Theory, Development/ Economic Theory and other relevant theories which is correlated with media. Under this model theoretical aspects of media should be emphasised.

(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.

- Workshop/ Expert Classes must be organised for Epistemological study.

(iii) **Applied Media Model:** Do not merely teach Media theory. Media Theory should be taught in a pragmatic way. Theory such as “Uses and Gratification”, “Propaganda”, “Cultivation Theory”, “Advertising and Public Relations Theory”, “Film Theory” etc. should be taught in a way of ‘How to apply’.

Give example of contemporary issues and try to make understanding how these theories and models are applying? This model should be emphasised as a pragmatic way of thinking.

- Workshop/ Expert Classes must be organised on how these Media Theories and Models are applying in practically.
- **(iv) Art and Aesthetics Model:** Under this model should be taught film studies, Semiotics, Cultural Studies and other Art and Aesthetics subject. Also try to develop Artistic and Aesthetical senses and skills in students. This model should be emphasised on ‘Art and Aesthetics’.
- Workshop/ Expert Classes must be organised on Art and Aesthetics subjects such as film studies, Semiotics, Cultural Studies, Performing Arts, Painting etc.
- **(v) Analytical Model of Media:** Under this model should be taught different ideological aspects of different media of India and overseas, socio-economic-cultural analysis of different media, Cinema analysis (Indian and world cinema), Literary analysis etc.

(b) Experiential Learning Model (Hands-on-Training) should be considered as follow

(i) Technical Skills Training: Under this approach should be emphasised on Hands-on-Training of required technical skill of media industry. The required technical skill such as Video Editing (FCP, Adobe Premiere), Camera Handling and its applications, Graphics, Newspaper Page Making Tools (Quark Xpresss, In Design etc.). Apart from this, department must having required set-up of TV broadcasting, Radio broadcasting. Students must be acquainted with PCR, Vision Mixer, Tele-Prompter etc. and provides practically training of how-to TV news broadcast. Similarly, students must be acquainted and providing hands-on-training for Radio broadcasting.

- Workshop/ Expert Classes must be organised on Technical Skills Training
- (ii) Communication Skill Training:** Under this approach should be emphasised on required communication skills (verbal and Non-verbal) of media industry. For Verbal Communication skills, should be emphasised on Anchoring, News Reading for Radio, RJ, Panel Discussion on contemporary issues, voice modulation etc. For Non-Verbal Communication, should be emphasised on Typing, Various types of writing for newspapers, Television, Radio, Magazine. Also, should be emphasised on writings for advertising and public relations, Script writings, storyboard making for films, Writing for Performing Arts (Theatre), Writings for new media.
- Workshop/ Expert Classes must be organised on Communication Skills (Verbal and Non-Verbal Communication Skills)

(iii) Art and Aesthetics Skill Training: Under this approach should be emphasised on to develop artistic and aesthetical senses and skills of media such as writings, oral, audio-visual, technical etc.

- Workshop/ Expert Classes must be organised on Art and Aesthetics skills such as film writing, writing for media, writing for Performing Arts, Painting, audio-visual, technical etc.

- **Teaching Hospital Model for Media Education**

“A model of learning-by-doing that includes media students, media educators (media academician) and media professionals working together and produce community driven contents under the one roof”. It is an idea that builds the model for Journalism/ Journalism Education. According to this idea, Media Education should work like a medical profession. It produces or train media students to become a journalist same as a doctor.

- Teaching Hospital Model train students through learning by doing method. They treat patients and conducts research same as for Journalism education should train students of Journalism. “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.

- **Interdisciplinary and Multidisciplinary Model for Critical Media Pedagogy**

- **Interdisciplinary:** For diversification of media education, it should be treated as Interdisciplinary and should be included other subjects like philosophy, psychology, political Science, Socio-Economic, Cultural etc. with core subjects of media. Also, Media education should be treated as Vocational, Professional and Traditional. It should be treated as convergence pedagogy.

