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https://www.udsm.ac.tz/web/index.php/schools/sjmc/m.a-mass-communication

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LIST OF ABBREVIATIONS

ABVHV	Atal Bihari Vajpayee Hindi Vishwavidyalaya
ACEJMC	The Accrediting Council on Education in Journalism and Mass Communications
ACU	Ahram Canadian University
Ad	Advertising
AISECT	All India Society for Electronics and Computer Technology
AMIC	Asian Media Information and Communication Technology
AMU	Aligarh Muslim University
ANC	African National Congress
ANPA	American Newspaper Publishers Association
APGSU	Alakh Prakash Goyal Shimla University
APR	Advertising and Public Relations
ASU	Ain Shams University
AUC	American University of Cair
BBAU	Babasaheb Bhimrao Ambedkar University
BBC	The British Broadcasting Corporation
BBDU	Babu Banarasi Das University
BFI	The British Film Institute
BHU	Banaras Hindu University
BJTC	The Broadcast Journalism Training Council
C4D	Communication for Development
CC	Corporate Communication
CCF	Cinema Club of France
CHESICC	The china Higher Education Students Information and Career Center
CSJMU	Chhatrpati Sahu Ji Mahataj University
CU	The Cairo University
CUP	Central University of Punjab
CUSB	Central University of South Bihar
DAVU	Dayanand Anglo-Vedic University
DAVV	Devi Ahilya Vishwavidyalaya
ECTS	European Credit Transfer and Accumulation System
EFLU	The English and Foreign Language University
FFRFED	French Federation of Regional Film Education Department
FTII	Film and Television Institute of India
GGSIPU	Guru Govind Singh Indraprastha University
GJUST	Guru Jambheshwar University of Science and Technology
HNBU	Hemvati Nandan Bahuguna Garhwal University
IAMES	International Academy for Media and Engineering Sciences
ICT	Information and Communication Technology
IECU	Indian Education Centre University
IFTMU	Institute of Foreign Trade and Management University
IGNTU	Indira Gandhi National Tribal University

IIMC	Indian Institute of Mass Communication
IIMTU	International Institute of Management and Technical Studies
IMI	International Media Institute
ISCA	Israeli Communication Association
ITMU	Information Technology and Management University
JECRCU	Jaipur Engineering College and Research Centre University
JLU	Jagran Lake University
KKU	Kalyan Kumar University
KMCUAFU	Khwaza Moinuddin Chishti Urdu,Arabi-Farsi University
KTU	Kusabhav Thakare University
LNCTU	The Lakshmi Narain College of Technology
MANUU	Maulana Azad National Urdu University
MCNUJC	Makhanlal Chaturvedi National University of Journalism and Communication
MDU	Maharishi Dayanand University
MGAHV	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya
MGCGVV	Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya
MGKVU	Mahatma Gandhi Kashi Vidyapeeth University
MICA	Mudra Institute of Communications
MITU	Maharashtra Institute of Technology University
MIU	Misr International University
MJPRU	Mahatma Jyotiba Phule Rohilkhand University
MMHAPU	Moulana Mazharul Haque Arabic and Persian University
MSA	The Modern Science and Arts University
MSU	Maharaja Sayajirao University of Baroda
MTI	Modern University for Technology and Information
NAQAAE	National Authority for Quality Assurance and Accreditation in Europe
NCT	The National Capital Territory
NCTS	The National Council for the Training of Journalists
NEHU	North-Eastern Hill University
NGO	Non-Governmental Organization
NIMS	National Institute of Medical Science
NIRD	The National Institute of Rural Development
NMLI	Northwest Media Literacy Institute
NWICO	New World Information and Communication Order
PACIFIC	Pacific Academy of Higher Education and Research University
PCI	Press Council of India
PDPU	Pandit Deendayal Petroleum University
PR	Public Relations
PTC	Piece to Camera
RIMTU	Regional Institute of Management and Technology University
RTMU	Rashtrasant Tukadoji Maharaj University

SAARC	South Asian Association for Regional Cooperation
SGGSWU	Sri Guru Granth Sahib World University
SNDTU	Shreemata Nathibai Damodar Thakersey University
SRTM	The Swami Ramanand Teerth Marathwada University
SWAMP	The Southwestern Alternative Media Project
SWOT	Strength, Weakness, Opportunity and Threats
TV	Television
UGC	University Grant Commission
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USA	United States of America
VBSPU	Veer Bahadur Singh Purvanchal University
VO/SOT	Voiceover/Sound on Tape
VOX-POP	Voice of the People
WJEC	World Journalism Education Congress
WLCI	Wigan and Leigh India
YMCA	Young Men's Christian Association

CHAPTER 1
INTRODUCTION

Chapter 1

Introduction

1.1 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 another 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 also being introduced by the institutions. 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.

In recent days, the current situation of media education; methodology, curriculum framework problems and more discussions are being held. Along with the phenomenal expansion in the media, the dispersion that came during the last decade in media education showing more quantity but less quality of media education. After the demolition in 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 (Singh, 2017). During the last decade, new departments and courses of media were started in many prestigious universities and institutions in the country. Also, Mass communication department has opened in New Central universities which were established in 2009. In a sum, competing can be seen to open a media department in public and private university. Media education in India has been expanded in numerical form, but not as qualitative or pedagogical. Now, media education should have critical thinking in terms of pedagogy and professional, which is the demand of today (Singh, 2017)

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.

1.2 The Emergence of Media Education in the World

The credit goes to America for starting media education in the world. By the way, the formalization of media education was started by Willard Daddy Blair at Wisconsin University and Ballter William at the University of Missouri in the year 1910. Just two years later, in 1912, Joseph Pulitzer introduced a separate Department of Journalism at Columbia University. Prior to this, in 1904, Joseph Pulitzer had clarified his view in one of his articles regarding the establishment of journalism school in the North American Review. According to his opinion, this type of education should be to those who associated with Journalism. Also, media training, subjects such as literature, ethics, economy, history and sociology should be included. After the endeavour of Pulitzer, the University of Journalism was established at the end of the year. The importance of media in the current information age is increasingly growing. There are new opportunities for employment in the media. Media education in the countries of Britain, France, China, Japan, Canada etc. continues to expand (Singh,2011). On the hand, Prof. Brijkishore Kuthiala's (former VC, MCNUJC Bhopal, India) view towards the emergence of media education in the world is 'the initial expansion of journalism has been mostly in Europe, hence the training of journalism at the global level has also been done in England, France and

Germany.' But the training of journalism grew rapidly in the United States, and today the world's most popular journalism and media training courses are mostly in Europe and America. Although there was no formal training available for journalists before these courses and they used to learn the art of journalism while working. It has been recognized across the world that journalism comes from birth and cannot be made a journalist. But today this illusory situation has ended and only the educated media workers get to enter in the most media organization. Western influence is gradually decreasing and now many universities and institutions of Asia and Africa have their place in the world (Kuthiala,2011). Prof. Kuthiala has mentioned in his article '*Media Shiksha ki Vaishvik Stithi'*(*The State of world media education)*- "In1860, Robert E.L. Launched the first course at the University of Washington. In 1899, the journalism department was founded in Paris and in 1908, the 'Missouri Journalism School' was founded at Missouri University. Some scholars supposed that this department of Paris is the world's first journalism department." The departments of journalism in Europe and America are known as 'J-School'. As the journalism and the media expanded into the society, the number of educational institutions of journalism increased as well. In addition, the film study in France has been very effective. Today, France is exemplary for the whole world in the field of film studies. One notable thing is that in 1998, the Columbia High Court decided that journalism is a career, not a business. According to The Honorable Court, journalism was human rights. Therefore, there are only two institutes of journalism in Columbia. In Canada, there are some institutions of media and journalism, but the people mostly go to America for education and training. At Present America is not only the main centre of teaching, training of journalism, but the whole world is also seen imitating it. Australia has been attracting students from all over the world for media training for the past decade. Especially in the area of advertising and animation, there are latest programs available. In the last ten years, China has paid attention towards media education and training. Many American and Australian professors are employed in China's universities. China has recognized the broad form of journalism and has emphasized the importance of communication (Kuthiala,2011).

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. While 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, 2017).

1.3 The Emergence of Media Education in India

The first media education course in India offered in the 1920 with the efforts of Dr. Annie Besant as a graduate degree in the department of English under the faculty of Arts at Adyar University. In 1930, Aligarh Muslim University started the media education as a 'certificate' course by Rahmat Ali (But Some other scholar argues that; in 1938 Aligarh Muslim University was initially started two years diploma in

Journalism). Due to mutual differences, this course was closed in 1940. In 1936, Dr. J.P. Kumarappa established the 'American College of Journalism'. In the year 1941, Professor Prithavi Pal Singh who came from the famous Columbia University with a hope in the media education. He established the journalism department at Punjab University, Lahore, where initially one-year Part-time Diploma Courses were started. With the partition of the country in 1947, this department was established in Delhi. Finally, in 1962, this department was established under Punjab University, Chandigarh. After independence, Calcutta University started the course of journalism in 1948. After this, the University of Madras and Osmania University also started the course of the media. In addition, in 1965, the 'Indian Institute of Mass Communication' was established in collaboration with the then Central Government (Singh,2011). This is also a coincidence that the growth of media education in India is more along the lines of America. The result was that instead of media studies, craft-based education was more dominated. One of the reasons for this is because the expansion of media education is related to the expansion of radio, television, newspaper, cinema etc. At present, the courses at universities are taught by mixing all types of media-related materials. Currently, the purpose of the courses is not clear. Even among the teachers associated with media education, there is no clarity about the courses (Singh, 2017). By the 20th Century, some renowned private media sector started their own Media/ Journalism education training institute. These institutes are MICA, Ahmedabad, Times Group's 'School of Journalism', New Delhi, The Asian College of Journalism (The Hindu Group), Chennai. At the beginning of the 21st Century, a large number of National-International Media education training institute were opened like *Wigan and Leigh India (WLCI), Mumbai, Sri Sri Centre for Media Studies, Banglore* and many more. Besides this, by the establishment of *Indian Institute of Mass Communication (IIMC),* New Delhi, *Film and Television Institute of India (FTII),* Pune and others institutions give their contribution towards enriching media education in India. (Desai,2008).

In India, Journalism education is mostly known as 'Mass Communication' or 'Media education', or it is seen as a subset of mass communication. "*Indian scholars have argued that the media industry has not made a significant investment towards media education*" (Eapen,1982; Agrawal,2006). After 1990, television news channels, new media and Broadcast Journalism have actively worked towards media education. (Desai,2017). After post independent, Journalism or media education appears in the 1960s where different Universities have offered degree or diploma programs. In the UNESCO report of 1961, it was found that six Indian Universities of south India offered the highest number of courses related to Journalism or media education. In 1982, Asian games held at New Delhi. As a result, started colour television transmission and Journalism or media education course has been recognized as career options (Desai,2017). In 1981, about twenty-five universities were offered Journalism and mass communication courses. Most of universities were offered diploma or postgraduates programs. Apart from this, The National Institute of Rural Development (NIRD) and others universities like agricultural universities offer agricultural communication (Agricultural Extension Program) courses (Desai,2017). Bachelor's degree initially started in south India and later spread in North-India. As Eapen (2007) has explained, *'the bachelor's degree was supposed to be a how-to-type.'* In Western India, The University of Mumbai offered Undergraduates Programs in Journalism or media education with two specializations: Journalism and Advertising. UGC established in 1956 with the responsibility of providing a standard

of education in Universities, colleges and research institutions. In 1977, UGC recognized "Journalism" as a subject of academic. The panel confirmed subject of academic as "Journalism and Communication" (AMIC,2002, P.5). In 2001, UGC recommended model curricula, it recommended nomenclature as a subject of academic as "Mass Communication" (UGC,2001). Today, issues being faced by Media education in India like theory versus practical, updating curriculum and syllabus, Nomenclature, gap between media academia and media industry. For this study, researcher has tried to explore what are the issues and challenges of Media Education in India? Why there is a gap between the media academia and media industry? How to bridge a gap between media academia and media industry?

1.4 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?' Is there any chasm between media academia and media industry and 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.

1.5 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 literary, it would be worth referring to a survey conducted among intended experts in field (Fedorov,2008). 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).

1.6 Aim and Objectives of the Study

1.6.1 Aim of the Study

This 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.

1.6.2 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/Centre 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*

1.6.3 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?

CHAPTER 2
REVIEW OF LITERATURE

Chapter 2

Review of Literature

2.1 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, 2017). 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).

2.1.1 Media Education in France

The first European media education movement took place in France, which is the motherland of the film. In the early 1920's the cinema club movement emerged in Paris, with the aim of separate media education. In the beginning of 1922, the first National Conference of Regional Departments of Film Education was held in France. In an Educational conference, it was suggested to prepare cinema educator in universities (Martineau, 1988, p.28). At the same time, more educational institutions are actively promoting the movement of young journalists (Fedorov,2008). In 1936, the French League of Education introduced the movement for 'Cinema and Youth', who were united children and participating in film discussions, to develop their critical thinking and artistic taste, creative skills. (Chevalier, 1989). At that time, Nazi occupation in France disrupted the deep development of media education; However, after 1945, a second stream was formed by the Federation of the "Cinema Club of France" (CCF). Throughout the time, there was 'practical,' 'aesthetics' and 'defensive' theory of media education in France. Since 1952 the courses of audiovisual education were taught to the teachers. Due to the intense development of radio and television, the "French Federation of Regional Film Education Departments" (FFRFED) was changed to the French Union of Audiovisual Education in 1953. Fedorov has mentioned in his studies, In 1963, the ideas of the aesthetics principles of media education were shown in the documents of the Ministry. The educators were encouraged to educate their students in cinema literacy. Since the beginning of the 1960s, the curriculum on film education in schools and universities was taught in about 23 universities. At that time European 'literary cinema' was

developing especially under the French New Wave (Fedorov,2008). According to Fedorov, In 1972, the aspects of media education were included in the Ministry of Education's program in France. In 1975, the training institute was established for film culture development. In 1976, media education was officially part of the secondary school curriculum. Since the media education in France was operated by many French ministries in 1979. For example, till 1983, the Ministry of Education, Ministry of Entertainment and Sports, An Active Young TV Viewer project was formed. In 1982, famous French media teacher and researcher J. Gonate suggested the education ministry of France to create a "National Media Education Center" (NMEC) which can help different teachers, as well as mass media education, can be effectively integrated into educational institutions. In the early months of 1990, the theory and practice of audiovisual education in France (film education, in the first place) in France was first organized and analyzed by the researcher M. Martineau's leadership. A few days later, UNESCO, Clemey and the European Council (Masterman and Marriott, 1994) published many fundamental researches, which was dedicated to the entire media education (Fedorov,2008).

2.1.2 Media Education in the UK

Alexander Fedorov has mentioned the view of Moore in his studies 'Media Education Around the World'- There are several organizations in the UK who deal with various problems of media education. The British Film Institute (BFI), established in 1933 by the government. Since 1930, Media education in the UK (although this term was not used until that time, here it represents the integration of mass media in the field of education) was primarily developed as inoculative paradigm, the purpose of which was to resist harmful media effects. The concept of 'Screen Education' on the basis of which the school teachers in the UK established the "Film and Television" (SIFT) Society was embodied. In the beginning of 1960, the word 'Screen Education' appeared internationally. Earlier the term 'film education' was widespread, but with the development of television, many people believed that these two-screen media should be united for educational purposes (Moore, 1969, p.10). Fedorov has quoted it in his studies, In the 1960s, on the aesthetics theory of media education of British academicians, Hodgkinson developed some objectives: To promote school and students understanding and happiness from television and cinema; To promote human society and to promote personal identification; For self-defense from commercial and other exploitation; And not only to encourage self-expression, but also through the language of the screen. (Hodgkinson, 1964, p. 26). Fedorov argues that during the 1970s, a new film education courses in media education were developed in secondary schools and later the new media and Information & Communication Technology (ICT) curriculum were included in the examination list for sixteen to eighteen years of students. Some changes were made by the British Film Institute in 1988-89; When Media education became the first component of the national curriculum in England and Wale's history. In the UK, media studies were with English subjects (mainly eleven to sixteen years of age); However, it may have been seen as a cross-curriculum. According to C. Bazalgette, coordinator of the leading architect and media education work of Britain's education policy for the past twenty years - the aim of the media education should be to educate those seeking the demand for more active, critical, literate, media consumers, who can contribute in the development of media production. Between 1990 and 2000 in the UK, there was a very productive year for the progress of media and ICT education (C. Bazalgette,1997). In the same way, in 1996, under the leadership of Professor A. Hart, Media Education Center was

opened at the University of Southampton. This centre started major research at national and international level (Fedorov,2008). A. Hart argues that UK's position in the field of media education. Their findings are based on the effectiveness of media education and integrated practical activities in English. This conclusion confirms that the quality of media and 'Information and Communication Technology' (ICT) education is in the agenda of the UK. But criticism of aesthetic theory from other perspectives could be possible here. This proclivity in the UK can be explained by the fact that the aesthetic of media education is considered to be somewhat "outdated" and it is handed over to the theory of cultural study. Some hoard of books and other materials have been published in the UK and also translated it into foreign languages; While there is no consensus in the UK about British media education (Fedorov,2008).

2.1.2 (a) *The Concept of Media Education in the UK*

In 1919, the University of London started a diploma in journalism with practical courses in journalism, also course started in English composition and politics, economics, literature, history, and modern languages (Carr and Stevens,1931). According to Bundock, Practical Journalism was one of the great Utility to the Journalistic beginner, but Journalism Curriculum didn't exist World War Second(Frost,2010). The first journalism graduate program was started in 1991 in the United Kingdom. In the beginning, only three university viz. The University of Central Lancashire, City University and The London College of Printing have started this graduate program. Today, more than six hundred different Undergraduate programs offered by the various Universities or institutions. Three years Undergraduate program run in the United Kindom(bachelor's degree). At the end of the of the program who complete and pass in the dissertation or major project, they get an honour's degree. However, if they fail in the dissertation or project, they may graduate with a simple ordinary Bachelor's degree(Frost,2010). The expansion of courses such as Media law, Media ethics, politics, Media regulations etcetera due to the offered undergraduate Journalism programs in the United Kingdom. However, prior to this expansion of courses, the one year course merely focused on practical skills. One year's Journalism program become so popular to learn Journalistic skills. In the United Kingdom, most postgraduate Journalism programs are designed in a conversion form; that is, who has a degree in another subject but wanted to become a Journalists.For instance, who has studied political science could learn the Journalistic skills. Although, there is no specific demand from the employers for must have a Master's degree to become a Journalists in the UK.Oftenly, in the UK, students can exit the course after completion of six months. For this, they can get a postgraduate diploma while they completed the dissertation or major projects, they can get Master's degree(Frost,2010). According to the principles of Bologna process, A European education system is divided into modules as the degree classification. It has been implemented in the UK that after completion of 360 ECTS credits,Bechlor's degree awarded. Unlike many other countries, Journalism students of United Kingdom don't opt general Arts modules unless specifically designed by the department. In United Kindom,Bechelor Journalism Programs have divided intto modules as follows: one third module for practical and one third module for Contextual like media studies or communication theory,media history etc. and one third support module such as media ethics,media research,media politcs etc(Frost,2010). Often Journalism educators of United Kingdom enter with practical or hands-on experience only while some educators have teaching and hands-on experience. Although,institutions expected from new Journalism educators should

have postgraduate certificate. Aslo should have hands-on experience and registered in doctoral degree.Most UK faculty hired on permanent basis rather than temporary system of USA. In United Kindom, Journalism educators with doctoral degree are rare(Harcup,2011).

2.1.2(b) Impact of Professional in Media Education

In United Kingdom, the NCTJ accrediting body evaluating and set the standards and curriculum for Journalism courses. Journalism students who earned their graduate degree and wants to do job in professional field, first of all, their course have to be registered with NCTJ. After one and half year, they can take the NCTJ exam. Successful candidates get the certificates. On the basis of this certificate they can get the jobs. Apart from NCTJ, BJTC also accredits the multimedia courses. The BJTC set the standards of teaching, resources, admission process etc. In addition to NCTJ and BJTC and another accreditation body also exist in United Kingdom, such as Skillset. Skillset evaluate and set the standards for media and performing arts courses (Frost,2010). However, the jobs in Journalism field are shrinking these days. Some Universities or institutions reducing the number of intakes in Journalism program where some Universities or institutions closed the Journalism program. In contrary, some Universities or institutions increased the number of numbers of intake in Journalism courses. This is big issues or debatable question 'is it ethical to taking large number of students when jobs in Journalism are shrinking day by day.' Besides this, many students still opting Journalism course and also Universities or institutions taking them in Journalism program. The continuing changing nature of today's Journalism industry, Journalism education facing real challenges in the United Kingdom. For bridging the academia and industry, many programs are on the way of vocational training which connect of threads between academia and industry. Also, Universities or institutions keep students updated. Media convergence, social networking, Twitter etc. are added into the Journalism curriculum in United Kingdom (Frost,2010).

2.1.2 (c) Media Education: Issues, Challenges and Innovation

In United Kingdom, Journalism education is debatable issue. Journalism education divided into Undergraduate degree and Postgraduate diplomas along with training courses. In last twenty years, Undergraduate Journalism program confirmed for getting jobs. However, popularity of Undergraduate Journalism program creates a challenge for the postgraduate Journalism program. previously, professional media industry provided the training on the job. Now, employer not providing such training. Employer hired those students who already trained in the Universities or institutions. For this, the accrediting bodies like NCTJ focused on postgraduate programs. However, undergraduate program yet provided in contextual nature than vocational. Vocational, hands-on experience curriculum is a biggest challenge for Undergraduate program (Hanna & Sanders, 2010).

2.1.3 Media Education in Russia

In Russia, Media Education comes into sight in the 1920s but has been restraint by Stalin. The 1960s was the time when media education has revived in secondary schools, Universities. Also, the seminars and conferences related to media education has been organised for the educators. In 1967, the council of film education was established in schools as well as universities of Russia as a part of Russian Union of

filmmaker. According to Fedorov, media education was gradually developing in Russia as a dominance of the aesthetical theory. During this time, the education related to film and media classes appeared in universities and schools as well. Till the 1970s to 1980s media education was rooted in under the umbrella of aesthetical conceptualization. Apart from this, during these years, first official programs related to film education came up by the Ministry of Education and also incresead the rate of interest of students towards PhD in media education (Frost,2010). Fedorov has quoted in his study, *'media education around the world';* media education in Russia has changed by the *M. Gorbachev*.[1]Media and ICT (Information and Communication Technology) education have faced many difficulties throught their history of existence. Apart from this, in 1990s Russian media educators were given to freedom and making the program related to media education. Also, during this time Russian schools and colleges had not adequate money to pay the teachers. Although, some universities were creating towards future teachers related to media and ICT education. In May 1991, Russian Cinema Lyceum was opened and it existed until the 1999. Also, conferences related to media education has organised in Moscow and Moscow region. At this time, total number of media educators, for instance, educators of film and media education council have been reached about three hundred (Fedorov,2008).

2.1.3 (a) The concept of Media Education in Russia

Russian Universities have basic principles of Journalism education: (a) fundamental education based on Linguistic (b) Balances in Theoretical and practical pedagogy (c) professional training or internships during course (d) Teaching with latest ICT (Shiryaeva & Sviticha,2007). In order to open an educational program in journalism, both state and private universities must obtain a license and pass a validation process. The Russian Ministry of Education is responsible for the recognition, and experts from leading universities in the field review programs. In all areas of education, the formation of program and curricula of Russian Journalism schools within the state education frameworks. In 2010-11 third generation of standardization was implemented. In Russia, two levels of study formed Undergraduate and Masters level. Journalism education which now on the path of international standards, that is similar to the European system of education, four years for a bachelor's degree and two Years for a Master's degree. Most of the Russian Universities run their course through the module structure based. For Bachelor's degree program, teach general knowledge in social sciences, Humanities and it includes in philosophy, psychology, political science and many more subjects. For the Journalism education module, it focuses on the adequate knowledge and understanding of the media and its impact on society, for which attention required on media law, ethics and practical training of media such as Internship(Vartanova & Lukina, 2014). In Russia, the main focus of the Journalism course is Impact of Journalism on Society and Journalism teaching mainly focuses on news gathering, news writing, producing the contents, editing etc. Also, its attention towards information accuracy, news fact etc. Media education modules focus on different types of media such as New Media and Internet, Media Convergence. In the past, most popular specialization among Russian Students were T.V. and Press, but today, preferences have to change and taking a specialization in New Media and Internet. Most of the Journalism Schools in Russia updated with time with New Media technologies and equipment related to Media and also, attention towards

[1] Mikhail Sergeyevich Gorvachev is a Russian and former soviet politician. He was the eighth and last leader of the soviet Union.

technological culture for tomorrow(Vartanova & Lukina, 2014). State Universities of Moscow and St. Petersburg is leaders of Journalism education and also many institutions offered course related to the convergent newsroom. Some Universities of Russia focuses on editorial management, photojournalism and media design while other Universities or institutions focus on sports, culture, politics etc. In Russian Curriculum of Journalism contain both Theoretical(class) and Practical (field work). Newspapers, Television, Radio and New Media are generally contained in curricula of all Journalism Schools(Vartanova & Lukina, 2014).

2.1.3 (b) Impact of Professional bridging in Media Education

Evaluation of Journalism education in Russia in Various ways and also state has control over the quality of education. In every six years, educational institutions have to complete a recognition process. The Ministry of Education and Science examine weather an institution is able to meet the education standard or not. Along with this accreditation, also review of course and the final evaluation are analyzed.For this, experts generally review the school's website. Also, analyzing the level of teacher and student's satisfaction and assessment of employer(Vartanova & Lukina, 2014). Journalism Educational Institutions are very concerned about professional training. A student is given special care to test the final ability to be passed to the end of his studies. Discussions are established with employers to achieve the latest requirements for professional skills. In addition, professional panels, seminars, and teacher training are organized regularly in the campus of the University. Various business organizations, associations, and journalism consortium play an vital role in discussions on the quality of journalism training (Vartanova & Lukina, 2014).