- **Multidisciplinary:** For development of critical thinking in media education, it should be treated as Multidisciplinary. It will help to make understanding and inter-relation of media-economy, media-culture, media-society, media-fashion, media-politics, media-psychology etc.

- **Model for the choice of Media Students**

For enrich media education and quality production of Journalist, should follow Inverted Pyramid of Media Education. For this, should try to make gate-keeping process during the entrance of students that who should get entrance pass to study media education and who should not. This assessment process could be helpful to producing quality of media worker and then after academia could able to meet the need of media industry. Specially for media education, should not merely fill the seats against vacant with first-come-first get or without strong assessment process. During admission process keep in mind that media is a subject related to human sensibilities such as medicine.

9.15.3 Conclusion

In this study, researcher has identified key issues and challenges of media education in India. This study has provided answer like ‘why there is a gap between media academia and media industry and how to bridge this gap?’. For identification of issues and challenges, this study has provided a detailed views (opinions) of media educators, media students and media professionals. Apart from this, this study has provided a detailed examination of syllabi as well as detailed mapping of nomenclature of media courses and under aegis of (which faculty/school/department/centre) these courses being offered.

On the basis of findings, the present study can be concluded as follows:

- In this study, infrastructure has been diagnosed as significant issues and challenges towards media education in India.
- Outdated syllabus has been diagnosed as key factors towards issues and challenges. Due to outdated syllabus, there is a gap between media academia and media industry.
- To overcome the issues and challenges of media education in India, it is highly need to set-up or build media education model.
- Media education in India can be improved through adopting of both approaches of media education i.e. ‘Hands-on-Training’ and ‘Critical Media Pedagogy’.
- In addition, media education in India can be improved through proper dialogue between media academia and media industry. For this, ...classes should be highly focused on media professionals/media expert’s lectures.
- In this study, it also revealed that media education in India is less emphasised on critical thinking of media. For building of critical thinking among students need to follow interdisciplinary and multidisciplinary approach.

9.15.4 Limitations

- The present study is limited to covered only three types of university such as Central University, State University and Private University. Researcher has not covered Deemed to be university, Colleges, Institutes due to time and budget constraint.
- The sample size of the study is limited. For this study, sample size was drawn on the basis of disproportionate stratified sampling random sampling followed by simple random lottery method for the choice of media educators, media students, universities and syllabi of selected university. For this study, approximately ten percent sample size of each stratum of population was collected.

- For in-depth interview of media professionals, researcher has used purposive sampling. For the ease of convenience, researcher choose the media professional on the basis of predetermined or desire sample size.

9.15.5 Recommendations

On the basis of this study some recommendations for policy making of media education and for Media educators, Media Institutes and Media Students

- Students should be taught media education not merely as vocational training, but also as a critical media pedagogy.
- Universities or Institutes should offer Interdisciplinary subjects and media education should be treated as multidisciplinary approach.
- UGC should demarcate the media education, whether it is Professional Studies or Vocational Studies or Traditional Studies.
- For accreditation of media education should be established 'Media Education Accreditation Body/Council'.
- Syllabi and curricula must be updated as per requirement of media industry.
- Universities/Institutions should strictly follow the Nomenclature as per UGC Curricula Model,2001.
- For better production of Journalists, universities/institutions should consider the proper gatekeeping process of assessment (With follow Entrance Exam, Interview, Write-Up of Statement of Purpose etc.) for entrance of students in media education.

9.15.6 Future Scope of the Study

The present research has the following scope:

- This research can be used for policy-making on media education.
- At present, there is no model based media education being run in India. But in future this research can be used to constructing media education model in India.
- This research would be helpful to understanding the relationship of media academia and media industry.
- In this research, researcher has highlighted issues and challenges of media education in India. Therefore, in future this research would be helpful to understanding issues and challenges and how to mitigate.
- This research would also be helpful for making model- curricula of media education.