2.1.3 (c) Media Education: Issues, Challenges and Innovation

At present, journalism education is found at the intersection of various major trends in global media development. In this era of digitalization, need of skills and technical competency should be required. For this, numbers of Journalism institutions adding Information and Communication (ICT) course in their curricula and reform the programs to insight on technical competency. In today's time, the Russian Journalism education facing is what higher educational institute of Russia should be taught and how they should do it also. Today media industry required pragmatic or hands-on-trained as well as technically competent students. For this, researcher and practitioners should be discussed on new media education concept for competency(Van Der Haak, Parks,& Castells,2012). After reforming in the education system with the *European Bologna system of education*[2], not all institutions or Universities able to get the accreditation for Master's degree program. To get the accreditation, institutions or Universities will have to fulfil the requirements related to the rich pedagogy of infrastructure, educators with adequate knowledge and also who fulfil the requirement related to human resources etc. that institutions will get the accreditation to run the Media education course. The emergence of new media course of master's degree that insight the new media, convergent media, multimedia et cetera is the key development of Russian Journalism education.Apart from this, also Russian Universities launching the new integrated program with foreign University or institutions(Vartanova & Lukina, 2014). Journalism education reform in modern Russia by the revolutionary changes in media education. This revolutionary changes

[2] Bologna process is an agreement between European Countries to ensure Comparability in the Standards and quality of Higher- education qualification.

in media come from the media industry, reshaping the newsrooms, changes in content etc. The gap between the media industry and media academia has mitigated by adopting current media trends. Also, these revolutionary changes come from the development of curricula, freedom in program development and initiate an exchange program for faculties and students(Vartanova & Lukina, 2014).

2.1.4Media Education in the USA

Fedorov has mentioned in his study "*Media Education around the World: Brief History*". In 1911, when National council of Teachers of English was formed in the United States of America, topic related to films has been discussed among the educators (Costanzo,1992, p.73). Since the 1920s in the USA media and Information and Technology (ICT) has to breathe. Fedorov quoted E. Dale "In the late 1930s in the USA media education was promoted through the press. Also, training programme was offered in some selected Universities which were not widely diversed. American Newspaper Publishers Association (ANPA) started the programme of "Newspaper in Classroom" in the secondry school of the USA(Fedorov,2008). By the time of 1940s some Universities has offered the electives course related to the film while in 1950s it has become doubled. In this way, in 1960s course related to radio and television were taught in about two hundred colleges and by the time such courses overreached about two thousands (Marcussen,1964, p.74). In the 1960s, Media education particulary film education has been accepted in the USA like other countries France and UK. In USA, the first association for 'screen education' was organized and thus for modern education like 'media education and ICT' has popular as a first step. (Tyner, 1999).1960 was proved to be the '*Golden Age'* for Media education in the USA as well as film studies added into the curricula of many universities of the USA. By the 1970s, the impact of Cinema on television viewers was high. During 1960, more than one dozen of TV channels in American cities. In the 1970s, film education in the USA began to gradually turn into media education(means education related to all existing media, such as press, TV, Cinema,radio etc.).By the mid of 1970, around thirty five percent secondary schools of United States offered course in Mass Communication(Sim,1977,P.86)". In the 1980s, the impact of '*Media and ICT'* education in the United States was high as well as association of academia and research has formed in the different states of the United States to integrate the media education in schools and Universities as well. The curricula of media education become most common in the Universities of the USA during 1980s while media education has not yet gained mandatory academic status in the primary and secondary schools of the United States. This fact cannot be denied that the United States has become a leading country in media culture. American Press, Radio, and especially cinema, TV and Internet dominate the information area of the world. During this time, Its impact started falling on the personality of youth of different cultures. The development of media education in the early 21st century was not much faster in the USA, as we can see today's media education and a mature system of teaching in America. By this time, there are several major associations in the USA regarding media education. In the beginning of 1990, many universities offered more than nine thousand courses on film and television (Costanzo,1992, p.73). In the mid-decade of this decade, media education was developed as a prestigious education, which resulted in the integration of media education in the educational standards of twelve states (Kubey and Baker,2000, p.9). By the year 2000, media literacy was officially recognized in many states. The expansion of media education in the USA didn't happen until the late 1960's. From 1960's and on, the inception and development of

media education in the USA can be divided into three stages: the immunization phase, the facing-it phase, and the transitional phase (Chen,2007).

2.1.4(a) The Injecting Phase

It was at the end of the 1960s when for the first-time teachers and administrators realize that they had to do something about media education. Before that time, Walt Disney was also enthusiastically creating American-style fables and myths, yet the media's influence was ignored. Books were considered as the only proven medium for students. In the first phase of facing the impact of the mass media, teachers tried to protect the students by using the vaccination strategy. The vaccine model shows that the viewers are like a piece of white paper on which the media can freely depict their images. Its concern was that media has a negative impact; thus, viewers and cultural values should be protected to avoid (Halloran & Jones, 1992; Tyner, 1999). According to Walsh (2006 A), students are given a vaccine for negative Impact of media culture, teachers used to mass media in class to show stupidity and followed the lack of value in the media message (Chen,2007).

2.1.4(b) The Emerging Phase

Due to devaluation of the mass media, students or viewers did not get any help at all, since the late 1970s, the using of mass media to attract students to the field of media study. Walsh (2006A) has indicated that teachers use popular media, such as songs from pop singers or clips from hot movies, to attract the attention of students and then move to classical studies (Chen,2007). The purpose of teaching in this phase, the cordial praise of good media was changed with ideological questions about the media (Thomson, 1990). In this stage, students were gradually developed through with this question: How does the mass media represent '*reality*'? What interest does mass media represent? How are the media programs produced? What are the meanings of media programs? And how are they meant to produce? This phase of combat took place for almost 20 years, until the 1980s, when media education in the United States seriously entered the transitional phase. In the United States, teachers in the United States started raised the critical questions about the media in the classroom and the effect of media content, the United Kingdom had shifted another change of media education in the 1970s. The development of screen theory, Marxist theory of semiotics, structuralism, psychology theory, post-structuralism, and ideology for classes in schools (Buckingham, 2003. p.8).

2.1.4(c) The Transitional Phase

Media education showed a significant change in late 1980 in the USA. The teachers understand that both the media and its audience were the creators of the meaning. Media messages and audiences "beliefs, experiences, personalities, and backgrounds consistently created a series of emotions from viewers" perspective. Thus, it becomes important for empowering students or audiences to process serious media messages. At this stage, media education teachers and scholars have participated in the *Worldwide Media Literacy Movement* in the United States. During this time, UNESCO's *Educated for Media and Digital Edge* (Australian Government-sponsored), and Conference 2000 - Children, Youth and Media: Beyond Millennium, held in Toronto, in May 2000, at two impressive international conferences in Canada,

where representatives of 60 countries were brought together. The scale and opportunities for National Conference and Media Education were increasing rapidly in this phase too. In addition to the organized groups of different states, the Aspen Institute first called *National Leadership Conference on Media Literacy* in 1992, in which teachers established guidelines for developing media education in the United States (Forhuride, 2004). Various organizations were established throughout the country during the preceding or early 1990's, and the media was actively involved in the promotion of education. National Telemedia Council, a non-profit educational organization established in 1953, presented several seminars on media literacy education for teachers, researchers, librarians, parents and media professionals in various states in the 1990s. The Southwestern Alternative Media Project (SWAMP) organized various presentations, workshops and in-service programs for media education. For Media Literacy Citizen, grass root teaching and advocacy project was established in 1991 in Ashville, North Carolina. Northwest Media Literacy Institute (NMLI) was established in Seattle in 1993 as a result of the National Conference of *Teaching Media Literacy: Talk Back and Law Charge*. In 1989, the Media and Value Center was set up in Los Angeles, and later it was developed as *Center for Media Literacy* . In 1999, Kubey and Baker's study showed that the curricula of media education in the schools of USA have progressed(Chen,2007).

2.1.4(d) *The Concept of Media Education in USA*

All Journalists of United States having Journalism degree (Willnat & Weaver,2014). According to Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), in United Nations, nearly one thousand Journalism and Mass Communication training institutions (non-profitable, professional, and Educational). A Study found that, 88% U.S.Journalists would like to gain more training in digital skills(Finberg,2014), but barrier behind such training is lack of time.The 2013 survey stated that four hundred eighty Journalism programs run in the United States. Also, 64% students are female while 65% students are white(Becker et al.,2014a).

In the USA, there is no mechanism working to control the how many, in terms of numbers of University or institutions should be run Journalism and Mass Communication program. However, there is an accredited institution, that is "the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)" which evaluates the quality of professional programs degree in journalism and related fields. The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) has formed in 1945and its work is to make policy, set standards and grant accreditation to Universities or institutions. It evaluates the Journalism program on the following key parameters (ACEJMC,2012):

- *Resources, facilities, and equipment*
- *Students services*
- *Scholarship, research, creative, and professional activity*
- *Full-time and Part-time faculty*
- *Curriculum and institutions*
- *Assessment of Learning Outcomes*
- *Professional and Public Services*

2.1.4 (e) Impact of Professional bridging in Media Education

Universities and institutions of United States maintained the strong relationship or link up with professional or organisations and often these Journalism institutions invite professionals to class or hire experienced Journalists to teach the class. On the basis of this connection with professionals or organisations, Universities or institutions provide the contact to get the job(Mensing,2017). A new emerging course such as data journalism, social media, and other related field are preparing students to bring new skills and talent for the workplace. Therefore, Journalism education may leave an impact on professional Journalism by diversified coursework and another field of Journalism. Somewhere, these kind of trend of Journalistic in the USA connect the threads between Journalism, Public relations, visual communication etc. (Mensing,2017).

2.1.4 (f) Media Education: Issues, Challenges and Innovation

The biggest challenges and difficult for Journalism educators are changing in the formation of Journalism as well as rapidly changing industry standards and practices(Lewis & Carlson, 2015). This challenge can be faced in some of the following ways:

- *Professional development of faculties*
- *Developing more effective pedagogical practices*
- *Promoting more flexible academic policies towards hiring faculty, curriculum development and faculty evaluation*

Classrooms require new proficiencies and also new faculty can be hired for facing aforesaid challenges. Current Journalism educators should be Understands how Journalism works in a changing society and for this, they can develop new skills to teach the class. Project-based and experiential learning curricula can help to the students. In addition, Journalism educators should be hired with vast experiences (Mensing,2017).

2.1.5 Media Education in Australia

In 1919, University of Western Australia offered Journalism classes at University level with the help of Australian Journalist Association (Coleman,1992). After this, diploma in Journalism was introduced at the many universities viz. Melbourne (1921), Queensland (1921), Sydney (1926) and Western Australia (1928) (Lloyd, 1999, Coleman,1992). In the beginning of 1900s, a notion exists in Australia that Journalism was supposed to be a low-level occupation with 'tough life with respectless' (Coleman,1992). Another important notion exists in Media industry that real Journalist born not made (Coleman,1992, P.10). Early 1969, Higher Education improvement established a platform for Journalism Diploma program(Stuart,1996). Like the United Kingdom and Russia, Australia is one of the advanced countries in the field of media education. In Australia, media studies included in all school. Although, media education provided mainly in senior level classes, but this process basically start in elementary school. Media education taught with English language, arts etc. (Fedorov,2008). Along with forty Universities, private colleges of Australia offer graduates and postgraduate level program in Journalism (Tanner et al. 2013). A Study found that till 2008, 4,288 students studied Journalism in which 3,624 are undergraduates and 664 were postgraduates (Scanlon,2009). A survey found that Journalism educators has been recruited from the industry (popularly known as 'Journalist-academics') and they taught these programs (Bromley,2013, P.5). All full-

time students, generally require to completion of 24 units (six credits in each unit) (Adams & Duffield,2006). This model focused on Journalistic skills and technologies (Nielsen,2015). In Australia, Journalism programs are widely taught such as in colleges of Business, Communication and Multimedia, Creative Industry, and traditional Arts, Humanities and Social sciences (Adams & Duffield,2006). According to Adams and Duffield (2006) in Journalism Units, it includes news writing, print editing and publicity and introductory media or Journalism studies. A survey found that online Journalism is a compulsory subject in Journalism program at Australian Universities or colleges. It is expected that Bachelor of all Journalism students know the news prices, Media ethics, Media law as well as Australian History of Press (Adams & Duffield,2006).

2.1.6 Media Education in China

It has been more than nineteen years since start Journalism education at college level in China (Ding, 1997; Guo, 2010; Wu, 2006; Yu, Chu, & Guo, 2002). First, Journalism education has been borrowed from United States' Missouri Model and after that it has switched towards soviet Model. Journalism education has been considered more sensitive to social transitions in 'china than any other filed of professional training (Yu, Chu, & Guo, 2002, p. 63; Du,2009; Guo, 2010). China's modern journalism education began in the early 20th century. In 1920, the journalism department was founded for the first time at an Anglican University in St. Johns in Shanghai. In 1923, Journalism (newspaper) program was started at Populace University in Beijing by the first initiating of chines educator. Similarly, in 1924, the same program was started at Yenching University in Beijing, in 1929 at Fudan University, Shanghai, and in 1930s and 1940s such program started in other universities (Hao & Xu, 1997). Gang Han (2017) quoted that "modern Chinese journalism education has evolved through five stages: the 1920s to 1940s, the 1950s, early 1960s, 1966 to 1977 (The Cultural Revolution), and 1978 to the present (post-Cultural Revolution; Ding, 1997)". For the first stage(1920s-1940s) maximum Universities of China were borrowed the same curricula of University of Missouri and Columbia University (Hao & Xu, 1997; Cai, 2003; Ding, 1997). During this period U.S. media educators were hired to train Chinese Journalism students. The U.S. faculties were also trained the faculties who later became the media educators. China's first graduate school Journalism, established in 1943 in Chongqing, which was on the same way in terms of many aspects of Columbia University's Graduate School of Journalism (Chang, 1989, Hao & Xu, 1997). In early 1950s, it was the beginning of second stage of Journalism education in china, after reforming and restructuring the Universities and colleges of china, Journalism education was being taught in the way of soviet model. Researcher argues that it was the "Shock Therapy" that entered in all social science sectors (Guo, 2011, p. 3). In the curricula of Journalism education, Marxist- Leninist theories were added. In addition, veteran communist mind set media educators or Journalists have been recruited for teaching in Universities and colleges of China (Chu, 1980). During the third phase (early 1960s), reforming and restructuring of journalism education slowed its pace. Academic programs include major courses focused on theories, principles and culture in the curriculum to adapting the Soviet models of Journalism education (Guo, 2011; Hao & Xu, 1997). Unfortunately, during the fourth phase (In the mid of 1960s), journalism education was postponed during the most chaotic period of the Cultural Revolution. During this phase, journalism education had to faced "major clashes" (Guo, 2011, p. 4). The faculty and students were forced to go to rural areas of the country to receive "re-

education". When Universities and colleges were reopened in 1970s, student's training more focused on "Political Training" instead of traditional training of Journalism education (Hao & Xu, 1997, p. 37). Over the past two decades 'Journalism and communication' program has recognised as a Journalism education in China (Guo, 2011, p.6). In 1970s, the huge enrolment observed towards opting Journalism program, due to this the course get acknowledge as a major discipline (Han, 2002). After recognition of Journalism education as a discipline, media educators of get more professional.

2.1.6(a) The State of Journalism education in China

The Primary researchers have mentioned in studies that, in 1949, About 460 students registered in Journalism course in different Universities and colleges of china such as shanghai, Beijing, Suzhou and Guangzhou (Hao & Xu, 1997). Similarly, in 1977 as a result of 'The Cultural Revolution' four-year Bachelor program has started. In 2013, more than one thousand Undergraduate has been started in different Universities and Colleges (CHESICC, 2013). According to primary researchers, there are more than fifty thousand students get registered annually in Bachelor program of Journalism. In addition, more than eight thousand Media educators available to teach journalism students. In 1978, the Master's program has rapidly increased (Cai, 2003). In 2006, there are sixty Postgraduate programs in 'Journalism' and more than sixty programs in 'communication' has estimated to observed. Besides, about Twenty Doctoral program has observed in both (i.e. in Journalism and Communication) across the country (Guo, 2011). Today there are different dimensions comes out in terms of "Journalism and Communication". As for example there are five major dimensions has been considered such as: Journalism (Traditionally focused on newspaper), radio and T.V. Broadcasting, advertising, editing and Publishing and Communication. Now these all offering at Master's and Doctorate level program (Guo,2011). From the past two decades, the new dimensions and nomenclature have expanded other than traditional media (Such as Print and Broadcasting Media) such as Photojournalism, Public Relation, Sports Journalism, Communication etc (Guo, 2011). Apart from this, Web Communication and Digital Publication have also been introduced as Program offered (Cai, 2003; Ding, 1997).

2.1.6 (b) The State of Journalism Research in China

In China, 1949- 1982 considered as an economy era and during this era implemented major socio-economic developments. At that time mass media has treated as a mouthpiece of the political party. According to primary researcher, "*research scholar often cited the speeches and publications of top leaders as universal answers to research questions regarding journalistic practice and persuasive communication*" (Han,2017). Similarly, after economic reforming in late 1970, a large number of western communication theories and concept have been introduced in the syllabi. As a result of introduction of Western theories and concept, a systematic set of theories, methodology, hypotheses etc. appear into china academia (Hu & Ji, 2013, p.9). During the second phase of economic era, scholar began to evaluating questions related to "Journalism and Mass Communication" (1982-1992; Yu, 1997). Similarly, in the third phase of economic era, Journalism research has turned towards 'scientific' and due to this "infusion of Western theories and concepts" happened (Pan, Chan, & Lo, 2008, p. 199).

2.1.6(c) Journalism education in China: Issues and challenges

Media educators of china facing a big issue "what and how Journalism students should be taught…" Media educators of china introduced the ideal work of media in society. However, such Journalistic way of education does not leave impact on notion of students or what the role of journalism in Chinese society (Lu,2004). During the last decades, relatively govt. has loosed their ideological control over the media (Denyer, 2014). In china, political party and their authority gradually but restarting the dominance of their ideology on Journalism school and introduced Marxist views of Journalism at Universities. In china, Political party's propagandist and Municipal departments' propaganda authority have worked with Journalism schools of China. On one hand ideological controlling ownership, scholars also have worried about the current non-political factors of journalism education in China. Similarly, most of media educators believe that "Journalism education of china now suffering from crisis" (Du, 2009). In china, now media educators and professionals seem to be concern regarding improvement of Journalism education. Gang, Han (2017) has mentioned in his own studies that "According to Du (2009) three issues are important and crucial to improvement:

1. *"The balance between theory and skill courses—which type of courses should be added more often to the current curriculum: theory and knowledge-based courses or skill-training courses?"*
2. *"The approaches of journalism education—should general communication courses (such as mass communication and society, interpersonal communication, and organizational communication) be incorporated into current journalism core curricula? Many journalism educators believe this is the right direction. Or, conversely, should the core curriculum be streamlined to highlight purely journalism-related courses?"*
3. *"The standardization of Chinese journalism education—should it still borrow ideas and practices from the West, especially the United States, to keep it in line with international standards?"*

According to Cai (2003), China Journalism education facing major key issues and challenges. To overcome these issues and challenges needs to revised and restricting the Journalism curricula across the country. Also, he describes that for sustainability of Journalism education quality need to full fill of "Qualified Media Educators" at different Universities or Journalism Schools across the country. In addition, for betterment of Journalism education in China need to emphasis on Liberal Art and Journalism course should be balance between 'Theoretical and Practical'. Also enhance the interactive session between 'Journalism students and Professional Journalists'. These interactions would be helpful to get "Internship and Job" (Han,2017).

2.1.7 Media education in Egypt

If we look into the modern history of Egypt, the media played a vital role in socio-economic and political development. For Arab country, the Egypt has led in the field of "Journalism Practice". Also, it introduces the first "modern Journalism" and with the help of missionaries invented first movable type press. During the French invasion (after 1798), the first newspaper of Egypt published by Napoleon. Similarly, in 1828, the first newspaper published in "Arabic" (Napoli & Amin, 1997). In Arab, Print and Broadcast Journalism were dominating, but today's scenario these existing media facing challenges by media organizations like Al Jazeera, Al Arabiya, and

transnational media of Arab. Apart from this, Due to Internet and other modern communication tools and technologies media and society have changed at large scale. As a result of this paradigm shifting of media landscape, increased accountability and transparency. Also increased the concern of media's role for society and socio-economic development. In Egypt, Journalism school are most attractive discipline across the Arab. More than thirty programs being run in Journalism and Mass Communication at National and Private Universities of Arab. Each institution varies for 'theoretical and practical' approach in Journalism and Mass Communication education. Apart from this, the Ministry of Education also provide these programs while newspapers media houses provide "In-House" training (Napoli & Amin, 1997).

In 1930, Journalism and Mass Communication program were started as an academic program in Egypt. After five years, the Cairo University (CU)[3] introduced an institution for 'Editing, Journalism and Translation'. Cairo University is considered one of the pioneer University in the field of Journalism and Mass Communication education in Egypt. In addition, the elite student of Egypt saw their interest to get admission at American University of Cairo (AUC's)[4] Department of Journalism and Mass Communication. Similarly, after sometimes University of Al Azhar's Department of Journalism and Mass Communication restructure into School of Mass Communication with three separate specialized department viz. Department of Radio and Television, Department of Journalism and Department of Advertising and Public Relations (H. Ragab,2009). Major departments of Journalism and Mass Communication of Egypt offered Programme with same curricula. Its program based on liberal Arts. Besides this, the major program (Which are offered in English Language) such as 'Multi-Media Journalism', 'Communication and Media Arts', and 'Integrated Marketing Communication' taught with integrated "Training and Practical" Module. In Egypt, the AUC and CU are the few Universities that published weekly newspaper. In Arab, Egypt is the only country that have developed and systematic public and private universities. About fifteen universities offered 'Journalism' related courses. Cairo University (CU) is one of the pioneer university among public universities there more than five hundred students have enrolled in 'Faculty of Mass Communication' and opted 'Bachelor's, Master's and Doctoral level' Program. Similarly, like CU, Ain Shams University (ASU) is also a pioneer public university that offers Journalism and Mass Communication Courses (AUC). In Egypt, AUC recognised one of the pioneer "Private" University that offers major programs in Journalism and Mass Communication such as Communication and Media Arts, Integrated Marketing Communication, Multi-Media Journalism etc. AUC also offers Masters' programs in 'T.V. & Digital Journalism' and 'Mass Communication & Journalism'. Moreover, AUC and CU and other universities viz. Modern Science and Arts (MSA), Ahram Canadian University (ACU), Modern University for Technology and Information (MTI) being offered Journalism program (Napoli & Amin, 1997).

In Arab, most of the program provided in Arabic language. Expect some media and communication books available in English language most books available in Arabic

[3] Cairo University (CU) is Egypt's premier public university. Its main campus is in Giza. It is the second oldest institution of higher education in Egypt after Al Azhar University.

[4] American University of Cairo (AUC) is an independent English language, private, research university located in Cairo, Egypt. The university offers American-style learning programs at the undergraduate, graduate and professional levels.

language. Cairo University provides its all program in "English" language (Napoli & Amin, 1997). In Egypt, for quality assurance and accreditation (NAQAAE), Egyptian Universities or institutions looking towards accreditation. State University of Egypt often suffer from lack of resources related to library and technology. Out of Journalism Program which is being run at Egyptian University provide "Online Journalism and Graphics Communication". Moreover, most of Egyptian Universities have unrevised curricula and outdated technologies (El Gody, 2009). In spite of began Journalism and Mass Communication Programs in Egypt it is in Pre-development phase. Also, it is suffering from both "internal' and "External" issues of socio-economic and political. Also, these Journalism programs have less objectivity and lack of critical thinking. The Egyptian Journalists work as a propagandist or mouthpiece of state instead of doing work for public interest. Similarly, there are less freedom of expression and imposing censorship too in classroom. On the other hand, Private Universities of Egypt emphasis on quality of Journalism education. The Modern Science and Arts University (MSA), Misr International University (MIU), ACU etc. provide balanced and developed Journalism and Mass Communication, whereas the Akhbar El-Yom Academy, International Academy for Media and Engineering Sciences (IAMES), International Media Institute (IMI), MTI, and Canadian International College (S. Kilini, 2010) now forming a new media education in Egypt. This media education is based on hands-on training production-oriented programs. Often program of these universities offered in English language and also these universities have tied up with western universities such as from US and Europe (Napoli & Amin, 1997). In Egyptian Universities, graduates recruited as an instructor and later on they are pursuing their Master's degree. And after master's degree they must have to enrol into doctoral program. After a while they promoted as a lecturer at those university (Napoli & Amin, 1997).

2.1.7(a) The State of Journalism Research in Egypt

Teaching and Research (particularly scholarly) in Journalism and Mass Communication education is not well developed in Egypt. There is lack of publications in Arabic. Mostly research scholar of Egypt publishing their manuscript in Western Journal. The development of Journalism education in Egypt entered into its first phase. Most of research have published on "Historical research of Journalism". The first book which has published in Egypt that describes the 'History and Development of Egyptian Newspapers'. This book is written by Qasstaki Elias A'tarah AlHalabi. One of the most difficult challenges facing journalism research in Egypt is its "*culture of privacy"*[5], because of Egyptian law "access to information" is safeguarded by law (Napoli & Amin, 1997). In Egypt, research worked has hampered due to the low degree of transparency of disseminating of information and public sharing information.

2.1.7 (b) Journalism Education in Egypt: Academia Vs. Industry

[5] According to Egypt's constitution (Article 57): "*Private life is inviolable, safeguarded and may not be infringed upon. Postal, telegraph, e-correspondence, telephone calls and any other means of communications are inviolable and their confidentiality is guaranteed and they may only be confiscated, examined or monitored by causal judicial order, for a limited period of time, and in cases specified by the law".*

In Egypt, there is low degree of interaction between Media academia and Media Industry. But, in recent time it has increased gradually. 'Doing Internship' is mandatory and most of Universities of Egypt include it in curricula. Often Journalism students of Egypt facing absentia of adequate 'Learning Model or Method' of Journalism education. In Egypt, adopting a 'Model curricula' is necessary. AUC offered program with students' activities, students reporting etc helps to gain 'experiential learning'[6] while CU offered programs with workshop and Conferences. As it aforesaid discussed that in Egypt, there is 'privacy of culture' and due to this doing survey and audience research are difficult and challenging (Napoli & Amin, 1997).

Egyptian Universities specially the private university now offering Journalism program with 'freedom of expression' in classrooms. In addition, AUC universities have promoted Journalism education across the Arab region, but it requires more promotions.

2.1.7 (c) Journalism Education in Egypt: Issues and Challenges

There is a requirement of bridging the media academia and media industry and also need to revised and updated curricula that would be fulfil the need of industry and society. For new media landscape cross-disciplinary programs such as print, broadcast, social media, multi-media etc. need to revive and upgraded. In Egypt, now across country it is needed that give admission only to 'higher quality students. Besides this, must be improvement of English language and ethical training program also should be included in curricula. In addition, in public university also need to 'freedom of expression' in classroom. Also need to creating healthy environment in classroom where could be arose question and critically examine issues without any fear of 're-eco' (Napoli & Amin, 1997). Another challenge facing in journalism education is recruitment of faculties. There is lack of qualified faculties have been recruited in Journalism and Mass Communication. Apart from this also suffering from there is lack of adequate facilities and poor infrastructure in Egypt. As Rasha, Allam has quoted that the main challenges of Journalism and Mass Communication education in Egypt are lack of smart- classrooms, studio and T.V. newsroom, computer labs, even there is bad Internet connection and many more. In Egypt, now Journalism education looking bridging with quality education. For quality maintaining Egyptian universities have tie up with Canadian University such as University of Ottawa, University of Windsor, and Cape Breton University; and programs in the United Kingdom, like the University of Wales and Middlesex University as well as ties up with USA, Europe, Africa, and Asia should also be encouraged (Napoli & Amin, 1997). Now the time has come up, all program related to Journalism should be revived and modernized. For better environment of Journalism education, it should be considered that the reduce censorship and increasing 'freedom of expression' in Egypt.

2.1.8 Media Education in Israel

In 2013, Israel celebrated its anniversary of publication. The first Israeli newspapers was in Hebrew language namely *Ha'Levanon*. It was published by three editors. Out of three, two editors had no prior experience in Journalism. Whatsoever, it can be said

[6] *Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing.*

that journalism had begun in Israel. Over period of time without any Journalistic training it has continued (Caspi & Limor, 1999). In 1960, Tel Aviv University started the Journalism education program, but it was the unsuccessful attempt towards Journalism education. Until the 1990, there was none of universities or institutions have introduced Journalism and Mass Communication education (Limor,2017).

The Israeli Journalism can be divided into two categories: One is Macro level and second is Micro level. The press is considered for Macro level and the Journalists, considerable for Micro level. After establishment of Israel, the pattern of the press on the way of developmental model of media and newspapers of that time was based on political party's ideology rather than 'professional Journalism'. The second phase has started during 1970s-80s when Israeli Journalism has changed in various ways and shifted towards the Political-critical reporting (Tsfati and Meyers,2011, p. 445). Similarly, the third phase has started from 1990s when Israeli media began to follow western model of media and produced "infotainment". While Micro level category draw some facts regarding Journalism as follows:

(1) Israeli Journalist's work is an under control. Their works are under surveillances (The Worlds of Journalism Study, 2011).
(2) Two- third have an academic education, but only 6.5% go to Journalism school (Tsfati & Meyers, 2011).
(3) One-third of Journalists getting their wages less than the average wages of Israel (Tsfati & Meyers, 2011).
(4) About 87% said that they were feel free for working and their superiors don't create any obstacles (Tsfati & Meyers, 2011).

In Israel, Israeli press council established 'media ethics. The national Journalistic association supporting and promoting this media ethics in Israel. As it aforesaid discussed, In the beginning there were none of professional Journalists in Israel. Till many years later there was no attention on professional and academic Journalism. In 1970, the Hebrew University, Jerusalem had offered Israel's first Master's degree in 'Communication and Media studies. Similarly, in early 1990s, Many Universities and colleges of Israel began to offered Bachelor's degree in 'Journalism and Communication studies (Limor,2017). In 1960s when Tel Aviv University was tried to established department of Journalism and Mass Communication, but very it has been shut down due to some reasons. The main reason was Tel Aviv University unable to developed adequate academic and professional curricula. Also, it was failed to recruited well educated and professionals faculty with sound knowledge in this field. Another reason behind closed the university was its departmental politic. In addition, University's union were disagreed to open Department of Journalism under the Tel Aviv University. In this university union opposed the American-learning method (Nevo-Blobstein & Limor, 2016). At that time, the Hebrew University of Jerusalem was considered the oldest university. In late 1964, the Hebrew University established a committee for Journalism and Communication research. After sometimes this committee produced recommendations. The one recommendation was to established 'The Communication Institute' and this institute headed by well-known sociologist and communication researcher professor Elihu Katz. This institute's goal was to address three major component of communication such as (a) academic research and theory (b) practical research that relevant to Journalism and cultural and (c) hands-on training of Journalism (Adoni & First, 2006). In the beginning, Hebrew University offered certificate in Media studies, but later on it offered graduate degree

which was basically focused on theoretical. In Israel, the academic dispute had been ranging for weather communication studies should be based on 'theoretical' or should be based on 'professional hands-on training'. This academic clash within department has continued for two decades and has yet to be continued. As a resultant, at present there was none of Journalism department existed in Israel. After this the most of faculty members and courses has been filled by the private university which is being run by Journalists. It provides semi-professionals training in professionals Journalism (Limor,2017). In early 1990s, most of university and colleges of Israel were started Bachelor's degree. Generally, these degrees only provided theoretical knowledge of Journalism. Professionals hands-on training in Journalism was far away at the university or colleges of Israel. At time when faculties were appointed often, they were retired Journalists and some were working Journalists and they have considered teaching Journalism "moonlighting" (Lahav, 2008). Also, Israel started first and only private school of journalism, Koteret. In early 2000s, the changing appears in Journalism education in Israel. The Tel Aviv University which had offered only theoretical concentrated program in Journalism, now adopted Koteret. However, Israel's only private professional school of Journalism never recognised as an academic study. Whatsoever, Journalism which were and are and now considered at Universities and colleges of Israel, most of Journalism student's interest towards hands-On training and adopting the courses related to 'Newsgathering, reporting and editing'(Limor,2017).

2.1.8(a) The State of Journalism Research in Israel

In the past two decades, well-known communication researcher and educator prof. Katz has developed and promoted communication research in Israel. Most of research scholar of Israel have to participated and presented their research paper in conferences. Numbers of researcher and research have increased in the past two decades. Their research field have diversified such as journalism's future (Katz, 1992; Nossek, 2009), coverage of minorities (Avraham, 2002), journalists' sources (Reich, 2009), journalists' perspectives (Tsfati, Meyers, & Peri, 2006), military censorship (Nossek & Limor, 2011), journalists' rhetoric (Roeh, 1982), journalism education (Nevo-Blobstein & Limor, 2016), Israeli journalists (Meyers & Cohen, 2009) and many more(Limor,2017). Today there are two research Journal basically focused on 'Journalism and Communication' research. The first Journal namely 'Kesher' published in 1987 by Tel Aviv University, but after sometimes it was shut down. Now it is publishing by university's 'Rosenfeld Journalism and Media Research Institute'. On the other hand, the second Journal began to publish in 2007 by 'Israeli Communication Association (ISCA)'. Most of Israeli scholars published their paper in English language Journals.

2.1.8(b) Journalism Education in Israel: Academia Vs. Industry

As aforesaid, there is no framework established regarding training of Journalists in Israel. In the past decades of 21st century, the impact and status of Journalism education in Israel was not well said. The reason behinds the minimal state of Journalism education Israel is: (1) The lack of mutual collaboration between Media academia and Professional Industry. Most of Professional Journalists of Israel have no academic background in the field of Journalism. The second reason seems that there are unstructured curricula. Due to this there are gap between media academia and media industry. The students who opted Journalism, they don't have actual practical

knowledge related to field Journalism. Most graduates of Journalism have no or little experience related to practical professionals Journalism. In actual words, there are no differences seems between graduates of Journalism and graduates of different discipline. For this, it very preferable and better to appoint an 'Economics graduate' and provide adequate training related to 'Economics Journalism' rather than who have degree in Journalism but don't have knowledge of economics. Similarly, the third reason is Economics crisis in Israel created a filed in Journalism. This situation also takes place elsewhere that appoint a young graduate of Journalism in low salary those who have no or having little knowledge related to particular field. Low salary mindset and structure ruined the actual Journalism in Israel or elsewhere (Limor,2017). As a resultant it may be say that the media academia, professional Journalism, academic training seems to be gloomy. Because of economic crisis facing by Israel; it happened. Low salaries and gloomy future of Journalism in Israel, most of students also showing uninterested to go in media field. Also, numbers declining to opting Journalism as academics. On the behalf of graduates in Journalism, the question has to be raised here then why opt that profession that has low salary, little demand and cloudy future? (Limor,2017).

2.1.8(c) Journalism Education in Israel: Issues and Challenges

There are several issues and challenges take place in Israel. At first, how new Journalists could be created and how to teach them when the future of Journalism in Israel is still in a "Bracket". The second thing is that 'Code of Ethics'. How to persuade students to maintain code of ethics, particularly in the Internet era where 'deadline' is no longer and information is publishing in hurry. The third challenges faced by 'How can teach Journalists to maintain its loyalty as a profession'? The cloudy future of Journalism might be leading to go into 'Advertising and public Relations' sector. Most of Journalism's students of Israel try to go in another field of Journalism at the same time when they were Journalism course. Even today the more challenges seem that when there is gap between 'media professional and media academia'. Without maintain dialogue between them, it is saying doubtfully that "academia will be able to produce trained and skilled Journalists" (Limor,2017).

2.1.9 Media Education in South-Africa

In 1994, African National Congress (ANC) come into power and reshaped country's first democratic government in South-Africa. Due to ANC also changed the media landscape and structure in South-Africa. In a whole, it affects the Journalism education in a various way. If we look back into history of South-Africa then we found that country's first newspaper published in 1800s. Also, it was the 'replica' of British colonial system of Journalism. After newspapers, radio came into existence in 1936 and in the same way the television started in 1975. As prior talked about the Africa's Journey of Journalistic system was on the path of British system. Similarly, South- Africa's public Broadcasting had followed the system of 'The British Broadcasting Corporation' (BBC, Wingston,2007) Mostly Journalistic education and its training provided in the manner of America and British. Hallin and Mancini (2004) described that Africa's Journalistic system were followed the "government model" (De Beer, et al., 2016). After 1990s, there were a big change faced by media landscape in South- Africa. Christians, Glasser, McQuail, Nordenstreng, and White (2009) describe it as a more 'pluralistic democracy' approach. As a resultant, Africa's media becomes more self-regulated. McQuail's (2010) describes that it was the paradigmatic shifted from 'Authoritarian model of system to social responsibility

model of system'. Now, it was on the way of emerging development of media system (Botma,2011; De Beer, Beckett, Malila, & Wasserman, 2016). In 1994(pre and post landscape of media), Africa's Journalism started to diversified print and electronic media and opened the gate of 'economic and Journalism education' for Africa's "repressed black population". During this period, number of newspapers have been published such as *Isolzwe, Daily Sun, Son etc.* These newspapers mainly concentrated to 'Blue collar and Black working group' (Wasserman, 2010b). By 2010, media freedom moved towards to authoritarianism. Print media facing problem with financially difficulties and intervention of ruling party. Also increased the hostility in terms of 'asking hard question' (De Beer, et al., 2016). The Journalism education in South-Africa is based on 'British-American 'system. Since 1990s, the African Journalism education followed the indigenous system (Fourie, 2008; Dube, 2010). Apart from this, the Africa's Journalism curricula following the traditional system of media. There are challenges that how to minimize this gap between media academia and media professional industry (Wasserman, 2010b). In 1959, Potchefstroom University (now North-West University) started the Journalism education in Africa and it is also the oldest university of South-Africa. Similarly, in 1970, Rhodes University introduced the Journalism program. In the same way, University of South Africa (Unisa), Rand Afrikaans University (now the University of Johannesburg), and the University of the Orange Free State (now University of the Free State) were started the communication and Journalism program. This similar program was also introduced at Fort Hare, Zululand, and Bophuthatswana (now part of North-West University). The past three decades 'Journalism education' had expanded at Africa's Technikon (Former educational institutions). Now, this Technikon knows as 'University of Technology'. These technical universities more concentrated on skill-based education rather than theoretical education. Also, these universities considered Journalism as a major subject with major and minor subjects including Arts, social-science such as Sociology, Languages and Political Science etc. Besides this, minor Journalism such as 'court reporting', 'Finance', 'Sports Journalism' (De Beer, et al., 2016). From the pioneer universities of Africa such as the University of Cape Town, the University of the Witwatersrand (Wits), and the University of Natal (now KwaZulu-Natal), but only Wits university established Journalism program as well as established departments of Journalism and media studies. Other two universities offered cultural or media studies program, but not to offered 'Journalistic' program. On the other hand, United Kingdom and United states Universities, where its emphasis that Journalism education should be 'Skilled or Hand-On training', not as a scientific discipline (De Beer & Tomaselli, 2000; Banda et al., 2007). In Africa, media and cultural studies scholar and media educators also found that there is problem in Journalism education's curricula. In addition, also raised the awareness regarding lack of resources, poor infrastructure and capacity of Journalism education (Wasserman, 2005). Also, there are problem facing in terms of 'resources and new media' across the country. Journalism school of Africa need to spread and enhance 'range of the education and training' in terms of Journalism education. For instance, Undergraduate, Graduate, doctoral and post-doctoral programs are offered to professional journalists to strong and upgrade their educational qualification and learn new skills (Jones & Pitcher, 2010).

The emerging Journalism education is also a key to defining the 'academic identity' in terms of Journalism education. It also keeps aside itself from the western models of Journalism system (Banda et al., 2007, p. 156). In Africa, the large number of private

colleges offering 'Journalism training' program while the traditional universities offering holistic Bachelor and Master program. At present, this contradicts created a dilemma that facing Africa's Journalism education. Now, Universities tend to overcome this contradicts and bridge the gap between 'Vocational and Critical' aspects of Journalism education in Africa. This step encouraged to student's broad knowledge of 'Socio-Political' under the Journalism and media studies (De Beer, et al., 2016). This critical approach following by the traditional universities of Africa while private collages following skill-based approach. They are less concerned towards taught students with critical manner.

2.1.9(a) The state of Journalism Research in South-Africa

The main focus of Journalism research in Africa is 'racial representation' in current time by the media (Wasserman, 2010a; Motsaathebe, 2011). Apart from this, Journalistic ethics, regulation and self-regulation etc. are the research topic for research in Journalism. While the African researcher's research can be considered with the world's best research (Fourie, 2008), but only some researcher's work published in peer-reviewed western International Journal as well as in books. Similarly, most of research of Africa's concentrated on 'descriptive or quantitative' in nature (De Beer, 2000, 2008). While in contemporary the research has more focused on semiotic studies, critical media studies, discourse analysis etc (Botma, 2010; Fourie, 1991; Wasserman, 2010a). In South-Africa, generally media industry showing their aloofness regarding academic research. It hardly seems to be interested doing research projects based on Journalism. African research scholar normally depends upon 'National Research Foundation' which is funding for the research projects. If we talked about the state of Journalism research often research doing at Master's and Doctoral level. In addition, the few media professional doing research on Journalism and subscribe research journal that which based on Journalism (De Beer, et al., 2016).

2.1.9(b) Journalism Education in South-Africa: Academia Vs. Industry

In Africa, most of Journalists argue that academics and professional Journalism industry cannot be bridge. They think that there is vacuum between media academia and media industry. Actually, media academia must be balance of theoretical in-depth journalism education and highly skilled based education and produce skilled journalists who can effectively operate newsroom. Behind this kind of chasm, two components caused for this gap; one thing is 'limited resources' and another thing is 'oversupply of journalism students that seeking work in journalism industry'. Most of tertiary stage of media education departments or institutions have lack of resources and it causes hurdle behind the properly functioning and creating multimedia classroom environment that would provide 'Hands-On Training'. It is possibly only when Journalism departments of institutions have full of resources and it emphasizing to experiential learning. In South- Africa, University of Technology and private colleges have adequate infrastructure and it also allow to do compulsory internship that would be ranging from six months to one year. Apart from this, theses universities or colleges inviting subject expert who are from the journalism industry. This initiative is a part of curricula and surely after these efforts the gap between academia and industry would be overcome (De Beer, et al., 2016).

2.1.9(c) Journalism Education in South-Africa: Issues and Challenges

In the last two decades, South-African Journalists and media educators had been shifted to political landscape of media education and reshaping the professional

practices and identities as well. Apart from this, they also have adopted the rapidly changing of global technologies. However, this changing of technologies and development could ruin the 'traditional journalism'. Here the question raising regarding future of journalism, particularly in that country where 'most of new media technologies' except mobile phones are presently 'only affordable' to small group of population (De Beer, et al., 2016). As aforesaid, In South-Africa, the academics and professional have divvied into 'how *journalism education should be practiced'.* However, Goodman's (2007,2014) World Journalism Education Congress (WJEC) reports highlighted that how academics embrace to realities of journalism profession. Many universities of South-Africa facing the difficulties to implementing the new media technologies. Many of beginner students who entered the universities they don't have media literacy knowledge due to inadequate education they have gained at secondary schools. As a resultant, most of media educators forgo to provide innovative media education. Also, they forgo from 'Hands-On training' and new media literacy (De Beer, et al., 2016). This gap could be bridged when employing the innovative schemes, then this transformation would be shifted from secondary education to Higher education.

2.2 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 i.e. more quantity but less quality of media education. 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, 2017). 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 (2014) 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 leve*l" 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 being offered as one-liner course such as 'Advertising', 'Public relations', Broadcast Journalism', 'Brand Management' and so on.

Mira K. Desai has mentioned the primary researcher Skinner (2001), he argues that there is confliction between 'Journalism Education within the academia' and 'Vocation training of Journalism education'. Skinner also argue that Journalism education not only to provide or gain 'Hands-on Training' skills and broad social knowledge, it is also must to knowing the student how Journalism participate in the production. However, in the same studies Desai (2008) has mentioned another primary researcher Burgh (2003), and Burgh has commented that "*Journalism can be taught as, and should be regarded as*". It must be considered as a serious and diversifies discipline not only to train students in a form of Vocational training programs. It must not be concentrated on 'Hands-On Training' only. Continuously Desai (2008) has raised questions here that how media education is different from the other disciplines. Desai argue that media education should be based on the nature of 'interdisciplinary, process-centric and self-experiential'. It demands both conceptual and theoretical and practical approach. But today it seems uphill task to maintain the balance between 'theory and practical' and this is the key issues that which facing by the media education at the academic programs. Other primarily key issues that which facing by media education is 'to know', 'how to teach' and 'how to implementation'. For media education, it is highly expected that media educators know and teach subjects in a holistic manner and apply this knowledge in classrooms. After then the gap between media academia and media industry would be overcome. Similarly, Kapil Kumar Bhattacharya (2014) has revising media education in the Indian context through entitled "*Revisiting the contours of Media Education: A Study in the Indian*

context". This research paper was published in peer-reviewed Journal Media Watch in 2014. Bhattacharya (2014) argue that "*Media education should not be merely about to produce media professionals*". According to him, the essential work of media education is to aware and enlighten the society too. The problem behind the understanding of media education that we consider it yet as a 'Vocational training course'. As we know, students of political science background, but in actual they do not end up with becoming a politician. Same thing lies behind for the Sociology, who opted sociology, but they do not end up with a sociologist. Similarly, it can't be said that a philosophy background student ends up with a philosopher. But, unfortunately in media education, it is projected and focuses upon to creating media professionals only. As we know that political science and sociology is creating a sensible thinker who shape the society. Same thing should be applied behind media education. It works not only to produce media professional, also creating and aware from the media sensibility. According to, Bhattacharya (2014) "*Media Education is passing through a very crucial phase in India*". Continuously he is adding that some certain issues that is essential and should be enlightened. These issues are: (1) There are mixtures of Nomenclature in media education/media studies course that is offering by the different universities or institutions. Nomenclature should be uniform. (2) Media studies should be bringing under the aegis of social science. (3) For media education, it should be counted as a discipline and provided equal status as far as academic financing is concerned. (4) Curriculum related to media studies should be revised, rethink and restructure. (5) It should be implemented as a broader perspective at the universities and institutions as well. (6) Before beginning of media courses in concerned institutions or universities it is highly ensure that of better infrastructure. (7) In today's scenario, books along with in vernacular language should be published in the context of Indian media scenario. At present there is lack of books published by the Indian author.

Sukhnandan Singh (2015) has studied through entitled of his paper "*Journalism for Nation Building with special reference to Media Education*". The paper was published in Journal of Content, Community and Communication, Amity University, Madhya Pradesh. As we know that Media Education plays a vital role for social responsibility. Singh (2015) has raised a question here that 'How can Media Education forge such professionals, who can play their role in nation building, that is essential to be pondered and answered?". Before discussing the role of media education and nation building, he discussed the 'where media education in India stands at present scenario'. Singh (2015) has quoted to Mira K. Desai (2006). According to Desai (2006)- "The *vehicle of media education seems to be halted with punctured wheals while the road to go in a long one*". Similarly, Sukhnandan Singh (2015) added to Muppidi (2006)- "Through personal observations and conducted interviews with professional Journalists as well as media educators and related experts, media education is facing with four major issues. These issues are: (1*) Lack of regulations and Oversight* (2) *Lack of resources and poor Infrastructure* (3) *Lack of consistent course curriculum* (4) *Lack of Industry collaboration.*

Further he added to Bagchi and Rath (2009)- "Media education facing with absence of quality teachers, lack of practical orientation, lack of trained teachers, syllabus and quality books, passiveness in adopting new technologies related to media education". Sukhnandan Singh (2015) also highlighted the potential issues and challenges in terms of media education. These issues and challenges are:

(1) Lack of sufficient Infrastructure: Most of universities or Institutions offered media courses without proper media lab, basic equipment et cetera. Most of universities or institutions do not have well set up of studio. Without these kinds of how can fulfil of industry's demands.
(2) Lack of experience faculties: In today's scenario, media education suffering from the lack of experience and adequate teachers. Most of educators have no experience of industry at all.
(3) Lack of quality students: Those who opting media courses they just influenced by the glamour of media. They do not have critical thinking or passion to do something for society, nation building or itself media.
(4) Poor Indigenous Models: If we look into the depth, then we found that media education in India totally based on western models, theories and concepts. We have ignored the originality and research suited to socio-cultural in Indian context.
(5) Lack of healthy Environment and Motivation: If we talk about the inner environment of departments where media courses are being run at present; faculties and authority are fighting like a cat-dog. In these circumstances, how can maintain the healthy environment and stand as a light house for the journalists of future.

Another Primary researcher like Mahesh Chandra Guru and Madhura Veena (2005) has highlighted on state of Journalism Education in India through entitled "*Journalism Education in India: A Quality Perspective*". Guru and Veena (2005) has mentioned that "India brings out 45,000 newspapers, Journals and periodicals in 105 languages and dialects. But, in still, Journalism education has neglected. It requires quality learning material and orient training". They also added that media educators, media professionals and policy makers need to talk on primarily key issues and challenges and its responsibility involved in media education in India and should make policy in terms of result oriented and meaningful. Media education requires more exchange, more interaction and produce output at different levels. However, media education teaching, training and research not being properly organised. Particularly, the state of communication and craft at across the country has been haphazard. At present scenario, the status of media education in the country is almost on the same way of all developing countries including south Asia. Most of universities have not updated the curricula and syllabi in accordance with changing paradigm of media scenario. In addition, lack of media educators who are specialized in different aspects of media studies, have not appointed due to policy constraints and financial constraints. According to Guru and Veena (2005), "Media practitioners and scholars often find themselves on different paths. There are not adequate centres of learning where the media education is directed towards professional competence. Even there is no debate, no agreement on what media education should be in India." Author also has raised question here that weather Universities should teach Journalism and Mass Communication. But it has not been answered actually. Apart from this, there is lack of competence faculty available who are specialized in the field of New Communication Technologies, Media Laws, Media Management and so on. While due to absence of practical relevant training the graduates are found in helpless situation when they are entered into media industry. Due to lack of adequately trained media educators, proper infrastructure and revised curricula are the big challenge towards the media education. Continuously, Guru and Veena (2005), argue that "The expectations of these media industries are not properly understood by

policy makers and so-called media educators. What is Mass Communication and Journalism? What are the expectations of the media industry? How to train those students who opted Mass Communication and Journalism? Unfortunately, these quotations yet not to be answered, but now these questions have to be answered by the policy makers and media educator's work is to provide need-based training and produce students they suited in present media scenario.

In addition, a well-known Journal 'VIDURA' (a Journal of the press Institute of India) has highlighted and finds gaps in Journalism education in context of India in 2015 through entitled "*Study finds many gaps in Journalism education*". This study was conducted by centre for Media studies, New Delhi. Through this assessment, it is revealed that- 'Most of media institutes/ Journalism institutes in India being offered post graduate diploma program instead of Master's degree. However, there is gap between student's interactions with media professionals. Most of media studies/ Journalism department, particularly in state universities are suffering from poor infrastructure or/and new technology which is suited to current media scenario. Also, many media educators have no field/ practical experience of media industry. In this assessment, it is also revealed that, Media education in India has faced with tremendous changes in nomenclature and the different types of courses. Now, a wide range of the courses (technical and creative journalism) are available while rapid mushrooming of media institutes (both public and private) are facing with a serious shortage of faculty and quality education. But, still, there is no separate accreditation government body established to watch and regulate these media education and as a resultant it seems to adverse effect on quality and standardisation towards media education. Media education specifically and essentially needs to requires educators those who have sound knowledge of both practical and theoretical. This time media institutes struggling with the challenges of produce students with hands-on knowledge.

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 been failure due to showing passiveness of implementation by the universities or institutions while some universities or institutions have followed or 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 Chandīgarh, 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 have showed their interest in that kind of Journalism. Many years later teachers of the same country and also their neighbouring country 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 a 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).

Similarly, in the series of media education in India, A well-known media educator Ankuran Dutta and Anamika Ray (2011) has discussed about media education in India. The research article has published in *Education for a Digital world 2.0:*

Innovation in Education Vol.1. The entitled of the chapter was "*Media Education in India: A peer perspective*". In this research article Dutta and Ray (2011) have tried to explore the current scenario of media, as well as status, challenges and prospects of media education in India. Continuously, in this research article, Dutta and Ray (2011) have tried to: (1) "Explain the relationship between media literacy and media education, (2) "The Statues and Challenges of the media education in India and (3) Describe the model of media education in India. Dutta and Ray (2011) have explained the term 'Media Literacy'. According to them, Media literacy ensures knowledge of how mass media works. In the age of media saturation, a wide range of media channels are available. So, media literacy is now more than the matter of reading and writing. In short, media literacy is to help people learn how to communicate, access, create, care and contribute for the wellness of society. Media literacy defines an aptitude toward media message comprehension with an aim to emphasise on free, fair and impartial access to information and knowledge (Dutta and Ray,2011). In addition, for the conceptualization of media education and media literacy, Dutta and Ray (2011) quoted Tyner (1998). In her book, *Literacy in a Digital World: Teaching and Learning in the Age of Information.* Tyner has highlighted on media education and media literacy. According to Tyner (1998), "There is some difference between media education and media literacy". In her opinion, "media education expands literacy to include reading and writing through the use of new communication tools. It is learning that requires the critical, independent and creativity of information". On the other hand, "media education focuses on the use of different communication tools as well as knowledge of media". According to Tyner, "Media literacy is the thought to be the outcome of the media education.". In other words, it can be said that "As much as people can learn about the media, that much media literacy they can achieve". The term 'media education' and 'media literacy' are very interconnected with each other and also a confusing to understanding these terms (Tyner and Kolkin,1991). However, Dutta and Ray (2011), has mentioned the research of P.N. Vasanti. According to author, when we discussing regarding media education, we must refer to P.N. Vasanti work's on media education. According to Vasanti, "the communication education sector landscape in our country is influenced and dominated by the courses like Journalism or Mass Communication, but in actual sense, it is fall under the aegis of communication studies. As we can see, most of the course offered in terms of marketing oriented viz. public relations, Advertising, event management, media marketing and so an. According to her, 40 % of the courses focused on marketing media while 30 % followed by mass communication and 20 % course covered up by Journalism. While curriculum of these all courses often repeated or overlaps to each other, but the absurdity is the all these courses and their difference is marketing focused and oriented. And there still remains, a clear need for courses that teach integrated communication (10%). Integrated communication would be considered of a future's media business. Integrated communication should be to ensure that there is a comprehensive approach to communication and not just medium specific (Vasanti,n.d.).

2.3 Conceptual Framework

2.3.1 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.

2.3.2 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.

2.3.3 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.

2.3.4 Normative Theory

This study is based on Normative theory. The normative theory describes 'what should be'. This study is based on the expert opinion i.e. the 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 considered 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).

CHAPTER 3
RESEARCH METHODOLOGY

Chapter 3

Research Methodology

3.1 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).

3.1.1 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. For this, 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.

3.1.2 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).

3.1.3 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 for 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 models, issues and challenges in media education can have overcome.

3.1.4 Abductive Research

Abductive research approach helps to understand the data and expert's opinion (i.e. it helps to understand the opinions 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'.

3.2 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 has 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.

3.3 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 on the basis of where M.A./M.Sc. Courses being offered in Journalism/ Mass Communication/ Mass Communication & Journalism.

Sampling Strategies Table

Table:3.3.1

NORTH ZONE (Cluster 1)	**SOUTH ZONE (Cluster 2)**	**EAST ZONE (Cluster 3)**	**CENTRAL ZONE (Cluster 4)**	**NORTH-EAST ZONE (Cluster 5)**	**WEST ZONE (Cluster 6)**
Group A/Strata A (Central Universities)	Group A/Strata A (Central Universities)	Group A/Strata A (Central Universities)	Group A/Strata A (Central Universities)	Group A/Strata A (Central Universities)	Group A/Strata A (Central Universities)
Group B/Strata B (State Universities)	Group B/Strata B (State Universities)	Group B/Strata B (State Universities)	Group B/Strata B (State Universities)	Group B/Strata B (State Universities)	Group B/Strata B (State Universities)
Group C/Strata C (Private Universities)	Group C/Strata C (Private Universities)	Group C/Strata C (Private Universities)	Group C/Strata C (Private Universities)	Group C/Strata C (Private Universities)	Group C/Strata C (Private Universities)

3.4 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.

3.5 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 SWOT analysis is proportionate to the sample(representative) size of Universities i.e. 1:1.

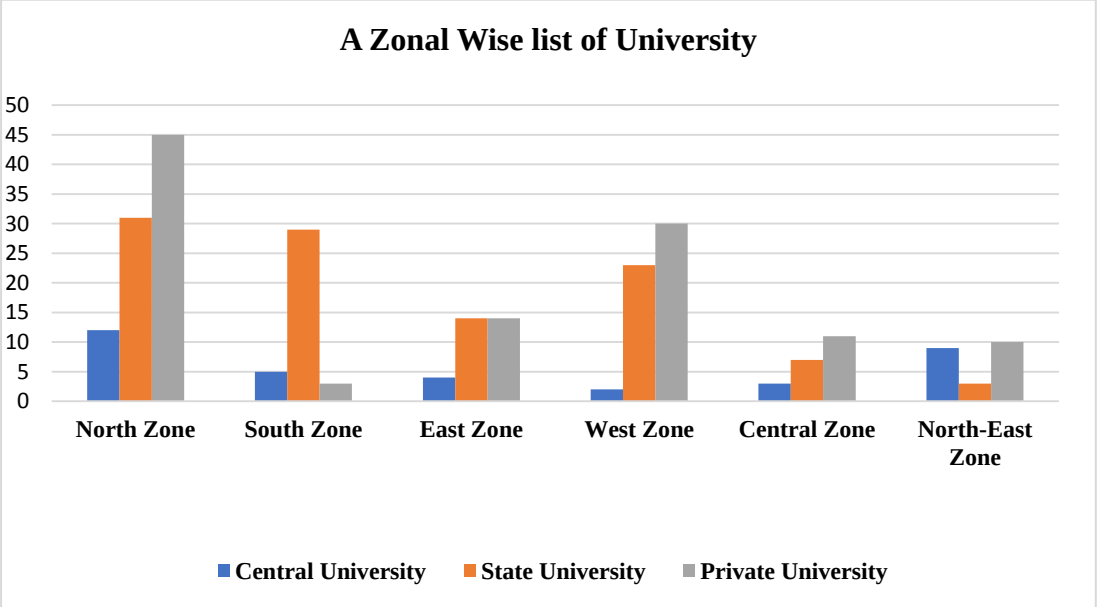
For Selection of Media Professionals:

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

Table:3.5.1
Universe Population Table

Type of University	**Zone (North)**	**Zone (South)**	**Zone (East)**	**Zone (West)**	**Zone (Central)**	**Zone (North-East)**	**Total University**
Central University	12	5	4	2	3	9	**35**
State University	31	29	14	23	7	3	**107**
Private University	45	3	14	30	11	10	**113**
Total University	**88**	**37**	**32**	**55**	**21**	**22**	

A Zonal wise Consolidated data of Indian Universities (Central, State and Private) as per UGC where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies.



Graph-3.5.1
A Zonal wise Consolidated data of Indian Universities (Central, State and Private) as per UGC where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies.

Sample Frame Table
Table:3.5.2

Type of University	**Zone (North)**	**Zone (South)**	**Zone (East)**	**Zone (West)**	**Zone (Central)**	**Zone (North-East)**	**Grand Total University and Sample University**
Total Central University	12	5	4	2	3	9	**35**
Sample Size of each stratum for Central University (~@10%)	2	1	1	1	1	1	**7**
Total State University	31	29	14	23	7	3	**107**
Sample Size of each stratum for State University (~@10%)	4	3	2	3	1	1	**14**
Total Private University	45	3	14	30	11	10	**113**
Sample Size of each stratum for Private University (~@10%)	4	1	2	3	2	1	**13**

3.6 Details of Selected (Sample) Universities and Sample Frame

The following tables shows the sample frame details of Media Educators, Media Students and selected sample Universities of Central University of six zones of India

Zone: North
Type of University: Central
Banaras Hindu University, Varanasi
Table:3.6.1

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
9	1	40	4	Associate Prof.	Having 12 Years	Having Three Years

Above Table 3.6.1 shows that the demographic data of the respondents. As per Table 3.6.1 total number of faculties were nine and total number of students were forty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of Nine faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of Forty students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty is Associate Professor having twelve years of academic experience followed by three years of media field experience respectively.

Zone: North
Type of University: Central
Central University of Punjab, Bhatinda
Table:3.6.2

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
4	1	30	3	Assistant Prof.	Having Six Years	Having Two Years

Above Table 3.6.2 shows that the demographic data of the respondents. As per Table 3.6.2 total members of faculties were four and total number of students were thirty in

media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten i.e. Out of four faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty is Assistant Professor having six years academic experience along with having two years' experience of media field.

Zone: South
Type of University: Central
MANUU, Hyderabad
Table:3.6.3

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
7	1	28	3	Assistant Prof.	Having Twelve Years	Having Zero Year

Above Table 3.6.3 shows that the demographic data of the respondents. As per Table 3.6.3 total number of faculty members were seven and total number of students were twenty-eight in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of seven faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty eight students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty members are Assistant professor having twelve years of academic experience with zero year of field experience.

Zone: East
Type of University: Central
Central University of South Bihar
Table:3.6.4

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
5	1	35	4	Assistant Prof.	Having Six Years	Having Seven Years

Above Table 3.6.4 shows that the demographic data of the respondents. As per Table 3.6.4 total number of faculties members were five and total number of students were thirty-five in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of five faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty five students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having six years of academic experience along with having seven years of field experience.

Zone: West
Type of University: Central
Mahatma Gandhi Anatarrashtriya Hindi Vishwavidyalaya, Wardha
Table:3.6.5

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
7	1	30	3	Assistant Prof.	Having Eight Years	Having Twelve Years

Above Table 3.6.5 shows that the demographic data of the respondents. As per Table 3.6.5 total number of faculties members were seven and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of seven faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students

are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having eight years of academic experience along with having twelve years of field experience.

Zone: Central
Type of University: Central
Indira Gandhi National Tribal University, Amarkantak
Table:3.6.6

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' s Experience (Academic)**	**Media Educators' Experience (Field)**
7	1	20	2	Assistant Prof.	Having m Three Years	Having One Year

Above Table 3.6.6 shows that the demographic data of the respondents. As per Table 3.6.6 total number of faculties members were seven and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of seven faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; two students have been drawn through which simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected one faculty member is Assistant professor having three years of academic experience along with having one year of field experience.

Zone: North-East
Type of University: Central
Assam University, Silchar
Table:3.6.7

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
6	1	46	5	Assistant Prof.	1.Having Eight Years	1.Having Two Years

Table 3.6.7 shows that the demographic data of the respondents. As per Table 3.6.7 total number of faculties members were six and total number of students were forty-six in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of six faculties; one faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of forty-six students; five students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having eight years of academic experience along with having two years of field experience.

The following tables shows the sample frame details of Media Educators, Media Students and selected sample Universities of State University of six zones of India

Zone: North
Type of University: State
Kurukshetra University, Haryana
Table:3.6.8

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
23	3	30	3	All are Assistant Prof.	1.Having 6 Years 2.Having 7 Years 3.Having 12 Years	1.Having 17 Years 2.Having Zero 3. Having Zero

Above Table 3.6.8 shows that the demographic data of the respondents. As per Table 3.6.8 total number of faculties members were twenty-three and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. Out of twenty three faculties; three faculties have been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. All selected faculty members are Assistant professor. One faculty member having six years of academic experience along with having Seventeen years of field experience respectively. Similarly, another faculty member having Seven years of academic

experience and they do not have field experience. One faculty member having twelve years of academic experience followed by zero year of field experience.

Zone: North
Type of University: State
Bundelkhand University, Jhansi
Table:3.6.9

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
7	1	50	5	Associate Prof.	Having Twenty-Two Years	Zero Year

Above Table 3.6.9 shows that the demographic data of the respondents. As per Table 3.6.9 total number of faculties members were seven and total number of students were fifty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of fifty students; five students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having Twenty-Two years of academic experience along with having zero year of field experience.

Zone: North
Type of University: State
Guru Gobind Singh Indraprastha University, New Delhi
Table:3.6.10

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
7	1	52	6	Assistant Professor	Having Twelve Years	Having Four Years

Above Table 3.6.10 shows that the demographic data of the respondents. As per Table 3.6.10 total number of faculties members were seven and total number of students

were fifty-two in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of fifty-two students; six students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followe disproportionate sampling method. The selected faculty member is Assistant professor having Twelve years of academic experience along with having four years of field experience.

Zone: North
Type of University: State
Mahatma Gandhi Kashi Vidyapeeth, Varanasi
Table:3.6.11

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
5	1	60	6	Assistant Prof.	Having Fourteen Years	Having One Year

Above Table 3.6.11 shows that the demographic data of the respondents. As per Table 3.6.11 total number of faculties members were five and total number of students were sixty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of sixty students; six students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having Fourteen years of academic experience along with having one year of field experience.

Zone: South
Type of University: State
University of Madras
Table:3.6.12

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
5	1	20	2	Assistant Prof.	Having Six Years	Having Ten years

Above Table 3.6.12 shows that the demographic data of the respondents. As per Table 3.6.12 total number of faculties members were five and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of twenty students; two students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having six years of academic experience along with having ten year of field experience.

Zone: South
Type of University: State
University of Calicut, Kerala
Table:3.6.13

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
6	1	20	2	Associate Prof.	Having Twelve Years	Having Five Years

Above Table 3.6.13 shows that the demographic data of the respondents. As per Table 3.6.13 total number of faculties members were six and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; two students have been drawn through simple random sampling. For drawing sample size from both population size was followed

disproportionate sampling method. The selected faculty member is Assistant professor having twelve years of academic experience along with having five year of field experience.

Zone: South
Type of University: State
Osmania University, Telangana
Table:3.6.14

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
7	1	40	4	Assistant University	Having Eight Years	Having Three Years

Above Table 3.6.14 shows that the demographic data of the respondents. As per Table 3.6.14 total number of faculties members were Seven and total number of students were forty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of forty students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having eight years of academic experience along with having three years of field experience.

Zone: East
Type of University: State
Patna University
Table:3.6.15

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
5	1	20	2	Assistant Prof.	Having Seven Years	Having Two Years

Above Table 3.6.15 shows that the demographic data of the respondents. As per Table 3.6.15 total number of faculties members were five and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students.

The total number of sample size of faculties which has been drawn from the total population are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. out of twenty students; two students have been drawn through which simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having seven years of academic experience along with having two years of field experience.

Zone: East
Type of University: State
Maulana Mazharul Haque Arabic & Persian University, Patna
Table:3.6.16

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
4	1	20	2	Assistant Prof.	Having Six Years	Having One Year

Above Table 3.6.16 shows that the demographic data of the respondents. As per Table 3.6.16 total number of faculties members were four and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; two students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having six years of academic experience along with having one year of field experience.

Zone: West
Type of University: State
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Table:3.6.17

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
10	1	60	6	Assistant Prof.	Having Ten Years	Having Seven Years

Above Table 3.6.17 shows that the demographic data of the respondents. As per Table 3.6.17 total number of faculties members were four and total number of students were sixty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; two students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having six years of academic experience along with having one year of field experience.

Zone: West
Type of University: State
University of Mumbai, Mumbai
Table: 3.6.18

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
3	1	60	6	Associate Prof.	Having Sixteen Years	Having Twelve Years

Above Table 3.6.18 shows that the demographic data of the respondents. As per Table 3.6.18 total number of faculties members were three and total number of students were sixty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of sixty students; six students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Associate professor having sixteen years of academic experience along with having twelve years of field experience.

Zone: West
Type of University: State
SRTM University, Nanded
Table:3.6.19

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
4	1	20	2	Assistant Prof.	Having Eleven Years	Having Six Years

Above Table 3.6.19 shows that the demographic data of the respondents. As per Table 3.6.19 total number of faculties members were four and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; two students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having eleven years of academic experience along with having six years of field experience.

Zone: Central
Type of University: State
MCNUJC University, Bhopal
Table: 3.6.20

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
8	1	30	3	Assistant Prof.	Having Eight Years	Having Two Years

Above Table 3.6.20 shows that the demographic data of the respondents. As per Table 3.6.20 total number of faculties members were eight and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty

member is Assistant professor having eight years of academic experience along with having two years of field experience.

Zone: North-East
Type of University: State
Gauhati University
Table: 3.6.21

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
4	1	36	4	Assistant Prof.	Having Thirteen Years	Having Zero Year

Above Table 3.6.21 shows that the demographic data of the respondents. As per Table 3.6.21 total number of faculties members were four and total number of students were thirty-six in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students have been drawn from the total population of students are approximately ten percent i.e. Out of thirty-six students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant professor having thirteen years of academic experience along with having zero year of field experience.

The following tables shows the sample frame details of Media Educators, Media Students and selected sample Universities of Private University of six zones of India

Zone: North
Type of University: Private
Dev Sanskrit Vishwavidyalaya, Haridwar
Table: 3.6.22

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
9	1	10	1	Professor	Having Thirteen Years	Having Twelve Years

Above Table 3.6.22 shows that the demographic data of the respondents. As per Table 3.6.22 total number of faculties members were nine and total number of students were ten in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of ten students; one student has been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Professor having thirteen years of academic experience along with having twelve years of field experience.

Zone: North
Type of University: Private
Galgotias University, Greater Noida
Table:3.6.23

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
15	2	30	3	1.Associate Prof. 2. Assistant Prof.	1.Having Six Years 2.Having Two Years	1.Having Three Years 2.Having Zero Year

Above Table 3.6.23 shows that the demographic data of the respondents. As per Table 3.6.23 total number of faculties members were fifteen and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. two faculties have been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. Out of selected two faculties, one faculty member is Associate Professor having six years of academic experience along with having three years of field experience while other faculty member is Assistant Professor having two years of academic experience, but none of field experience at all.

Zone: North
Type of University: Private
Sharda University, Greater Noida
Table: 3.6.24

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
11	2	30	3	1.Associate Prof. 2.Assistant Prof.	1.Having Fourteen Years 2.Having Nine Years	1.Having Three Years 2.Having Zero Year

Above Table 3.6.24 shows that the demographic data of the respondents. As per Table 3.6.24 total number of faculties members were eleven and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. two faculties have been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. Out of selected two faculties, One Faculty member is Associate Professor having fourteen years of academic experience along with having three years of field experience while other faculty member is Assistant Professor having nine years of academic experience, but none of field experience at all.

Zone: North
Type of University: Private
Noida International University, Greater Noida
Table: 3.6.25

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators' Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
5	1	30	3	Assistant Prof.	Having Seven Years	Having Two Years

Above Table 3.6.25 shows that the demographic data of the respondents. As per Table 3.6.25 total number of faculties members were five and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of

students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having seven years of academic experience along with having two years of field experience.

Zone: South
Type of University: Private
Reva University, Bengaluru
Table: 3.6.26

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
7	1	31	4	Associate Prof.	Having Twelve Years	Having Four Years

Above Table 3.6.26 shows that the demographic data of the respondents. As per Table 3.6.26 total number of faculties members were seven and total number of students were thirty-one in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty-one students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Associate Professor having twelve years of academic experience along with having four years of field experience.

Zone: East
Type of University: Private
Centurion University of Technology and Management, Bhubaneshwar
Table: 3.6.27

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
5	1	30	3	Assistant Prof.	Having Seven Years	Having Two Years

Above Table 3.6.27 shows that the demographic data of the respondents. As per Table 3.6.27 total number of faculties members were five and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having seven years of academic experience along with having two years of field experience.

Zone: East
Type of University: Private
Amity University, Kolkata
Table: 3.6.28

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
10	1	30	3	Assistant Prof.	Having Six Years	Having Zero Year

Above Table 3.6.28 shows that the demographic data of the respondents. As per Table 3.6.28 total number of faculties members were ten and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having six years of academic experience along with having zero year of field experience.

Zone: West
Type of University: Private
Manipal University, Jaipur
Table: 3.6.29

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
11	2	30	3	Both are Assistant Professor	1.Having Six Years 2.Having Five Years	1.Having Two Years 2.Having Zero Year

Above Table 3.6.29 shows that the demographic data of the respondents. As per Table 3.6.29 total number of faculties members were eleven and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn sample from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. two faculties have been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected both Faculty members are Assistant Professor; one having six years of academic experience along with having two years of field experience and other faculty having five years of academic experience along with having no field experience.

Zone: West
Type of University: Private
PACIFIC University, Udaipur
Table: 3.6.30

Total Faculty members (Total Population)	Sample Size of Media Educators (~@10%)	Total no. of Students (Total Population)	Sample Size of Students (~@10%)	Media Educators Designation	Media Educators' Experience (Academic)	Media Educators' Experience (Field)
7	1	35	4	Assistant Professor	Having Five Years	Having Three Years

Above Table 3.6.30 shows that the demographic data of the respondents. As per Table 3.6.30 total number of faculties members were seven and total number of students were thirty-five in media studies course of master level programme. For this study

researcher has drawn sample from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty-five students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected Faculty member is Assistant Professor along with having three years of field experience and having five years of academic experience.

Zone: West
Type of University: Private
NIMS University, Rajasthan
Table:3.6.31

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**s Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
5	1	30	3	Assistant Professor	Having Six Years	Having

Above Table 3.6.31 shows that the demographic data of the respondents. As per Table 3.6.31 total number of faculties members were five and total number of students were thirty in media studies course of master level programme. For this study researcher has drawn sample from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected Faculty member is Assistant Professor along with having two years of field experience and having six years of academic experience.

Zone: Central
Type of University: Private
Amity University, Raipur
Table: 3.6.32

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
7	1	30	3	Assistant Prof.	Having Six Years	Having One Year

Above Table 3.6.32 shows that the demographic data of the respondents. As per Table 32 total number of faculties members were seven and total number of students were thirty in media studies course of master level programme. For this study researcher

has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of thirty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having six years of academic experience along with having one year of field experience.

Zone: Central
Type of University: Private
Oriental University, Indore
Table: 3.6.33

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
4	1	20	2	Assistant Prof.	Having Three Years	Having Zero Year

Above Table 3.6.33 shows that the demographic data of the respondents. As per Table 3.6.33 total number of faculties members were four and total number of students were twenty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of twenty students; three students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having three years of academic experience along with having zero year of field experience.

Zone: North-East
Type of University: Private
Assam Don Bosco University, Assam
Table: 3.6.34

Total Faculty members (Total Population)	**Sample Size of Media Educators (~@10%)**	**Total no. of Students (Total Population)**	**Sample Size of Students (~@10%)**	**Media Educators' Designation**	**Media Educators' Experience (Academic)**	**Media Educators' Experience (Field)**
8	1	40	4	Assistant Prof.	Having Five Years	Having Two Years

Above Table 3.6.34 shows that the demographic data of the respondents. As per Table 3.6.34 total number of faculties members were eight and total number of students were forty in media studies course of master level programme. For this study researcher has drawn samples from the total number of faculties as well as total number of students. The total number of sample size of faculties which has been drawn from the total population of faculties are approximately ten percent i.e. One faculty has been drawn through simple random sampling while the total number of sample size of students which has been drawn from the total population of students are approximately ten percent i.e. Out of forty students; four students have been drawn through simple random sampling. For drawing sample size from both population size researcher has followed disproportionate sampling method. The selected faculty member is Assistant Professor having five years of academic experience along with having two years of field experience.

CHAPTER 4

PART-A

MAPPING NOMENCLATURE AND SWOT ANALYSIS

Chapter 4
Part A
Mapping Nomenclature and SWOT Analysis

4.1 Nomenclature of Media Courses

A Zonal wise Consolidated data of Indian Universities (Central, State and Private) as per UGC where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. In this data diversified courses related to media studies have been incorporated. For consolidated list of Universities excluding the Open Universities/ Constituent Colleges/ Institutes / Deemed Universities where these courses are being offered.

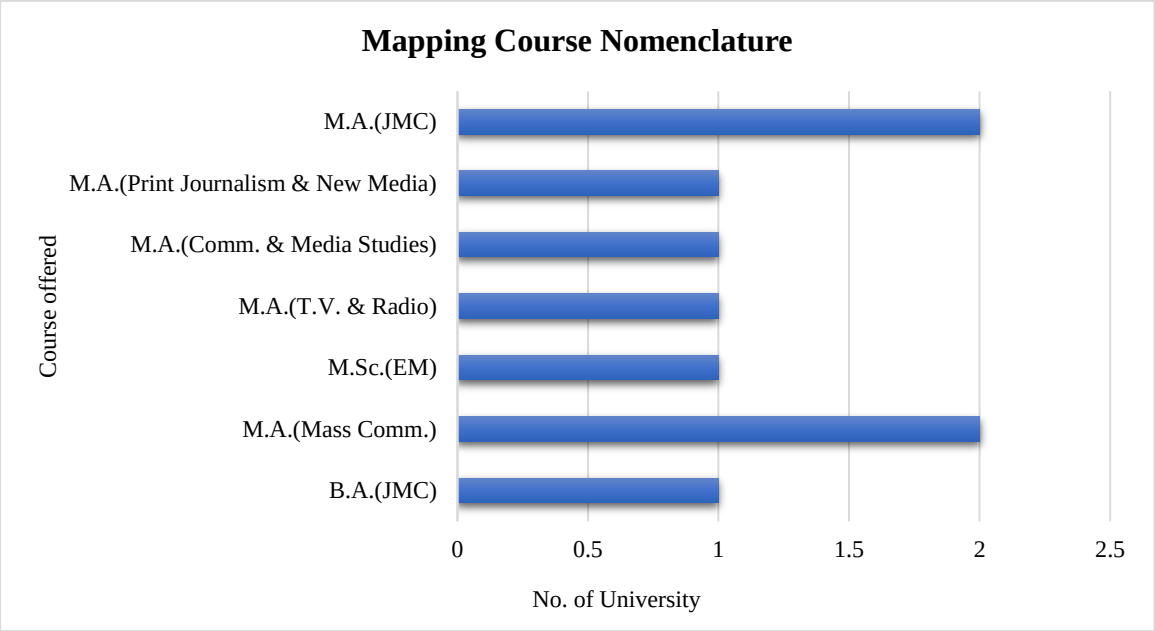
The following are the Consolidated tables of Central Universities that offered Bachelor programme, Master's programme, P.G. Diploma, Diploma and Certificate programme related to media studies. In this consolidated list of Universities excluding the Open Universities/ Constituent Colleges/ Institutes/Deemed Universities.

Zone: South
Type of University: Central
Table: 4.1.1

University Name	Bachelor Programme	Master's Programme	Five Year Integrated Programme	Diploma	Certificate
1.Pondichey University	-	(a) M.A. (Mass Communication) (b) M.Sc. (Electronic Media)		-	
2. Central Uni. Of Tamilnadu	-	M.A. (Mass Communication)	-	-	
3.Hyderabad University, Hyderabad (T.S.)	-	* Specialization: (a) M.A. (T.V & Radio) (b) M.A. (Comm. & Media Studies) (c) M.A. (Print Journalism & New Media)	-	-	
4. MANUU, Hyderabad (T.S.)	B.A.(JMC)	M.A.(JMC)	-	-	
5. EFLU, Hyderabad (T.S.)	-	M.A.(JMC)	-	-	

Source: University Website

Zone: South
Type of University: Central



Graph-4.1.1

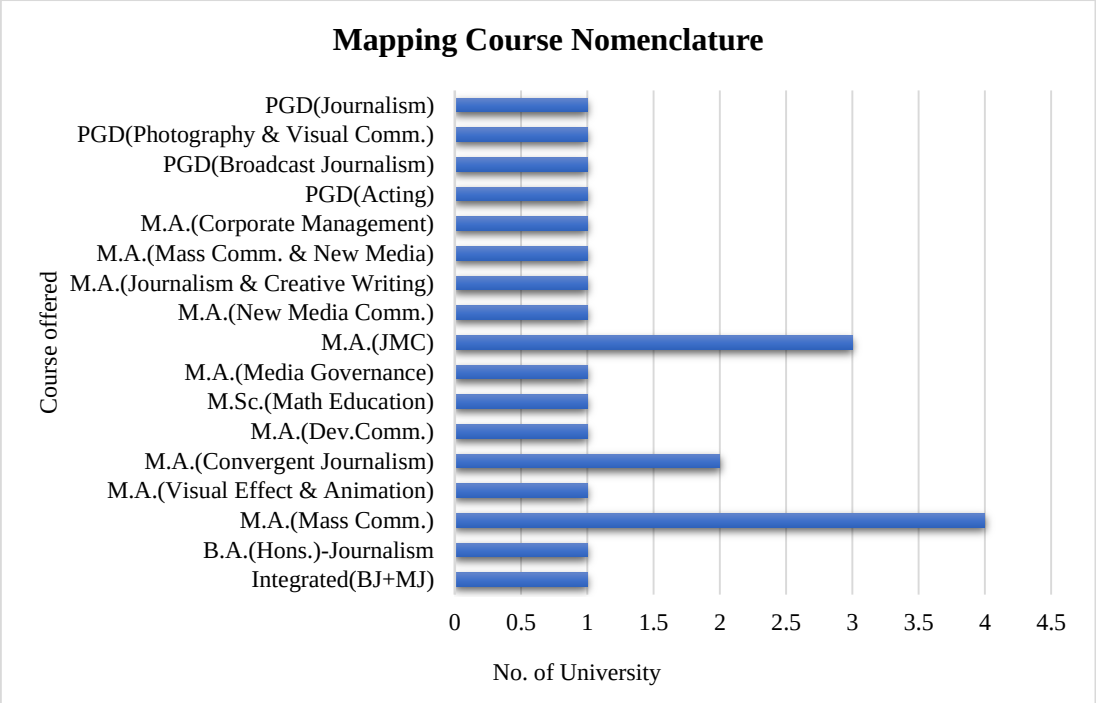
Above Graph-4.1.1 shows that diversified courses being offered in Central Universities of South Zone. A total five Central Universities in south zones where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. As per above Graph, in south zone, two universities offered M.A.(JMC) while two universities offered M.A. (Mass Comm.). Apart from this courses, one university offered B.A.(JMC), one university offered M.A. (Print Journalism & New Media), one university offered M.A. (Comm. & Media Studies), one university offered M.A. (TV & Radio), one university offered M.Sc. (EM) and one university offered M.A. (Mass Comm.).

Zone: North
Type of University: Central
Table:4.1.2

University Name	Bachelor Programme	Master's Programme	Five years Integrated	Diploma	Certificate
1.University of Delhi (SOJ)	-	-	Integrated B.J & M.J.		
2. Jamia Milia Islamia, New Delhi (a) A.J.K Centre Mass Communication Research Centre (b) Centre for culture Media & Governance	-	* Different Specialization at A.J.K and Media & Governance:	-	(a) Acting (b) Broadcast Journalism (c) Still Photography & Visual Communication	-
3.Central Uni. Haryana	-	M.A.(JMC)	-	-	-
4.Central Uni. Of Himachal	B.Voc.(Mass Comm.)	(a) M.A. (New Media Comm.) (b) M.A. (Journalism Creative writing)	-	-	-
5. Central Uni. Of Jammu	-	M.A. in Mass Communication and New Media	-	-	-
6.Central Uni. Of Kashmir	-	Masters in Convergent Journalism	-	-	-
7. HNBU, Uttaranchal	B.A.(Hons.) Journalism	M.A. (Mass Comm.)	-	-	-
8. BHU, Varanasi	-	(a) M.A. (Mass Comm.) (b) Masters in Corporate Management	-	-	-
9. University of Allahabad	-	M.A. (Mass Communication)	-	-	-
10. BBAU, Lucknow	-	M.A.(JMC)	-	-	-
11. AMU, Aligarh	-	MA. (Mass Comm.)	-	P.G. Diploma in Journalism	-
12. Central Uni. Of Punjab	-	M.A. (Journalism & Mass Communication)	-	-	-

Source: University Website *Diversified Specialization: a) M.A. (Mass Comm.), (b) M.A. (Visual Effect. & Animation), (c) M.A. (Convergent Journalism), (d) M.A. (Development Communication), (e) M.Sc. (Maths Education under Meta University), (f) M.A. (Media Governance)

Zone: North
Type of University: Central



Graph-4.1.2

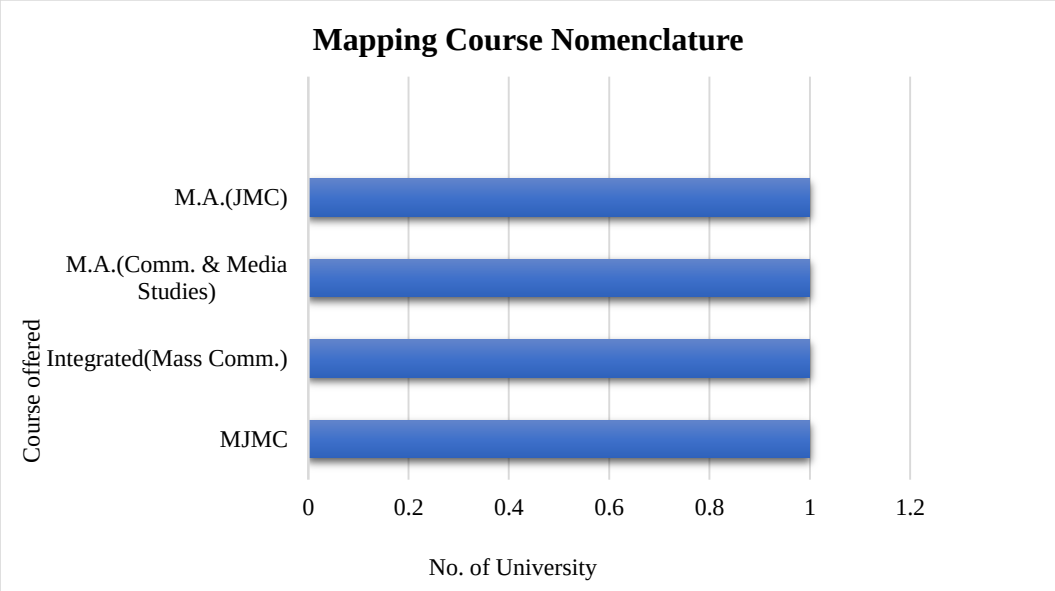
Above Graph-4.1.2 shows that diversified courses being offered in Central Universities of North Zone. A total twelve Central Universities in south zones where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. As per above Graph, in north zone, one university offered Integrated (BJ+MJ) program, one university offered B.A.(Hons.) in Journalism, four universities offered M.A. (Mass Comm.), one university offered M.A.(Visual Effect & Animation), Two universities offered M.A.(Convergent Journalism),One university offered M.A.(Development Communication), one university offered different course viz. M.Sc.(Math Education) under the aegis of department of Mass Communication, One university offered M.A.(Media Governance), three universities offered M.A.(JMC),one university offered M.A.(New Media Communication), One university offered M.A.(Creative Writing & Journalism),one university offered M.A.(Mass Communication and New Media), one university offered M.A.(Corporate Management),one university offered different course viz. PGD (Acting) under the aegis of Department of Mass Communication, one university offered PGD(Broadcast Journalism), one university offered PGD (Photography & Visual Communication),One university offered PGD(Journalism).

Zone: East
Type of University: Central
Table: 4.1.3

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Central Uni. Of Jharkhand	-	-	Mass Communication	-	-
2. Central Uni. Of Orissa	-	MJMC	-	-	-
3. Central Uni. Of South Bihar	-	M.A. (Communication & Media Studies)	-	-	-
4. Vishwa Bharti	-	M.A. (Journalism & Mass Communication)	-	-	-

Source: University Website

Zone: East
Type of University: Central



Graph-4.1.3

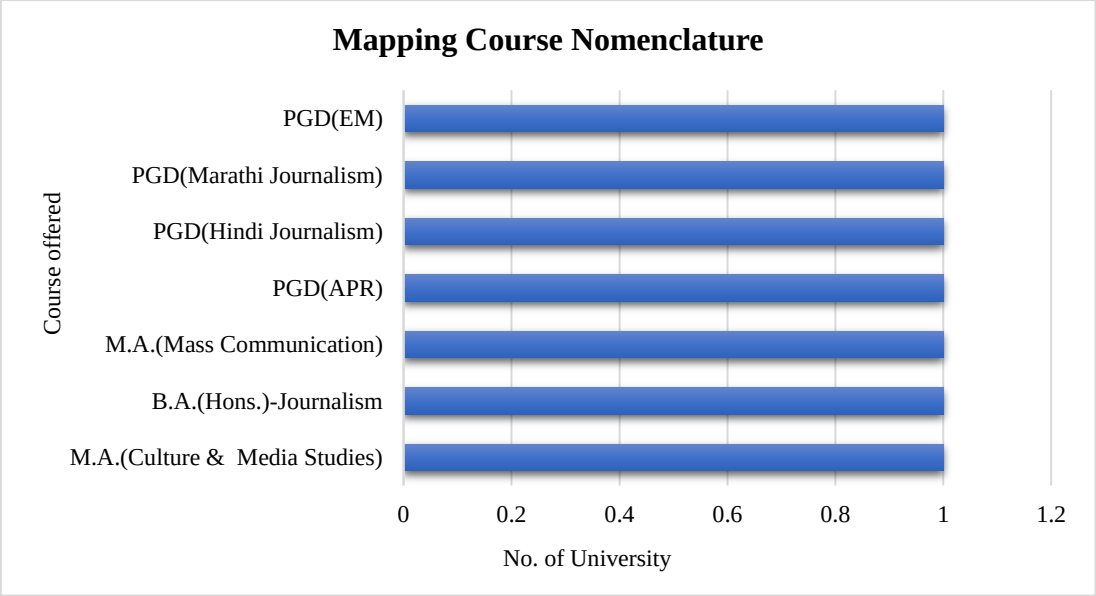
Above Graph-4.1.3 shows that diversified courses being offered in Central Universities of East Zone. A total four Central Universities in East zones where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. As per above Graph, in east zone, one university offered MJMC, one university offered Integrated (Mass Communication), one university M.A. (Communication & Media Studies), one university offered M.A.(JMC).

Zone: West
Type of University: Central
Table: 4.1.4

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Central Uni. Of Rajasthan	-	M.A. (Culture & Media Studies)	-	-	-
2.MGAHV, Wardha	B.A.(Hons.) Journalism	M.A. (Mass Communication)	-	(a) APR (b) Journalism (Hindi) (c)Journalism (Marathi) (d) EM	

Source: University Website

Zone: West
Type of University: Central



Graph-4.1.4

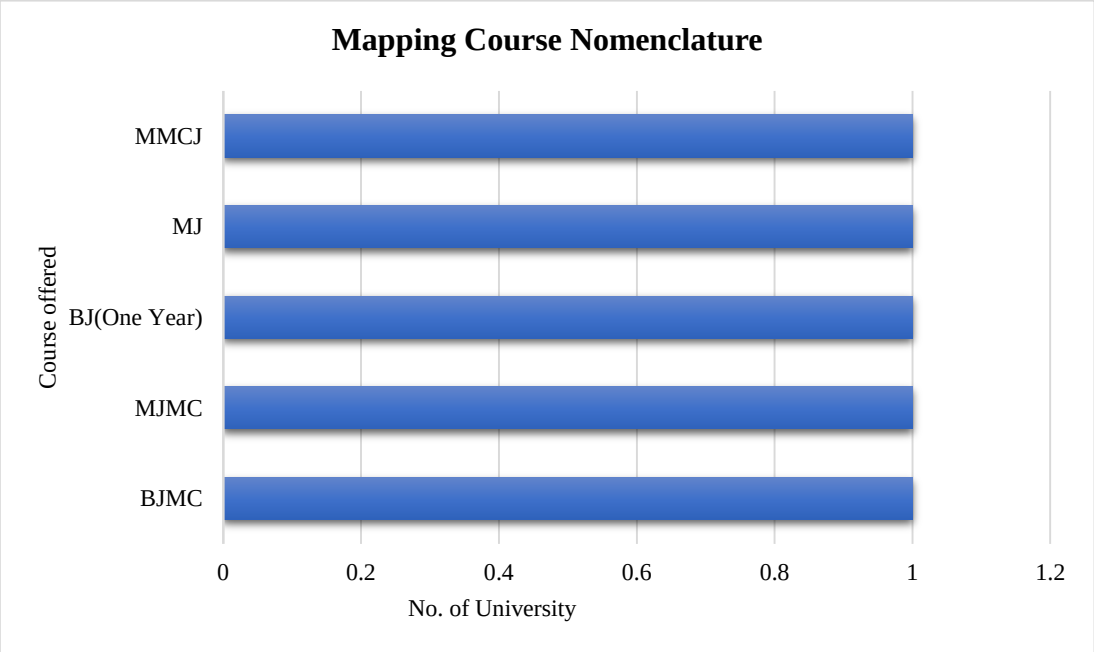
Above Graph-4.1.4 shows that diversified courses being offered in Central Universities of West Zone. A total two Central Universities in West Zone zones where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. As per above Graph, in west zone, one university offered M.A. (Culture and Media Studies) while another university offered M.A. (Mass Communication), PGD. (Hindi Journalism), PGD (Marathi Journalism) and PGD (Electronic Media).

Zone: Central
Type of University: Central
Table: 4.1.5

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.IGNTU, Amarkantak	BJMC	MJMC	-	-	-
2. Dr. Harisingh Gour,University, Sagar	B.J. (One Year)	M.J.	-	-	-
3. Guru Ghasidas University, Chhatisgarh	-	M.M.C.J.	-	-	-

Source: University Website

Zone: Central
Type of University: Central



Graph-4.1.5

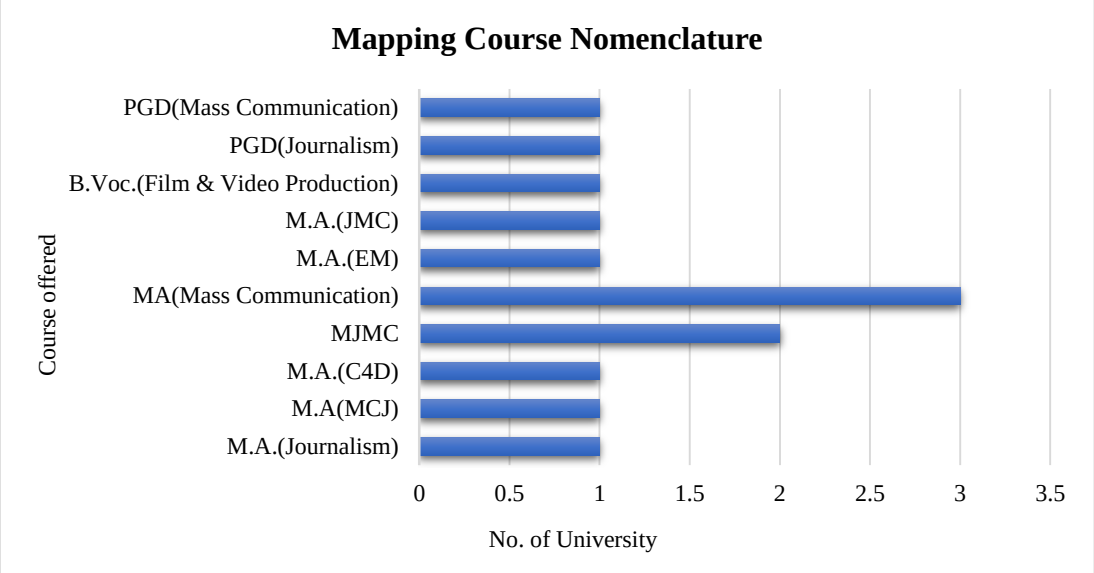
Above Graph-4.1.5 shows that diversified courses being offered in Central Universities of Central Zone. A total three Central Universities in Central Zone zones where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. As per above Graph, in Central Zone, courses offered viz BJMC, MJMC, BJ (One Year), MJ, MMCJ.

Zone: North-East
Type of University: Central
Table: 4.1.6

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1. Assam University, Silchar	-	M.A.(Journalism)	-	Journalism	-
2. Tezpur University	-	(a) M.A.(MCJ) (b) M.A.(C4D)	-	-	-
3.Mizoram University	-	MJMC	-	-	-
4.NEHU, Meghalaya	-	MJMC	-	-	-
5.Manipur University	-	M.A. (Mass Communication)	-	-	-
6.Nagaland University	-	-	-	Mass Communication	-
7. Sikkim University	-	(a) M.A. (Mass Communication) (b) E.M.	-	-	-
8. Tripura University	B.Voc.(Film & Video Production)	M.A.(JMC)	-	-	-
9. Rajiv Gandhi University, Arunachala Pradesh	-	M.A. (Mass Communication)	-	-	-

Source: University Website

Zone: North-East
Type of University: Central



Graph-4.1.6

Above Graph-4.1.6 shows that diversified courses being offered in Central Universities of North-East Zone. A total nine Central Universities in North-East Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. In North-East Zone, courses being offered viz M.A.(Journalism), M.A.(MCJ), M.A. (Communication for Development), M.A. (Electronic Media), M.A.(JMC), B.Voc.(Film & Video Production), PGD (Journalism), PGD(Mass Communication) while three universities offered M.A.(Mass Communication) and Two universities offered MJMC.

The following are Zonal Wise as well as State wise Consolidated list of State Universities that offered Bachelor programme, Master's programme, P.G. Diploma/Diploma and Certificate programme related to media studies. In this consolidated list of Universities excluding the Open Universities/ Constituent Colleges/ Institutes/Deemed Universities.

Zone: North
Type of University: State
State: Delhi (NCT)
Table: 4.1.7

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.GGSIPU, Delhi	BJMC	(a) MJMC-Weekend Programme (b) Master in Mass Communication	-	-	-

Source: University Website

State: Haryana
Table:4.1.8

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Ch. Bansi Lal Uni., Bhiwani	-	M.A. (J & MC)	-	-	-
2. Ch. Ranbir Singh Uni., Jind	-	M.A. (Mass Comm.)	-	-	-
3. YMCA, Uni., Faridabad	-	M.A.(J&MC)	-	-	-
4. MDU, Rohtak	-	M.A.(JMC)	-	-	-
5.Kurukshetra Uni., Kurukshetra	* Specialization in Multi-courses	* Specialization in Multi-courses	-	-	-
6. Ch. Devi Lal University, Sirsa	B.A. (Mass Comm.)	M.A. (Mass Comm.)	-	Mass Comm.	-
7. GJUST, Hisar	-	M.Sc. (Mass Comm.)	-	-	-

Source: University Website

*Specialization: B.A. (Mass Comm.), B.Tech.(Printing & Packaging), B.Sc. (Multi-media), B.Sc. (Animation & Graphics), M.Sc. (Multi-Media), M.Sc. (Animation & Graphics), M.Sc. (Mass Comm.), M.A. (Mass Comm.)

State: Himachal Pradesh
Table:4.1.9

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Himachal Pradesh Uni., Shimla	-	MMC	-	PGDMC	-

Source: University Website

State: Jammu and Kashmir
Table:4.1.10

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Islamic University of Science & Technology University, J & K	-	M.A. (J & MC)	-	-	-
2. Kashmir University, J & K	-	M.A. (Mass Comm. & Journalism)	-	-	-

Source: University Website

State: Uttaranchal (Now Uttarakhand)
Table:4.1.11

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Uttarakhand Sanskrit University, Haridwar	B.J. (One Year)	(a)M.A.(Journalism) (b) Masters in Journalism (MJ)	-	-	-
2. Doon University, Dehradun	-	M.A. (Media & Communication Studies)	M.A. (Media & Communication studies)	-	-
3. Kumaun University, Nainital	-	MJMC	-	PGDJMC	-

Source: University Website

State: Uttar Pradesh
Table:4.1.12

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Allahabad State University, Allahabad	(a) BJMC (b) B.A. (V.E. & Animation)	(a) MJMC (b)M.A. (V.E. & Animation)	-	Film-Making	-
2. Gautam Buddha University, Greater Noida	-	M.A. (Mass Communication)	-	-	-
3. MGKV, Varanasi		(a)M.A.(J&MC) (b) M.A. (Mass Communication)	-	-	-
4.M.J.P. Rohilkhand University, Bareilly	-	-	-	P.G. Diploma in Mass Comm. & Electronic Journalism	-
5. Lucknow University	-	(a) MJMC (b) M.Sc. (Mass Comm. & Science Technology)	-	-	-
6. Dr. B.R.Ambedkar University,Agra	-	MMC	-	-	-
7. Dr. Ram Manohar Lohia Awadh University,Faizabad	B.Voc.(Mass Comm & Journalism)	M.A. (Mass Comm. & Journalism)	-	-	-
8. DDU University,Gorakhpur	(a) B.J. (Hindi Dept.) (b) B.J.M.C.	-	-	-	-
9. Chaoudhary Charan Singh University,Meerut	-	* Specialization: Multi-Course	-	T.V. Journalism	-
10. Bundelkhand University,Jhansi	B.A. (Mass Comm. & Journalism)	M.A. (Mass Comm. & Journalism)	-	** Specialization: Multi-Courses	-
11. CSM Kanpur University	-	MJMC	-	(a)PG Diploma in Journalism & Mass Comm.	
12.KMC Urdu, Arabi-Farsi University, Lucknow	B.J.M.C.	M.J.M.C.	-	-	-
13. VBS Paranuchal University, Jaunpur	-	MMC	-	-	-
14.Sampurnanand Sanskrit University, Varanasi	-	-	-	J & MC	

Source: University Website

***Specialization:** M.A. Hindi (J & MC), M.A. Urdu (Mass Media), M.J.M.C.

****Specialization:** PG Diploma in Journalism, PG Diploma in EM, PG Diploma in Photo Journalism, PG Diploma in Print Media Production, PG Diploma in Event Management, PG Diploma in Advertising Management and Public Relations

State: Punjab
Table:4.1.13

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Punjab Technical University	-	M.A. (J & MC)	-	-	
2. Punjabi University	-	M.A. (J & MC)	-	-	-

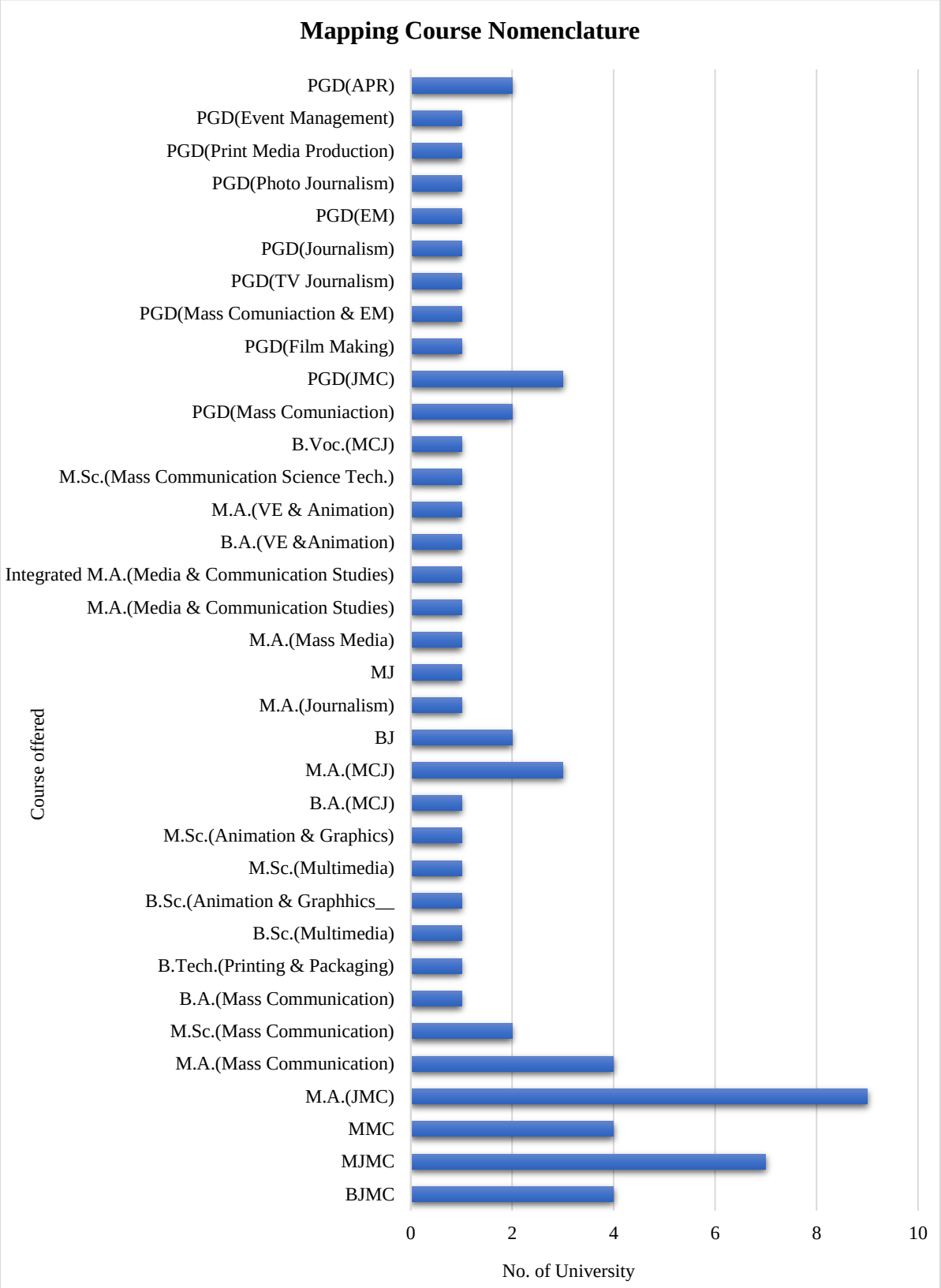
Source: University Website

State: Chandigarh
Table:4.1.14

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Punjab University	-	M.A. (J & MC)	-	APR	-

Source: University Website

Zone: North
Type of University: State



Graph-4.1.7

Graph-4.1.7shows that diversified courses being offered in State Universities of North Zone. A total thirty-One State Universities in North Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program being offered in Media Studies. In north zone there are diversified course offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in north zone. Four universities offered BJMC, seven universities offered MJMC, four universities offered MMC (Master of Mass Communication), nine universities offered M.A.(JMC), only four universities offered M.A. (Mass Communication). In 2001, UGC has suggested the uniform course nomenclature for Mass communication and the suggestion was course should be run in a name of only M.A. (Mass Communication). Although some universities have accepted the suggestion which was given by UGC, but most of universities have ignored it. However, two universities offered M.Sc. (Mass Communication), only one university offered B.A. (Mass Communication), One university offered B.A.(MCJ), three university offered M.A.(MCJ) which is opposite to M.A.(JMC). Two universities offered BJ, one university offered M.A.(Journalism) and One university offered MJ. But point is what is the difference between M.A.(Journalism) and MJ. One university offered M.A. (Mass Media), one university offered M.A. (Media and Communication Studies), one university offered Integrated M.A. (Media and Communication Studies), One university offered M.Sc. (Mass Communication Science Technology). On the other hand, for Diploma, PG Diploma, Certificate, B.Sc. and M.Sc. level program have offered the course with huge diversified nomenclature.

Zone: South
Type of University: State
State: Andhra Pradesh
Table: 4.1.15

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Acharya Nagarjuna University, A.P.	-	M.A. (J & MC)	-	-	-
2. Andhra University.	-	M.J.M.C.	-	-	-
3. Krishna University	-	M.A. (J & MC)	-	-	-
4. Sri Padmavati Mahila University	-	(a) MCJ (b) MBA (Media Management)	-	-	-
5. Yogi University	-	MJMC	-	-	-

Source: University Website

State: Karnataka
Table: 4.1.16

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Vijayanagara Sri Krishnadevraya University	-	M.A. (J & MC)	-	-	-
2. Tumkur University	-	M.A. (MC & J)	-	-	-
3. Karnataka State Women University	-	M.A. (J & MC)	-	-	-
4. Karnataka University	-	(a) M.A. (MC & J) (b) M.Sc. (E.M.)	-	-	-
5. Mangalore University	-	M.A. (Comm. & Journalism)	-	-	-
6. Mysore University	-	M.A. (J & MC)	-	-	-
7. Kuvempu University	-	M.A. (J & MC)	-	-	-
8. Bangalore University	-	M.S.(Communication)	-	-	-
9. Gulbarga University	-	MCJ	-	-	-

Source: University Website

State: Kerala
Table: 4.1.17

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Thunchath Ezhuthachan Malayalam University	-	(a) M.A. (J & MC) (b) M.A. (Film Studies)	-	-	-
2. Calicut University	-	M.A. (J & MC)	-	-	-
3. Kannur University	-	MCJ	-	-	-
4. Kerala University	-	MCJ	-	-	-

Source: University Website

State: Tamil Nadu
Table: 4.1.18

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Madaras University	-	**(**a) M.A. (J & MC) (b) M.Sc. (E.M.)	-	-	-
2. Madurai Kamraj University	-	(a) M.A. (J & MC) (b) M.Sc. (E.M.) (c) M.Sc. (Electronic Media & Comm.)	-	-	-
3. Mother Teresa Women's University	-	**(**a) M.A. (Mass Comm.) (b) M.Sc. (Visual Comm.)	-	-	-
4. Manonmaniam Sundarnar University	-	(a) MJMC (b) M.Sc. (E.M.)	M.Sc. (E.M.)	-	-
5. Anna University	-	M.Sc. (Media Science)	M.Sc. (Media Science)	-	-
6. Bharathiar University	-	MJMC	-	-	-
7. Periyar University	-	(a) M.A. (J & MC)	(a)M.A. (J & MC) (b) M.Sc. (E.M.)	-	-

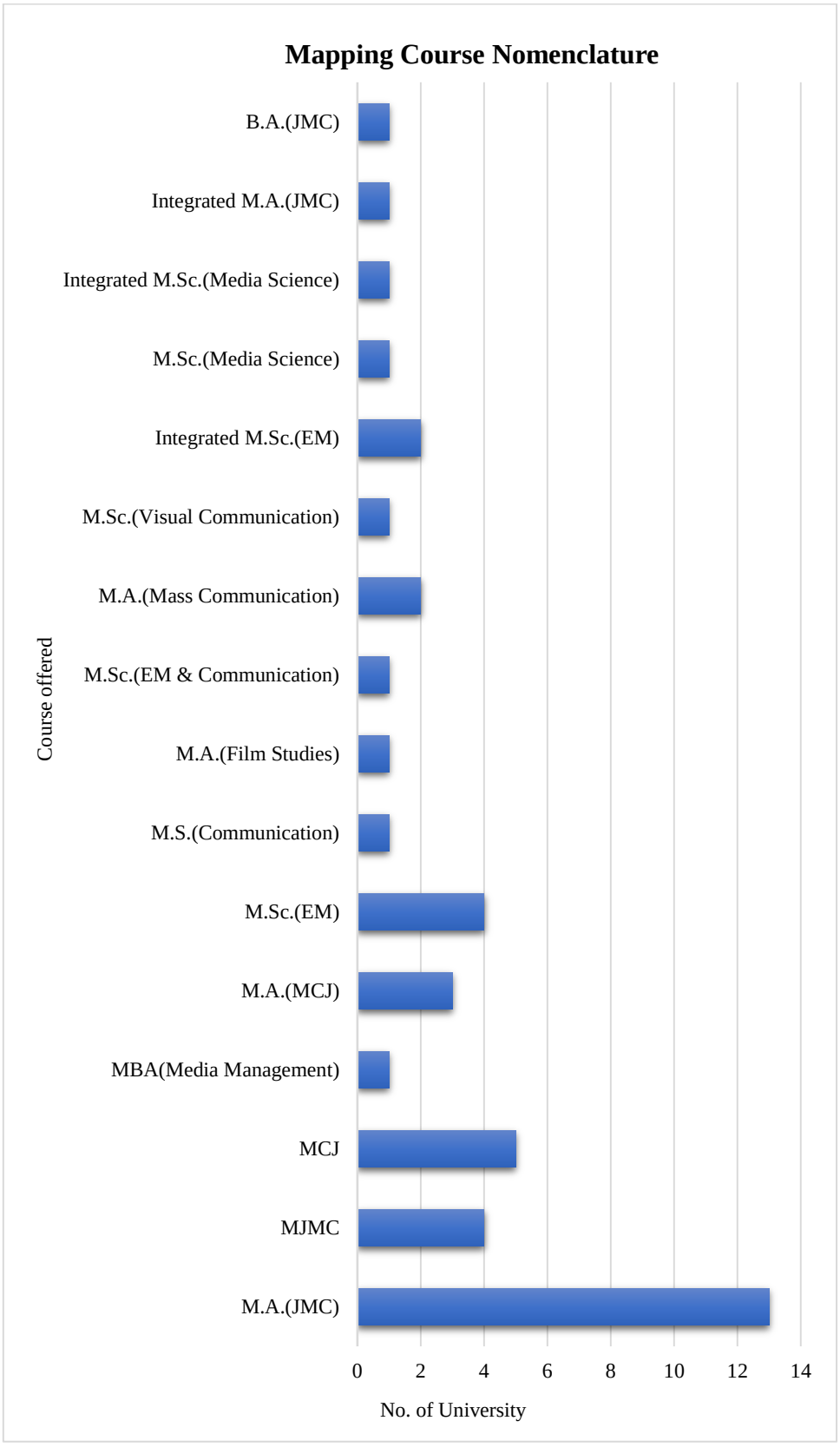
Source: University Website

State: Telangana
Table: 4.1.19

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Potti Sreeramulu Telugu University	-	MCJ	-	-	-
2. Osmania University	-	M.A. (J & MC)	-	-	-
3. Telangana University	-	M.A. (Mass Comm.)	-	-	-
4. Kakatiya University	B.A. (J & MC)	M.A. (J & MC)	-	-	-

Source: University Website

Zone: South
Type of University: State



Graph-4.1.8

Graph-4.1.8 shows that diversified courses being offered in State Universities of South Zone. A total twenty-nine State Universities in South Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered related to Media Studies. As per above Graph, in south zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in south zone. Thirteen universities offered M.A.(JMC), four universities offered MJMC, five universities offered MCJ, one university offered MBA (Media Management), three universities offered M.A.(MCJ), four universities offered M.Sc. (EM), one university offered M.S.(Communication), one university offered M.A. (Film Studies), one university offered M.Sc. (EM & Communication), only two universities offered M.A.(Mass Communication), one university offered M.Sc.(Visual Communication), two university offered Integrated M.Sc.(EM), one university offered M.Sc.(Media Science), one university offered Integrated M.Sc.(Media Science), one university offered Integrated M.A.(JMC),one university offered B.A.(JMC). In 2001, As UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course, but in South zone only two university offered M.A. (Mass Communication). On the other hand, thirteen universities offered M.A.(JMC) while three universities offered M.A.(MCJ) which are opposite to each other in terms of Nomenclature. In south zone's universities there is no uniformity in course nomenclature. These universities offered diversified course in the name of media studies.

Zone: East
Type of University: State
State: Bihar
Table: 4.1.20

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Magadh University	(a) B.A. (Hons.) Hindi Journalism (b) B.A. (Hons.) Hindi Journalism & Mass Comm. (c) B.A. (Hons.) Journalism	-	-	Journalism and Mass Comm.	-
2. MMH Arabic & Persian University	BJMC	M.A. (J & MC)	-	-	-
3.Aryabhatta Knowledge University	B.A. (Mass Comm.)	-	-	-	-
4. Patna University	-	M.A. (J & MC)	-	-	-

Source: University Website

State: Jharkhand
Table:4.1.21

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Kolhan University	(Vocational) B.A. (Mass Comm.)	(Professional) M.A. (Mass Comm.)	-	-	-

Source: University Website

State: Orissa
Table:4.1.22

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Ravenshaw University	B.A. (J & MC)	M.A. (J & MC)	-	PGD (J & MC)	-
2. Berhampur University	-	M.A. (Mass Comm.)	-	-	-

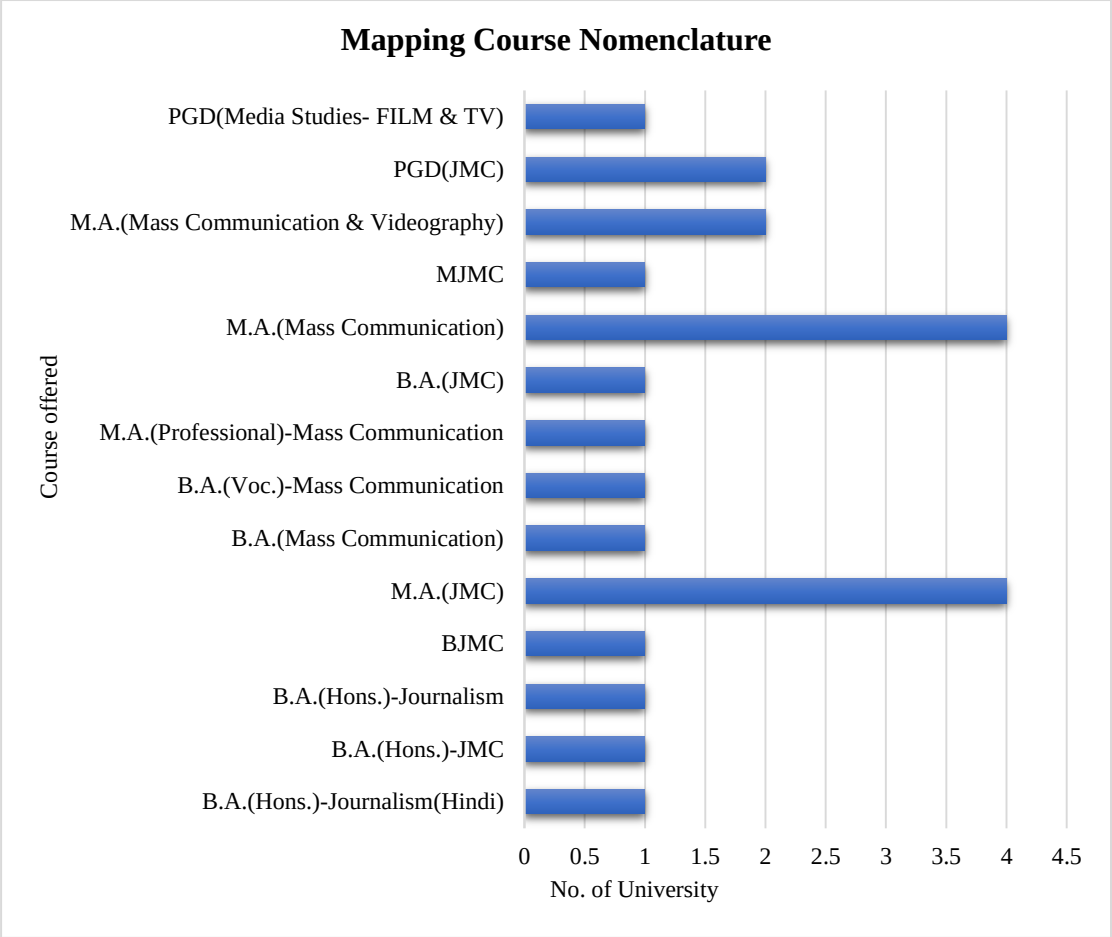
Source: University Website

State: West Bengal
Table:4.1.23

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Burdhwan University	-	M.A. (Mass Comm.)	-	-	-
2. Calcutta University	-	M.A. (Mass Comm.)	-	Media Studies (Film & T.V.)	
3. Aliah University	-	M.J.M.C.	-	-	-
4. West Bengal State University	-	M.A. (J & MC)	-	-	-
5. Vidya Sagar University	-	M.A. (Mass Comm. & Videography)	-	-	-
6. Rabindra Bharti University	-	M.A. (Mass Comm. & Videography**)**	-	-	-
7. North Bengal University	-	M.A. (Mass Comm.)	-	-	-

Source: University Website

Zone: East
Type of University: State



Graph-4.1.9

Above Graph-4.1.9 shows that diversified courses being offered in State Universities of East Zone. A total fourteen State Universities in East Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered related to Media Studies. As per above Graph, in East Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in East Zone. Only four universities offered M.A. (Mass Communication) while in 2001, UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course. Four universities offered M.A.(JMC), two universities offered M.A. (Mass Communication & Videography), Two universities offered PGD(JMC). Rest all universities offered diversified courses for Bachelor, Masters, Integrated, PG Diploma and Certificate level program Viz. one university offered B.A.(Hons.)-Hindi Journalism, one university offered B.A.(Hons.)-JMC, one university offered B.A.(Hons.)-Journalism, one university offered BJMC, one university offered B.A.(Mass Communication),one university offered B.A.(Voc.)-Mass Communication, one university offered M.A.(Professional)-Mass Communication, One university offered B.A.(JMC), One university offered MJMC, one university offered PGD(Media Studies)-Film & TV.

Zone: West
Type of University: State
State: Maharashtra
Table:4.1.24

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Dr. Babasaheb Ambedkar Maharashtra University	B.J(MC & J)	M.J. (MC & J)	-	-	-
2. University of Mumbai		*Specialization: Multi- Course	-	-	-
3. Savitribai Phule Pune University	-	(a) M.J.M.C (b) M.Sc. (Media & Comm. Studies)	-	** Specialization: Multi- Corse	PG Certificate (Photojournalism)
4. North Maharashtra University	-	M.A. (MC & J)	-	-	-
5. Shivaji University	-	M.J.M.C.	-	PG Diploma (Mass Comm.)	Certificate in Journalism
6. SNDT University	-	*** Specialization: Multi-Course	-	PG Diploma (Mass Comm.)	-
7. Solapur University	-	M.A. (Mass Comm.)	-	-	-
8.SRTM, Nanded	-	(a) M.A.(MCJ) (b) M.Sc. (E.M.)	M.A. (Mass Comm.)	-	**** Specialization Multi-Course
9. RTM Nagpur University	B.J.	M.A. (Mass Comm.)	-	PG Diploma (Video Production)	-
10.Gondwana University	B.J.	M.A. (Mass Comm.)	-	PG Diploma (Video Production)	-

Source: University Website

***Specialization:** M.A. (Comm. & Journalism), M.A.(E.M.), M.A.(PR), M.A. (Film Studies), M.A. (T.V. Studies)

****Specialization:** PG Diploma (Mass Media), PG Diploma (Journalism), PG Diploma (Indian Film Studies)

*** **Specialization:** M.Sc. (Comm. Media for Children), M.Sc. (Nutrition Health Comm.), M.A. (Media & Comm.), Masters in Extension Education

**** **Specialization:** Certificate in Digital Film Making, Certificate in Creative Writing for E.M., Certificate in Film Appreciation, Certificate in Radio Programme Production

State: Gujrat
Table:4.1.25

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Gujrat University	-	M.J.M.C.	-	-	-
2.Hemchandracharya North Gujrat Uni.	-	MJMC	-	-	-
3. MS University of Baroda	BJMC	MJMC	-	-	-
4. Swarnim Gujrat Sports University	B.A.(JMC) in Sports Journalism	MJMC in Sports Journalism	-	PG Diploma (Sports Journalism & Mass Media Technology)	Journalism & Mass Media Technology
5. Saurashtra University	-	MJMC	-	PGDMC	-
6. Veer Narmad South Gujrat University	-	M.A. (Mass Communication)	-	PG Diploma (Journalism)	-
7. Sardar Patel University	-	M.A. (Comm. & Media Studies)	-	-	-

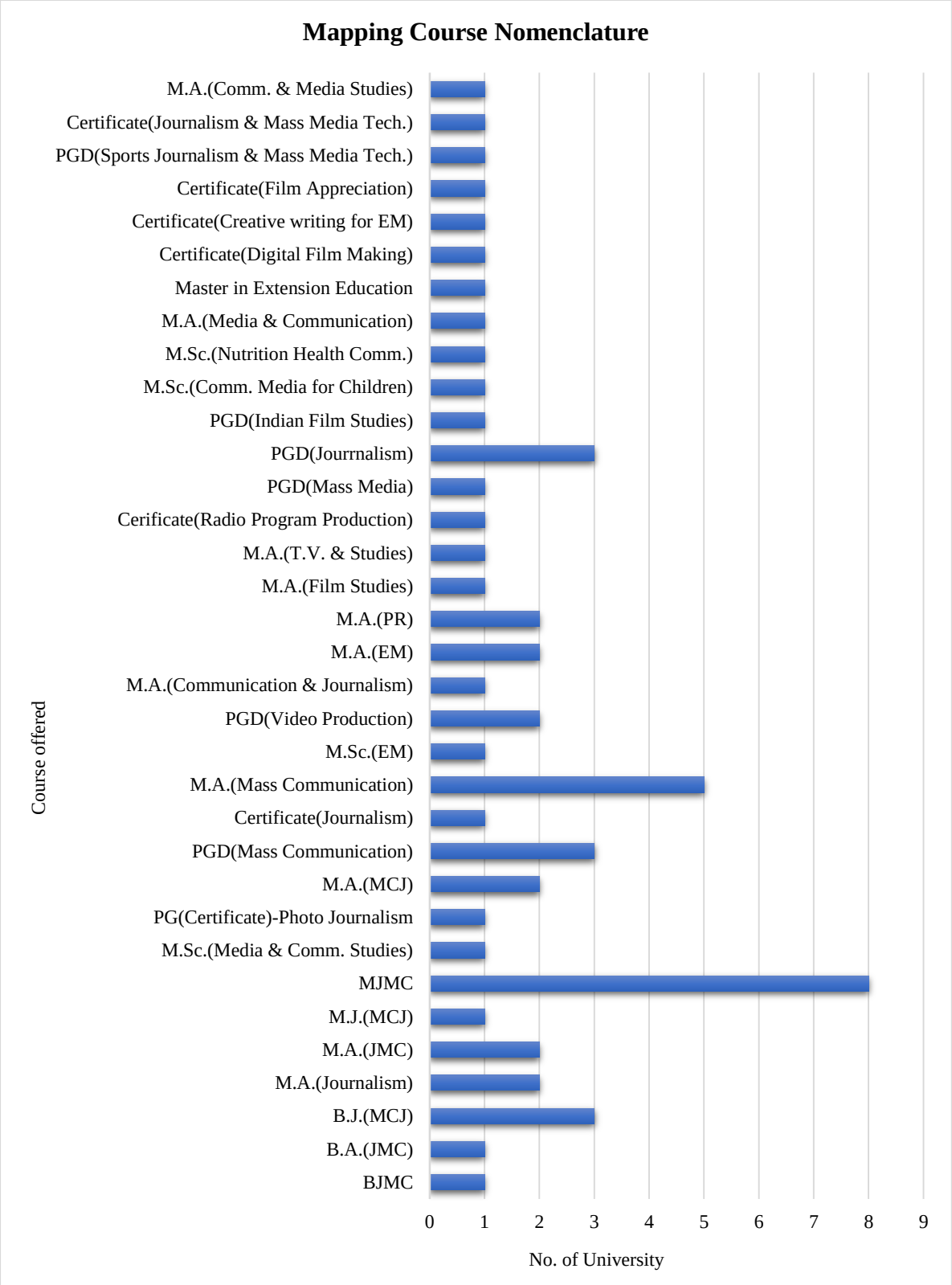
Source: University Website

Sate: Rajasthan
Table:4.1.26

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Shekhawat University	-	*Specialization: Multi-Courses	-	-	-
2. Rajiv Gandhi Tribal University	-	-	-	PG Diploma (Journalism)	-
3. Rajasthan University	-	MJMC	-	-	-
4. Jai Narayan Vyas University	-	M.A.(Journalism)	-	-	-
5. Mohan Lal Shukhadia University	-	M.A.(Journalism)	-	-	-
6. Maharishi Dayanand Saraswati University	-	M.A. (J & MC)	-	-	-

Source: University Website
***Specialization:** M.A. (E.M. Journalism), M.A. (J & MC), M.A. (PR & Advertising)

Zone: West
Type of University: State



Graph-4.1.10

Graph-4.1.10 shows that diversified courses being offered in State Universities of West Zone. A total fourteen State Universities in West Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. In West Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in West Zone. Only five universities offered M.A. (Mass Communication) while in 2001, UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course. Two universities offered M.A.(JMC), Eight universities offered MJMC, two universities offered M.A.(MCJ), three universities offered PGD(Journalism), two universities offered M.A.(PR) and M.A.(EM), two universities offered PGD (Video Production), three universities offered PGD (Mass Communication), two universities offered M.A.(Journalism) and M.A.(JMC). One university offered BJMC, One university offered B.A.(JMC), Three universities offered BJ(MCJ), one university offered MJ(MCJ), one university offered M.Sc. (Media & Communication Studies), one university offered PG Certificate (Photo Journalism), one university offered Certificate(Journalism), one university offered M.Sc.(EM), One university offered M.A.(Communication & Journalism), one university offered M.A.(Film Studies), one university offered M.A.(T.V.& Studies), one university offered Certificate (Radio Program Production), one university offered PGD (Mass Media), one university offered PGD (Indian Film Studies), one university offered M.Sc.(Communication Studies for Children), one university offered M.Sc.(Nutrition Health Communication), one university offered M.A.(Media and Communication), one university offered Master in Extension Education under the aegis of department of mass communication. In addition, one university offered Certificate(Digital Film Making), one university offered Certificate(Creative Writing for EM), one university offered Certificate(Film Appreciation), one university offered PGD (Sport Journalism & Mass Media Technology), one university offered Certificate (Journalism & Mass Media Technology), one university offered M.A.(Communication and Media Studies).

Zone: Central
Type of University: State
State: Madhya Pradesh
Table: 4.1.27

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.ABV Hindi Vishwavidyalaya, Bhopal	B.A. (J & MC)	M.A. (J & MC)	-	PG Diploma (J & MC)	-
2. Vikram University	-	M.A. (Mass Comm.)	-	-	-
3. Rani Durgavati Vishwavidyalaya	(a) B.A. (Mass Comm.) (b) BJC	(a) MJC (b) M.A. (Mass Comm.)			
4. Jiwaji University	-	MJMC	-	-	-
5. MCNUJC, Bhopal	*Specialization: Multi-Course	**Specialization: Multi-Course	-	-	
6. MG Chitrakoot University	BJMC	MJMC	-	-	-
7. DAVV, Indore	(a) B.J. (One Year) (b) BJMC	M.A. (Mass Comm.)	-	-	-

Source: University Website

***Specialization:** B.Sc. (E.M.), B.A. (Journalism & Creative Writing), B.A. (Mass Comm.), B.Sc. (Multi Media), B.Sc. (Graphics & Animation), B.Tech.(Printing & Packaging), BBA(E-Commerce)

**** Specialization:** M.Sc. (Media Research), M.Sc. (Film Production), M.A.(APR), Master of Science New Media, M.A. (Mass Comm.), MBA (Media Management), MJ, M.A. (Digital Journalism), M.A. (Broadcast Journalism), M.Sc. (E.M.)

State: Chhattisgarh
Table: 4.1.28

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.KTUJM, Raipur	*Specialization: Multi-Courses	**Specialization: Multi-Courses		***Specialization: Multi-Courses	

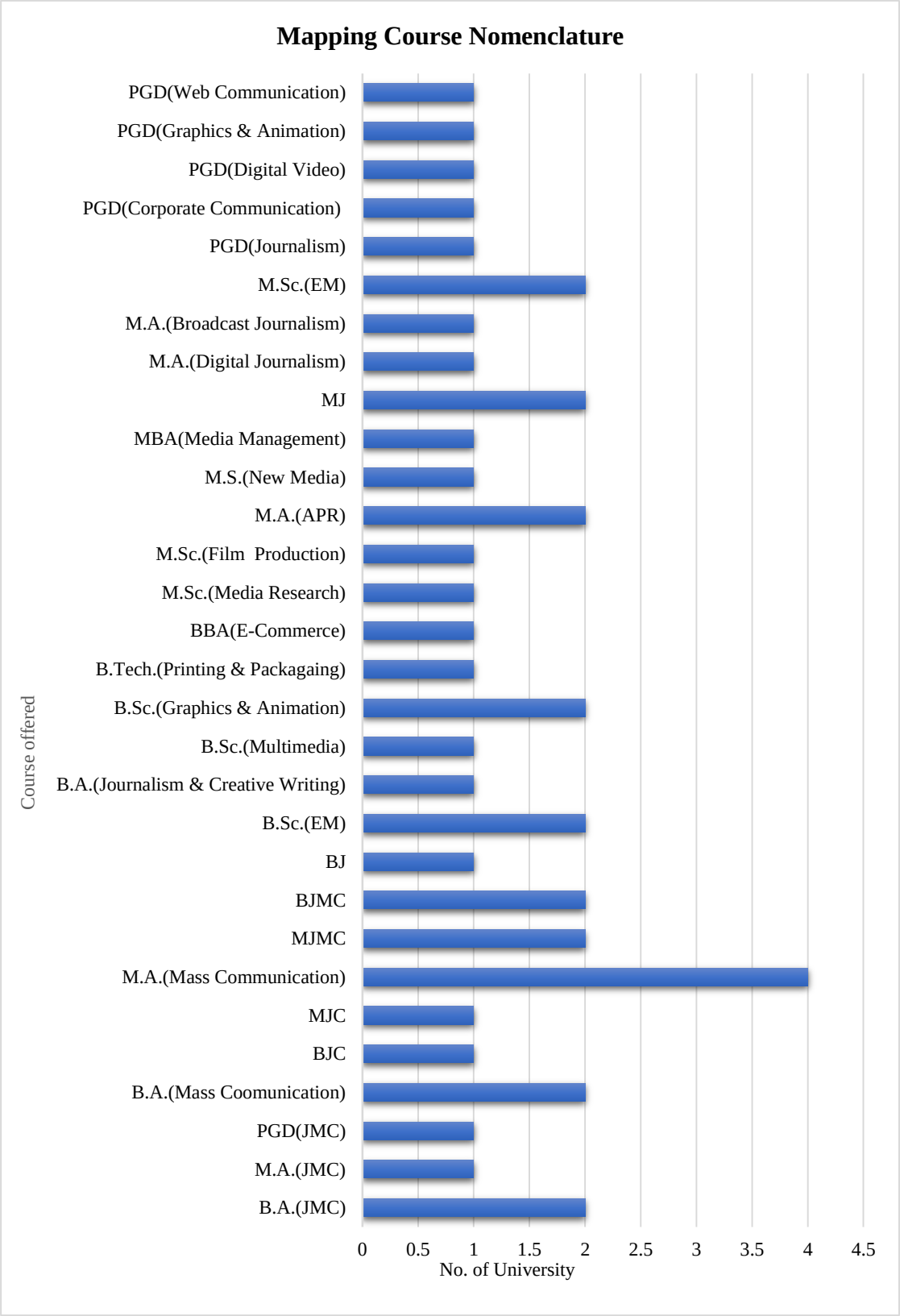
Source: University Website

***Specialization:** B.A. (J & MC), B.Sc. (E.M.), B.Sc. (Graphics & Animation)

****Specialization:** MJ, M.A. (Mass Comm.), M.A.(APR), M.Sc. (E.M), MBA (Media Management)

*****Specialization:** PG Diploma (Journalism), PG Diploma (Corporate Communication), PG Diploma (Digital Video), PG Diploma (Graphics & Animation), PG Diploma (Web Communication)

Zone: Central
Type of University: State



Graph-4.1.11

Graph-4.1.11 shows that diversified courses being offered in State Universities of Central Zone. A total fourteen State Universities in Central Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. As per above Graph, in Central Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in Central Zone. Only four universities offered M.A. (Mass Communication) while in 2001, UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course. Two universities offered B.A.(JMC), one university offered M.A.(JMC), one university offered PGD(JMC), two universities offered B.A. (Mass Communication), one university offered BJC, one university offered MJC, two universities offered MJMC and BJMC respectively. One university offered BJ, two universities offered B.Sc. (EM), one university offered B.A. (Journalism and Creative Writing), one university offered B.Sc. (Multimedia), Two universities offered B.Sc. (Graphics & Animation), one university offered B.Tech.(Printing and Packaging), one university offered BBA(E-Commerce) under department of Mass Communication. In addition, one university offered M.Sc. (Media Research), one university offered M.Sc. (Film Production), two universities offered M.A.(APR), one university offered Mater of Science (New Media), one university offered MBA(Media Management), two universities offered MJ, one university offered M.A.(Digital Journalism), one university offered M.A.(Broadcast Journalism), two universities offered M.Sc.(EM), one university offered PGD(Journalism), one university offered PGD(Corporate Communication), one university offered PGD(Digital Video), one university offered PGD(Graphics & Animation), one university offered PGD(Web Communication).

Zone: North- East
Type of University: State
State: Assam
Table:4.1.29

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Gauhati University	-	MAMC	-	-	-
2.Dibrugarh University	-	M.A. (Mass Comm.)	-	-	-
3. Assam Women's University	-	M.A. (Mass Comm.)	-	-	-

Source: University Website

Above Table-4.1.29 shows that diversified course offered in State Universities of North-East Zone. A total three State Universities in North-East Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered related to Media Studies. As per above Graph, in North-East Zone all Universities have followed the UGC guideline regarding course Nomenclature in Media Studies course. All three offered M.A. (Mass Communication).

The following are Zonal Wise as well as State wise Consolidated list of Private Universities that offered Bachelor programme, Master's programme, P.G. Diploma, Diploma and Certificate programme in media studies. In this consolidated list of Universities excluding the Open Universities/ Constituent Colleges/ Institutes/ Deemed University.

Zone: North
Type of University: Private
State: Haryana
Table: 4.1.30

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Amity University, Manesar	B.A. (J & MC)	M.A. (J & MC)	-	PG Diploma (J & MC)	-
2.Appejay Satya University, Sohna	B.A.(Hons.) in JMC	M.A. (J & MC)	-	-	-
3. Baba Mast Nath University, Rohtak	B.A. (J & MC)	M.A. (J & MC)	-	-	-
4.G.D.Goenka University	B.A.(JMC)	M.A.(JMC)	-	-	-
5.Jagan Nath University, Jhajjar	B.A, (J &MC)	M.A. (J & MC)	-	-	-
6. K. R. Mangalam University	BJMC	MJMC	-	-	-
7.Manav Rachana University	B.A. (J &MC)	M.A. (J & MC)	-	PG Diploma (APR)	-
8.O.P.Jindal Global University	B.A.(Hons.) in Media & Communication	-	-	-	-
9.PDM University	B.A.(Hons.) in J & MC	M.A. (J & MC)	-	-	-
10.SGT University	*Specialization: Multi-Courses	M.A. (J& MC)	-	-	-

Source: University Website
*Specialization: B.A. (J & MC), B.A. (Film & T.V. Production), B.A. (Digital Media), B.A.(Acting)

State: Himachal
Table:4.1.31

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.A.P.G. University	B.A.(JMC)	M.A.(JMC)	-	-	-
2. I.E.C. University	BJMC	MJMC	-	P.G.Diploma (Media Studies)	

Source: University Website

State: Uttaranchal (Now Uttarakhand)
Table:4.1.32

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Dev Sanskrit Vishwavidyalaya	(a) B.A. (J & MC) (b) B.Voc.(3D Animation& VFX)	M.A. (J & MC)	-	(a) Diploma (VE) (b) Advance Diploma (VE)	-
2. Himalayan Garhwal University	*B.A.(Journalism) Offered by Faculty of Vocational Education **B.A.(Journalism) offered by Faculty of Humanities & Science	MJMC	-	PG Diploma (JMC)	Certificate (JMC)
3. Himgiri Zee University	B.A. (J & MC) B.Voc.(J & MC)	M.A. (J & MC)	-	Diploma (Radio Jockey & Production)	-
4. IMS Unison University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
5. Shri Guru Ram Rai University	B.A.(Hons.) in J & MC	M.A. (Mass Comm.)	-	-	-
6.Uttaranchal University	BJMC	M.A. (J & MC)	-	-	-

Source: University Website

State: Uttar Pradesh
Table:4.1.33

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Amity University, Noida	*Specialization: Multi-Courses	**Specialization: Multi-Courses	-	-	-
2.BBD, University	B.A. (J & MC)	M.A. (J & MC)	-	PG Diploma (J & MC)	-
3. Bennett University	B.A. (J & MC)	-	-	(a) PG Diploma (Digital Storytelling) (b) PG Diploma (Radio)	-
4.Galgotias University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
5. IIMT, University	BJMC	MJMC	-	-	-
6. IFTM University	(a) B.A.(Journalism) (b) B.J. (One Year)	(a) M.A.(Journalism) (b) M.J. (One Year)	-	-	-
7. Invertis University	BJMC	MJMC	-	-	-
8. J.S. University, Firozabad	-	-	-	PG Diploma (J & MC)	-
9.Mangalayatan University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
10.Mohammad Ali Jauhar University	B.A. (Mass Comm.)	-	-	-	-
11. Monad University	B.A.(JMC)	M.A.(JMC)	-	-	-
12. Noida International University	B.A.(JMC)	(a) M.A.(JMC) (b)MBA(JMC)	-	(a) PG Diploma (Hindi Journalism) (b) PG Diploma	-

				(PR & Event Management)	
13.Rama University	B.A. (J & MC)	M.A. (J & MC)	-	Diploma (J & MC)	-
14. Sharda University	***Specialization: Multi-Courses	****Specialization: Multi-Courses	-	-	-
15. Shri Ramshwaroop Memorial University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
16.Subharti University	B.A.(JMC)	M.A.(JMC)	-	-	-
17.Teerthanker Mahaveer University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
18.Amity University, Lucknow	(a)B.A. (J & MC) (b)B.A. (FILM & T.V. Production)	(a) M.A. (J & MC) (b) M.A. (Film & T.V. Production) (c) M.A. (Advertising and Marketing Management)	-	-	-

Source: University Website

***Specialization:** B.A. (Film & T.V. Production), B.A.(JMC), B.A. (Mass Comm.)

****Specialization:** M.A. (Film & T.V. Production), MBA (Media Management), M.A.(JMC)

*****Specialization:** B.A. (J & MC), B.A. (Film & T.V. Production), B.Des.(Digital & Comm. Design), B.Sc.(Animation & VFX), B.Sc.(Graphics Design), Bachelor of Visual Arts

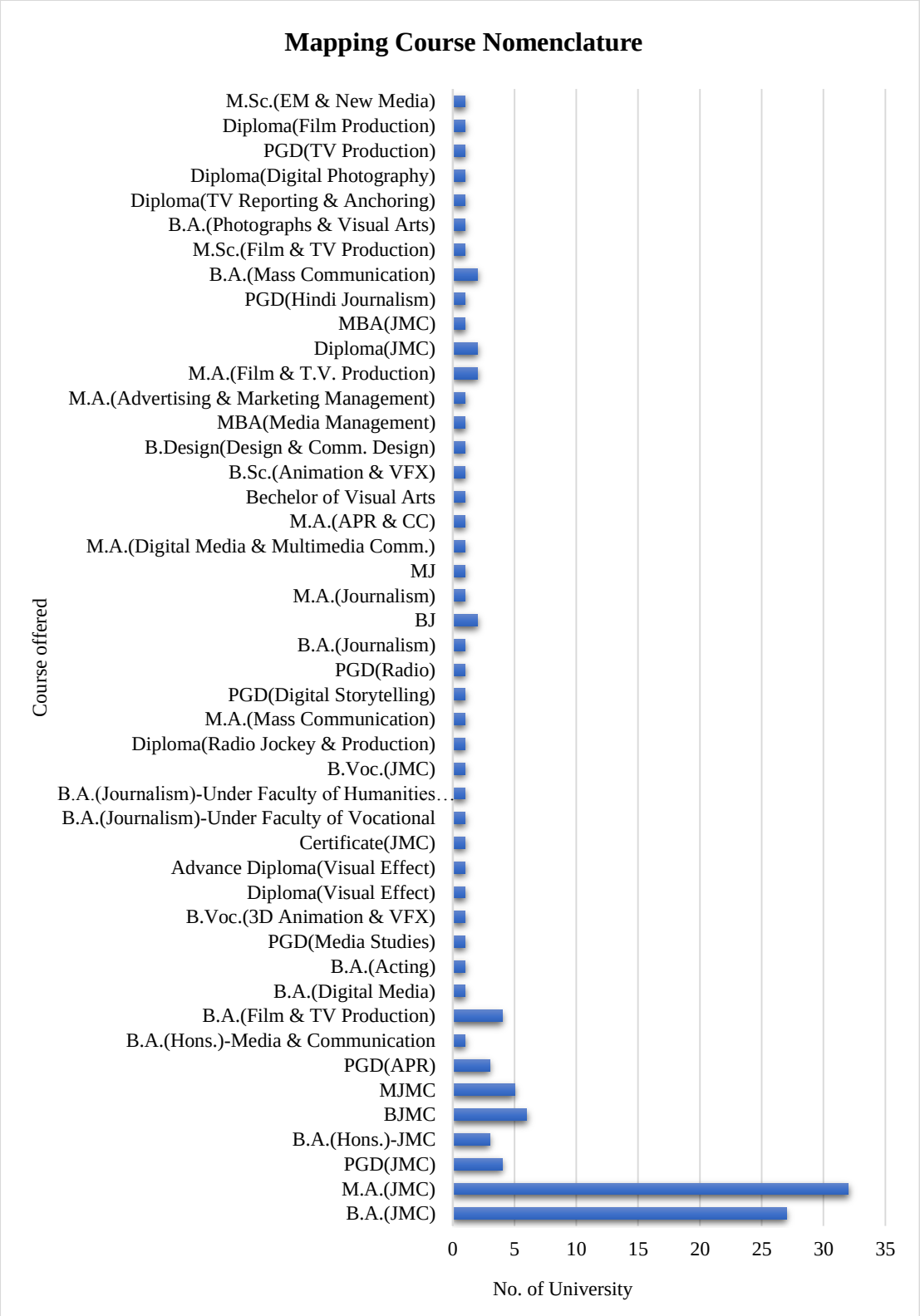
******Specialization:** M.A. (J & MC), M.A. (APR & Corporate Comm.), M.A. (Digital Media & Multimedia Comm.)

State: Punjab
Table:4.1.34

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Chandigarh University	B.A.(JMC)	M.A.(JMC)	-	-	-
2. Chitkara University	(a) B.A. (J & MC) (b) B.A. (Photography & Visual Arts)	M.A. (J & MC)	-	-	-
3. C.T. University	BJMC	M.A.(JMC)	-	-	-
4. D.A.V. University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
5. Guru Kashi University	B.J.	-	-	(a) Diploma (J & MC) (b) Diploma (T.V. Reporting & Anchoring) (c) PG Diploma (J & MC)	-
6. Lovely Professional University	B.A. (J & MC)	(a) M.A. (J & MC) (b) M.Sc. (Film & T.V. Production) (c) M.Sc. (Electronic & New Media)	-	(a) Diploma (Digital Photography) (b) PG Diploma (T.V. Production) (c) PG Diploma (APR**)**	-
7. Rayat Bahra University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
8. RIMT University	(a) B.A. (J & MC)	MJMC	-	Diploma (Film Production)	-
9. SGGSW University	-	M.A. (J & MC)	-	-	-

Source: University Website

Zone: North
Type of University: Private



Graph-4.1.12

Graph-4.1.12 shows that diversified courses being offered in Private Universities of North Zone. A total forty-five Private Universities in North Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. In North Zone there are diversified course offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in North Zone. One university offered M.A. (Mass Communication) which UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course. Twenty-seven university offered B.A.(JMC), thirty-two university offered M.A.(JMC), four universities offered PGD(JMC), three universities offered B.A.(Hons.)-Journalism, six universities offered BJMC, five universities offered MJMC, three universities offered PGD(APR), one university offered B.A.(Hons.)-Media & Communication, four universities offered B.A.(TV & Film Production), one university offered B.A.(Digital Media), one university offered B.A.(Acting) under department of Mass Communication. One university offered PGD (Media Studies), one university offered B.Voc. (3D Animation & Graphics), one university offered Diploma (Visual Effect), one university offered Advance Diploma(Visual Effect), one university offered Certificate (JMC), one university offered B.A.(Journalism) under faculty of Vocational Education, one university offered B.A.(Journalism) under faculty of Humanities and Science, one university offered B.Voc.(JMC), one university offered Diploma(Radio Jockey & Production), one university offered PGD(Digital Storytelling), one university offered PGD(Radio), one university offered B.A.(Journalism), two universities offered BJ, one university offered M.A.(Journalism), one university offered MJ, one university offered M.A.(Digital Media & Multimedia Communication), one university offered M.A.(APR & Corporate Communication), one university offered Bachelor of Visual Arts, one university offered B.Sc.(Animation & VFX), one university offered Design (Design & Design Communication), one university offered MBA(Media Management), one university offered M.A.(Advertising and Marketing Management), two universities offered M.A.(Film & TV Production), two universities offered Diploma(JMC), one university offered MBA(JMC), one university offered PGD(Hindi Journalism), two universities offered B.A.(Mass Communication), one university offered M.Sc.(Film & TV Production), one university offered B.A.(Photographs & Visual Arts), one university offered Diploma(TV Reporting & Anchoring), one university offered Diploma(Digital Photography), one university offered PGD(TV Production), one university offered Diploma(Film Production), one university offered M.Sc.(EM & New Media).

Zone: South
Type of University: Private
State: Karnataka
Table:4.1.35

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Garden City University, Bangalore	B.A.(Journalism)	(a) M.A. (J & MC) (b) M.Sc. (E.M.)	-	-	-
2. Reva University, Bangalore	B.A.(Journalism)	M.A. (J & MC)	-	-	-
3.Dayanand Sagar University	B.A.(JMC)	-	-	-	-

Source: University Website

Above Table-4.1.35 shows that diversified courses being offered in Private Universities of South Zone. A total three Private Universities in South Zone where Bachelor, Masters, Integrated, PG Diploma and Certificate level program offered in Media Studies. As per above Graph, in South zone no one universities have followed the UGC guideline regarding course Nomenclature in Media Studies course i.e. no one offered M.A. (Mass Communication). Two universities offered B.A.(Journalism) and M.A.(JMC) respectively while one university offered B.A.(JMC).

Zone: East
Type of University: Private
State: Bihar
Table:4.1.36

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.K.K. University, Nalanda	BJMC	-	-	(a) Diploma (J & MC) (b) PG Diploma (J & MC)	-
2. Amity University, Patna	B.A. (J & MC)	-	-	-	-

Source: University Website

State: Jharkhand
Table:4.1.37

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.AISECT University	BJMC	MJ	-	-	-
2. Amity University	B.A. (J & MC)	-	-	-	-
3. Jharkhand Rai University	B.A. (J & MC)	M.A. (J & MC)	-	-	-

Source: University Website

State: Orissa
Table:4.1.38

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Birla Global University	BJMC	M.A. (J & MC)	-	-	-
2. Centurion University of Technology and Management	B.A. (Media & Comm.)	M.A. (Media & Comm.)	-	-	-
3. Sri Sri University	-	M.A. (J & MC)	-	-	-
4. Xavier University	B.Sc. (Mass Comm.)	M.A. (Mass Com.)	-	-	-

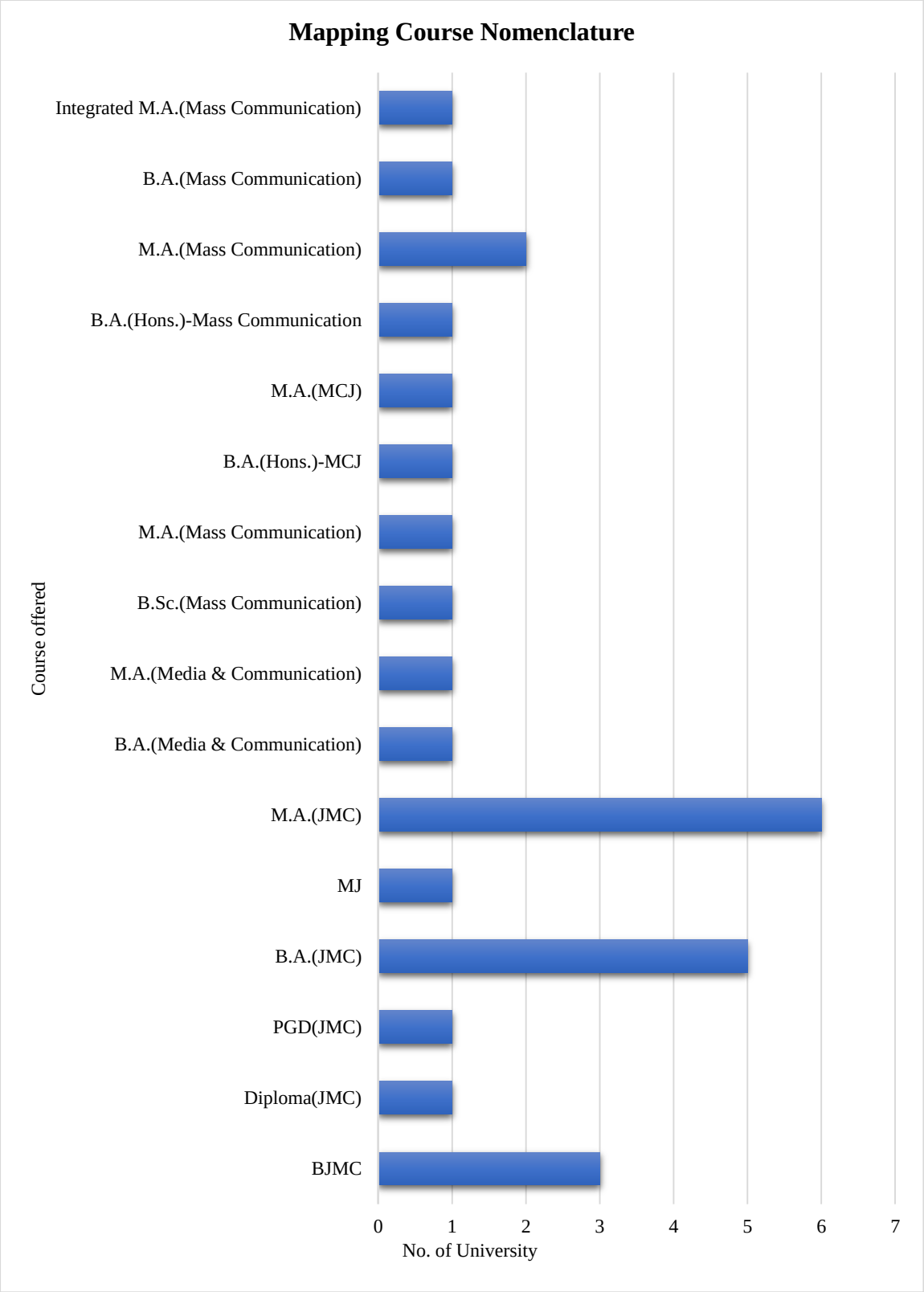
Source: University Website

State: West Bengal
Table:4.1.39

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Admass University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
2.Amity University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
3.Brainware University	B.A.(Hons.)-MC & J	M.A. (MC & J)	-	-	-
4.St. Xavier University	B.A.(Hons.)-Mass Comm.	M.A. (Mass Comm.)	-	-	-
5.Techno India University	B.A. (Mass Comm.)	M.A. (Mass Comm.)	B.A. + M.A. (Mass Comm.)	-	-

Source: University Website

Zone: East
Type of University: Private



Graph-4.1.13

Graph-4.1.13 shows that diversified courses being offered in Private Universities of East Zone. A total fourteen Private universities in East Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. As per above Graph, in East Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in North Zone. Only one university offered M.A. (Mass Communication) as UGC suggested that only M.A. (Mass Communication) course should be offered for media studies course. Three universities offered BJMC, one university offered Diploma (JMC), one university offered PGD(JMC), Five universities offered B.A.(JMC), one university offered MJ, six universities offered M.A.(JMC), one university offered B.A. (Media & Communication), one university offered M.A.(Media & Communication), one university offered B.Sc.(Mass Communication), one university offered B.A.(Hons.)-MCJ, one university offered M.A.(MCJ),one university offered B.A.(Hons.)-Mass Communication, two universities offered M.A.(Mass Communication), one university offered B.A.(Mass Communication) and One university offered Integrated M.A.(Mass Communication).

Zone: Central
Type of University: Private
State: Madhya Pradesh
Table: 4.1.40

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Amity University, Gwalior	B.A. (J & MC)	M.A. (J & MC)	-	-	-
2. ITM University	B.A. (J & MC)	-	-	(a) PG Diploma (Journalism) (b) Diploma (Journalism)	Certificate (Journalism)
3.JLU, Bhopal	*Specialization: Multi-Courses	(a)M.A. (Journalism) (b) M.A.(APR)	-	**Specialization: Multi-Courses	-
4. LNCT University	BJMC	MJMC	-	-	-
5. Oriental University	BJMC	MJMC	-	-	-
6.P.K. University	BJMC	MJMC	-	PG Diploma (JMC)	-
7.Shri Vaishnav Vidyapeeth University	-	M.A. (J & MC)	Integrated B.A. + M.A.(JMC)	-	-

Source: University Website

***Specialization**: M.A. (J & MC), B.A.(Journalism)-Hindi, B.A.(Hons.)-APR, BFA (Digital Film Making & Animation)

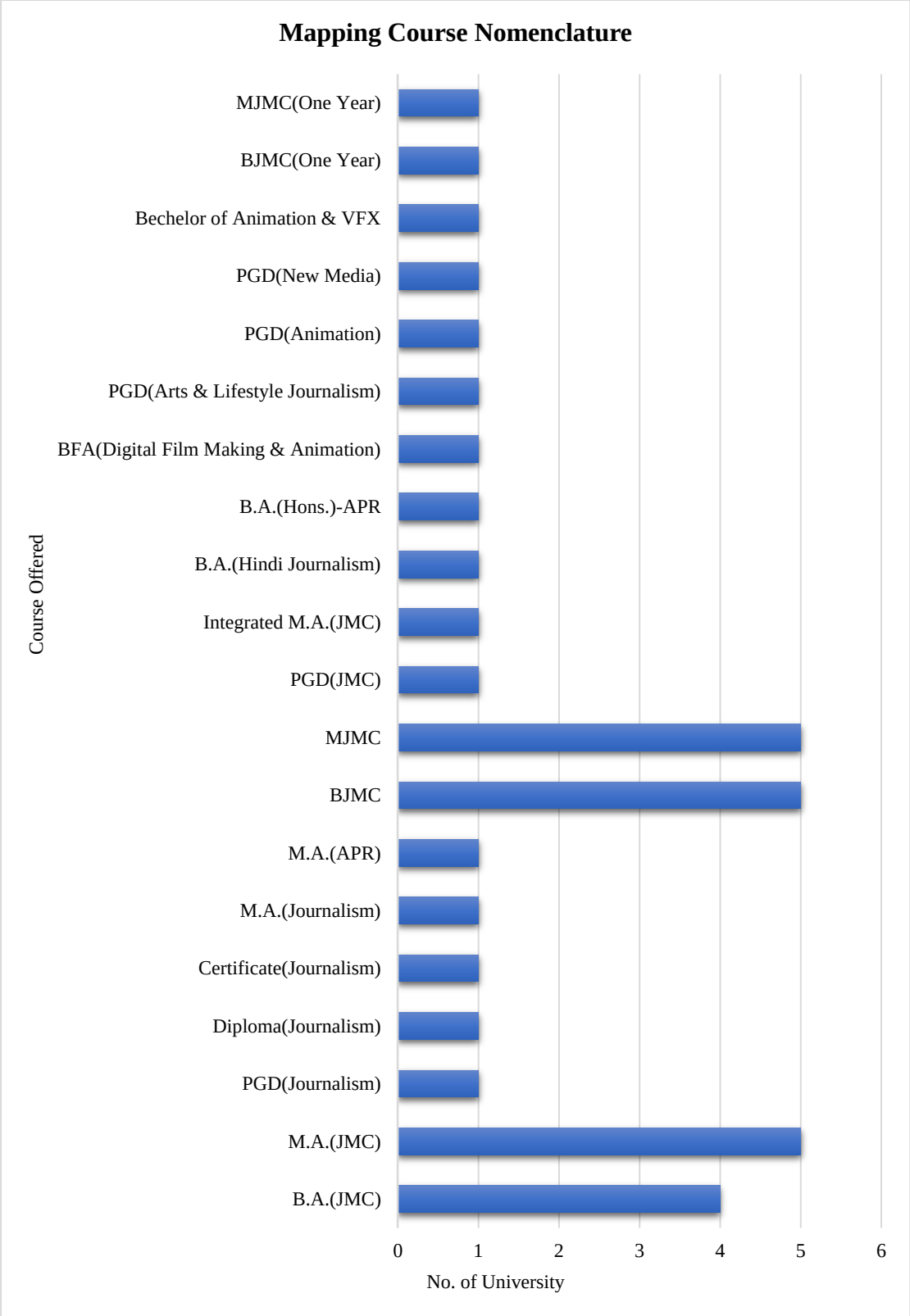
****Specialization:** PG Diploma (Arts & Lifestyle Journalism), PG Diploma (Animation), PG Diploma (New Media)

State: Chhattisgarh
Table:4.1.41

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Amity University, Raipur	B.A. (J & MC)	M.A. (J & MC)	-	-	-
2. Dr. C.V.Raman University	BJMC (One Year)	MJMC (One Year)	-	-	-
3. ISBM University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
4. Kalinga University	(a) BJMC (b)Bachelor (Animation & VFX)	MJMC	-	-	-

Source: University Website

Zone: Central
Type of University: Private



Graph-4.1.14

Graph-4.1.14 shows that diversified courses being offered in Private Universities of Central Zone. A total eleven Private Universities in Central Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered in Media Studies. As per above Graph, in Central Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in Central Zone and also there is no one university has followed UGC guideline regarding course Nomenclature for Mass Communication i.e. No one university offered M.A. (Mass Communication) course. Four universities offered B.A.(JMC), five universities offered M.A.(JMC), one university offered PGD(Journalism), one university offered Diploma (Journalism), one university offered Certificate (Journalism), one university offered M.A.(Journalism), one university offered M.A.(APR), five universities offered BJMC and Five universities offered MJMC respectively. One university offered PGD(JMC), one university offered Integrated M.A.(JMC), one university offered B.A. (Hindi Journalism), one university offered B.A.(Hons.)-APR, one university offered BFA(Digital Film Making and Animation), one university offered PGD(Arts and Life Style Journalism), one university offered PGD(Animation), one university offered PGD(New Media), one university offered Bachelor of Animation & VFX, one university offered BJMC(One Year) and One university offered MJMC(One Year) respectively.

Zone: West
Type of University: Private
State: Rajasthan
Table: 4.1.42

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Amity University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
2. Career Point University	-	M.A.(Journalism)	B.A. +M.A.(Integrated)-Journalism	-	-
3.J.E.C.R.C. University	B.A. (J & MC)	M.A. (J & MC)	-	PG Diploma (APR)	-
4.Jagannath University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
5. Jaipur National University	(a) BJMC (b) B.Sc. (Animated)	MJMC	-	(a) PG Diploma (APR) (b) PG Diploma (Broadcast Journalism) (c) Diploma (Videography & Photography)	
6. Jayoti Vidyapeth Women's University	(a) B.A. (J & MC) (b) B.J. (One Year)	M.A.(Journalism)	-	-	-
7. Jodhpur National University	BJMC	MJMC	-	-	-
8. Mahatma Jyoti Rao Phoole University	(a) B.A. (Mass Comm.) (b) BJMC	*Specialization: Multi-Courses	-	**Specialization: Multi-Courses	
9. Manipal University	B.A. (J & MC)	M.A. (J & MC)	-	-	-
10. NIMS University	BJMC	MJMC	-	-	-
11. OPJS University	BJMC	MJMC	-	-	-
12. PAHER (Pacific University)	B.A. (J & MC)	M.A. (J & MC)	-	Diploma (J & MC)	

13. Pratap University	B.A. (Mass Comm.)	M.A. (Mass Comm.)	-	**(**a) PG Diploma (Mass Comm.) (b) Diploma (Journalism)	
14. Singhania University	BJMC	MJMC	-	**(**a) PG Diploma (J & MC) (b) PG Diploma (APR)	-
15. Suresh Gyan Vihar University	B.A. (J & MC)	-	-	-	-

Source University Website

***Specialization:** MBA (Media Management), MJMC, M.A.(APR), M.A. (Mass Comm.)

****Specialization:** PG Diploma (J & MC), PG Diploma (Public Relation & Corporate Communication), PG Diploma (APR), Diploma (Web Media & Cyber Journalism), Diploma (Event Management & Live Entertainment), Diploma (Print Media & Journalism), Diploma (Electronic Media & Journalism)**:** *Duration of all Diploma Courses are one year.*

Diploma (APR), Diploma (Digital Media Comm.), Diploma (Direction & Screenplay), Diploma (Media & Production Management), Diploma (Audio & Video Editing), Diploma (Photo Journalism): Duration of all Diploma courses are six months.

State: Gujrat
Table:4.1.43

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.AURO University	(a) B.A. (J & MC) (b) BJMC	-	Integrated MJMC (1 +1 Year)	-	-
2. Calorx Teacher University	B.A. (J & MC)	-	-	Diploma (J & MC)	-
3. Ganpat University	B.A. (J & MC)	-	-	-	-
4.Karnavati University	B.A. (Mass Comm.)	-	-	-	-
5. PDP University	B.A.(Hons.)-Mass Comm.	-	-	-	-
6. Parul University	B.A. (Mass Comm.)	-	-	-	-
7. Rai University	(a) BJMC (b) B.A. (J & MC)	-	-	-	-
8. Team Lease Skills University	B.J.	-	-	-	-

Source: University Website

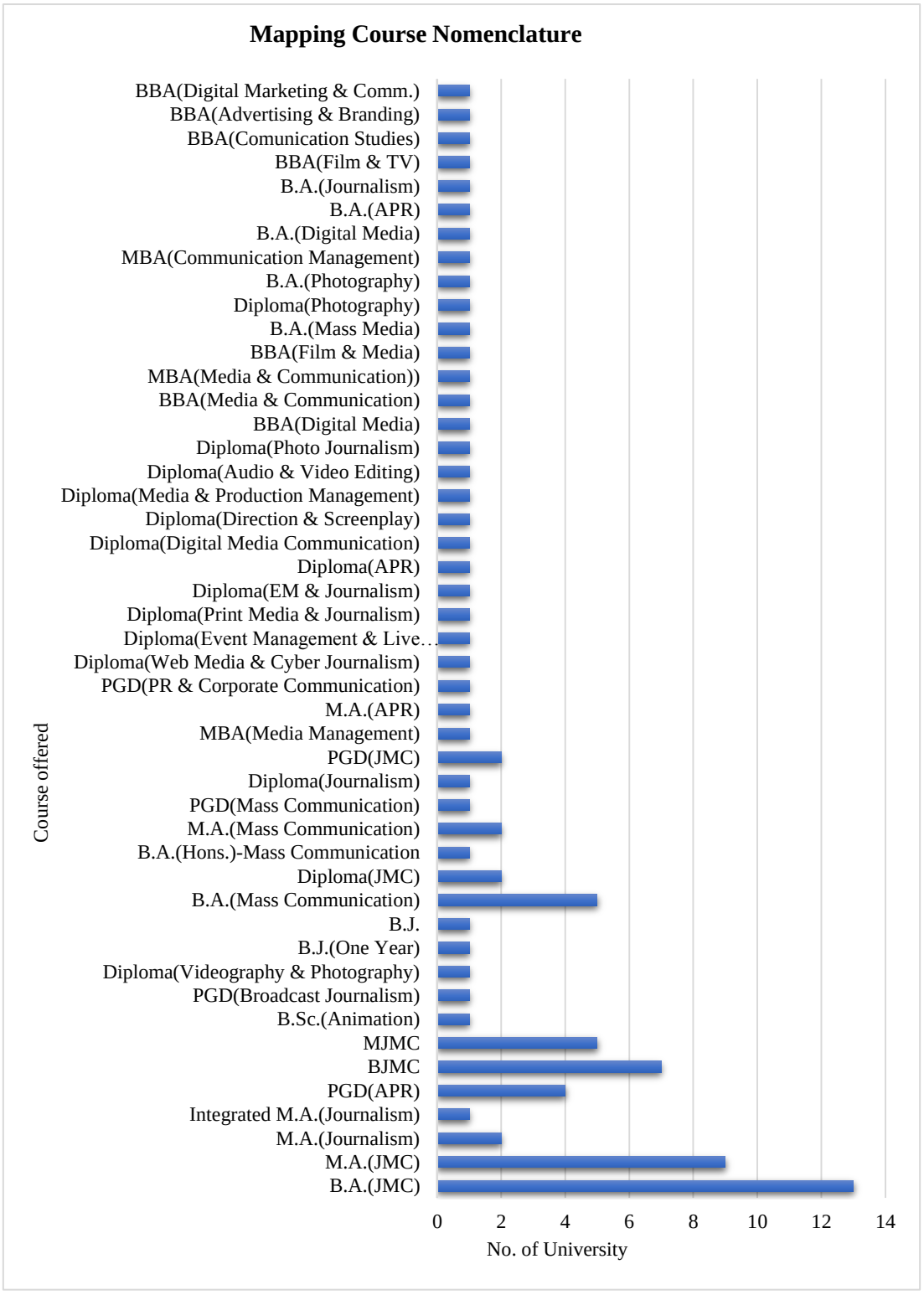
State: Maharashtra
Table:4.1.44

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Ajeenkya D.Y. Patil University	(a) BBA (Digital Media) (b) BBA (Media & Communication) (c) BBA (Film & Media)	MBA (Media & Comm.)	-	-	-
2. Amity University, Mumbai	B.A. (J & MC)	M.A. (J & MC)	-	-	-
3. Dr. Vishwanath Karad MIT World Peace University	(a) B.A. (Mass Media) (b) B.A.(Photography)	M.A. (J & MC)	-	Diploma (Photography)	-
4. Flame University	*Specialization : Multi-Courses	MBA (Communication Management)	-	-	-
5. MIT Art Design & Technology University	(a) B.A. (J & MC) (b) B.A. (Digital Media) (c) B.A.(APR)	M.A. (J & MC)	-	-	-
6. Sanjay Ghodawat University	B.A. (Mass Comm.)	M.A. (Mass Comm.)	-	-	-
7.Vishwakarma University	B.A. (J & MC)	M.A. (J & MC)	-	-	-

Source: University Website

***Specialization:** B.A.(Journalism), BBA (Film & TV), BBA (Communication Studies), BBA (Advertising & Branding), BBA (Digital Marketing & Comm.)

Zone: West
Type of University: Private



Graph-4.1.15

Above Graph-4.1.15 shows that diversified courses being offered in Private Universities of West Zone. A total thirty Private Universities in West Zone where Bachelor, Masters, Integrated, PG Diploma and Certificate level program offered in Media Studies. In West Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in Central Zone. Only two universities offered M.A. (Mass Communication) while in 2001, UGC has proposed course Nomenclature is only M.A. (Mass Communication). Thirteen universities offered B.A.(JMC), Nine universities offered M.A.(JMC), two universities offered M.A.(Journalism), one university offered Integrated M.A.(Journalism), four universities offered PGD(APR), seven universities offered BJMC, five universities offered MJMC, one university offered B.Sc. (Animation), one university offered PGD(Broadcast Journalism), one university offered Diploma(Videography & Photography), one university offered B.J.(One Year) and one university offered B.J. respectively. Five universities offered B.A. (Mass Communication), two universities offered Diploma (JMC), one university offered B.A.(Hons.)-Mass Communication, one university offered PGD(Mass Communication), one university offered Diploma(Journalism), two universities offered PGD(JMC), one university offered MBA(Media Management), one university offered M.A.(APR), one university offered PGD(PR & Corporate Communication), one university offered Diploma(Web Media & Cyber Journalism), one university offered Diploma(Event Management & Live Entertainment), one university offered Diploma(Print Media & Journalism), one university offered Diploma(Electronic Media & Journalism), one university offered Diploma(APR), one university offered Diploma(Digital Media Communication), one university offered Diploma(Direction & Screenplay), one university offered Diploma(Media & Production Management), one university offered Diploma(Audio & Video Editing), one university offered Diploma(Photo Journalism), one university offered BBA(Digital Media), one university offered BBA(Media & Communication), one university offered MBA(Media & Communication), one university offered BBA(Film & Media), one university offered B.A.(Mass Media), one university offered Diploma(Photography), one university offered B.A.(Photography), one university offered MBA(Communication Management), one university offered B.A.(Digital Media), one university offered B.A.(APR), one university offered B.A.(Journalism), one university offered BBA(Film & TV), one university offered BBA(Communication Studies), one university offered BBA(Advertising and Branding), one university offered BBA(Digital Marketing and Communication).

Zone: North-East
Type of University: Private
State: Arunachal Pradesh
Table: 4.1.45

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Arunachal University of Studies	(a)B.A. (J &MC) (b) BJ	(a) M.A. (J & MC) (b) MJ			
2.Arunodaya University	B.A. (J & MC)	M.A. (J & MC)	-	PG Diploma (J & MC)	-
3.Himalayan University	B.A. (J & MC)	M.A. (J & MC)	-	(a) PG Diploma (J & MC) (b) Diploma (J &MC)-1 Year (c) Diploma (J & MC)- 2 Year	(a) Certificate (Journalism) (b) Certificate (Mass Media)
4. North East Frontier Technical University	B.A. (J & MC)	M.A. (J & MC)	-	Diploma (J & MC)	-

Source: University Website

State: Assam
Table:4.1.46

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Assam Don Bosco University	-	M.A. (Mass Comm.)	-	-	-
2. The Assam Royal Global University	B.A. (J & MC)	M.A. (J & MC)	Integrated (B.A. + M.A.)-JMC	-	-

Source: University Website

State: Sikkim
Table:4.1.47

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.St. Joseph University	B.A. (J & MC)	-	-	-	-

Source: University Website

State: Meghalaya
Table:4.1.48

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Mahatma Gandhi University	B.A. (Mass Comm, Adv. & Journalism)	M.A. (Mass Comm, Adv. & Journalism)	-	Diploma (Mass Comm & Journalism)	-
2. William Carey University	B.A. (J & MC)	M.A. (J & MC)	-	-	-

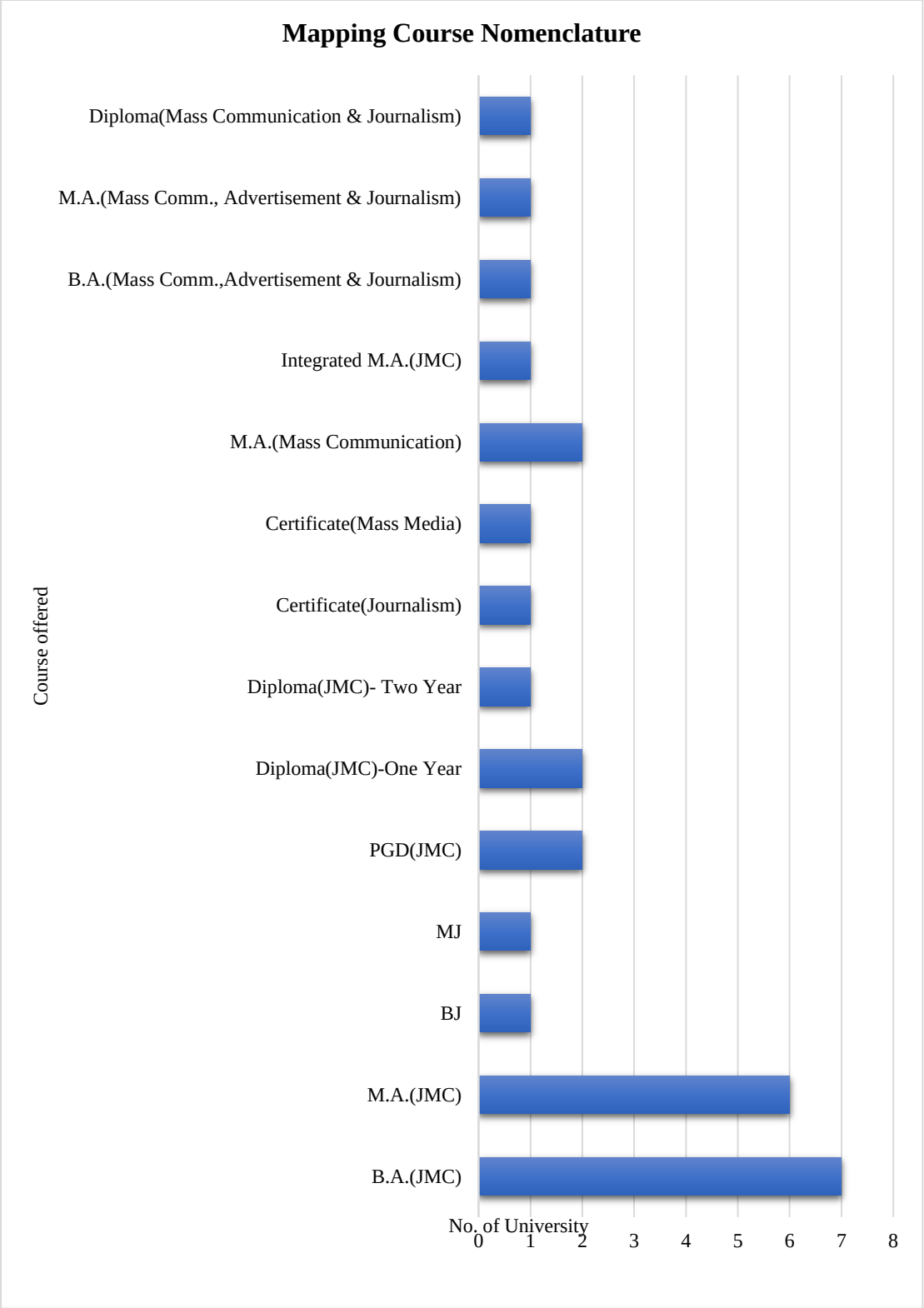
Source: University Website

State: Manipur
Table:4.1.49

University Name	Bachelor Programme	Master's Programme	5 years Integrated	Diploma	Certificate
1.Sanghai International University	-	M.A. (Mass Comm.)	-	-	-

Source: University Website

Zone: North-East
Type of University: Private



Graph-4.1.16

Graph-4.1.16 shows that diversified courses being offered in Private Universities of North-East Zone. A total ten Private Universities in North-East Zone where Bachelor, Masters, Integrated, PG Diploma, Diploma and Certificate level program offered related to Media Studies. As per above Graph, in North-East Zone there are diversified courses being offered in media studies. There is no uniformity in course which is offered at Bachelor, Masters, Integrated, PG Diploma and Certificate level program in different universities in Central Zone. Only two university offered M.A. (Mass Communication) while in 2001, UGC has proposed course Nomenclature is only M.A. (Mass Communication). Seven universities offered B.A.(JMC), Six University offered M.A.(JMC), one university offered BJ and one university offered MJ respectively. Two universities offered PGD(JMC), two universities offered one-year Diploma (JMC) while one university offered two-year Diploma (JMC). One university offered Certificate (Journalism), one university offered Certificate (Mass Media), one university offered Integrated (JMC), one university offered B.A. (Mass Communication, Advertisement and Journalism), one university offered M.A. (Mass Communication, Advertisement and Journalism), one university offered Diploma (Mass Communication and Journalism).

4.2 Nomenclature of School/Faculty/Department/Centre

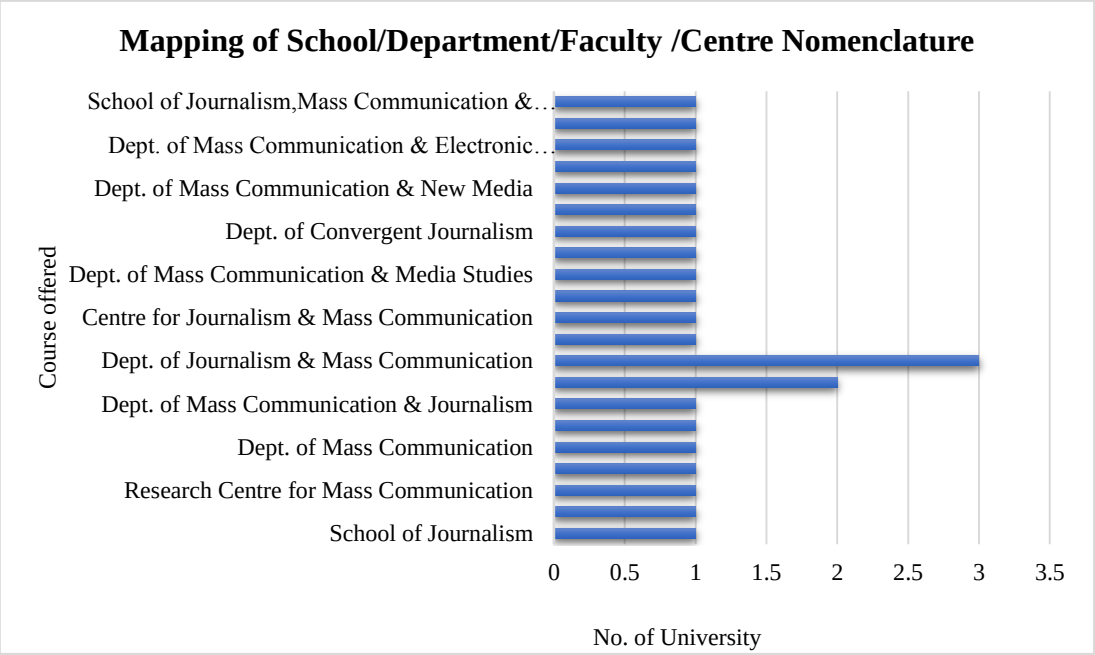
The following are the Zonal wise consolidated list of Central Universities where Mass Communication and Journalism related courses being run under the particular Faculty/ School/ Department/Centre. The following tables shows the Zonal wise details of Faculty/ School / Department/Centre under which media related courses being run.

Type of University: Central
Zone: North
Table:4.2.1

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.University of Delhi (SOJ)	School of Journalism	-	-
2. Jamia Milia University	-	-	(a) Centre for Culture Media & Governance (b) Mass Comm. Research Centre
3. AMU	Faculty of Social Science	Dept. of Mass Communication	-
4. BBAU, Lucknow	School of Media & Communication	Dept. of Mass Comm. & Journalism	-
5. BHU	Faculty of Arts	Dept. of Journalism & Mass Comm.	-
6. University of Allahabad	Faculty of Arts	Dept. of Journalism & Mass Comm.	-
7. HNBU, Uttaranchal	School of Arts, Communication and Language	-	Centre for Journalism & Mass Comm.
8. Central University of Punjab	School of Information & Communication Science	Dept. of Mass Comm. & Media Studies	-
9. Central University of Kashmir	School of Media Studies	Dept. of Convergent Journalism	-
10. Central University of Jammu	School of Knowledge Management, Information & Media Studies	Dept. of Mass Comm. & New Media	-
11. Central University of Himachal	School of Journalism, Mass Comm. & New Media	(a)Dept. of Mass Comm. & Electronic Media (b) Dept. of Journalism & Creative Writing	-
12.Central University of Haryana	School of Journalism, Mass Comm. & Media	Dept. of Journalism & Mass Communication	-

Source: University Website

Zone: North
Type of University: Central



Graph-4.2.1

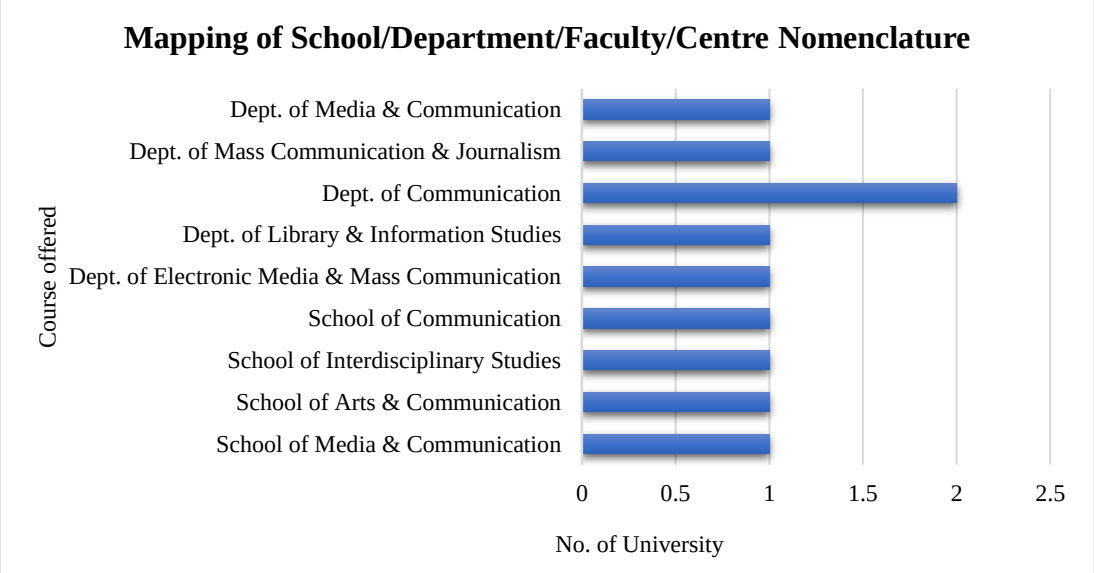
Above Graph-4.2.1 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. Only three universities offered media courses under Department of Journalism and Mass Communication and two universities offered courses under the aegis of Faculty of Arts. Rest all universities offered these courses under various School/Department/Faculty/Centre. One university offered media courses under School of Journalism, one university run Centre for Culture Media and Governance also this university offered some media courses under Research centre for Mass Communication. One university offered media courses under Faculty of Social Science, one university offered these media courses under Department of Mass Communication, one university offered media courses under School of Media and Communication, one university offered media courses under the aegis of Department of Mass Communication and Journalism, one university offered courses under School of Arts, Communication and Languages. Similarly, one university offered theses media courses under Centre for Journalism and Mass Communication while one university run School of Communication and Information Science under this school various courses of media offered. One university offered media courses under Department of Mass Communication and Media Studies,

Zone: South
Table: 4.2.2

University Name	Name of School/Faculty	Name of Department	Name of Centre
1. Pondicherry University	School of Media & Communication	(a)Dept. of Electronic Media & Mass Comm. (b) Dept. of Library & Information Science	-
2. University of Hyderabad	School of Arts & Communication	Dept. of Communication	-
3. MANUU, Hyderabad	-	Dept. of Mass Comm. & Journalism	-
4. EFLU, Hyderabad	School of Interdisciplinary Studies	Dept. of Communication	-
5. Central University of Tamilnadu	School of Communication	Dept. of Media & Communication	-

Source: University Website

Zone: South
Type of University: Central



Graph-4.2.2

Above Graph-4.2.2 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. Total Five School and Six Department of media studies being run by the central universities of South Zone. One university offered media studies course under School of Media and Communication, one university offered media courses under school of Arts and Communication. Similarly, one university offered these courses under School of Interdisciplinary Studies while one university offered media courses under School of Communication. Apart from this there is no uniformity in School and Department that which offered media courses. Some

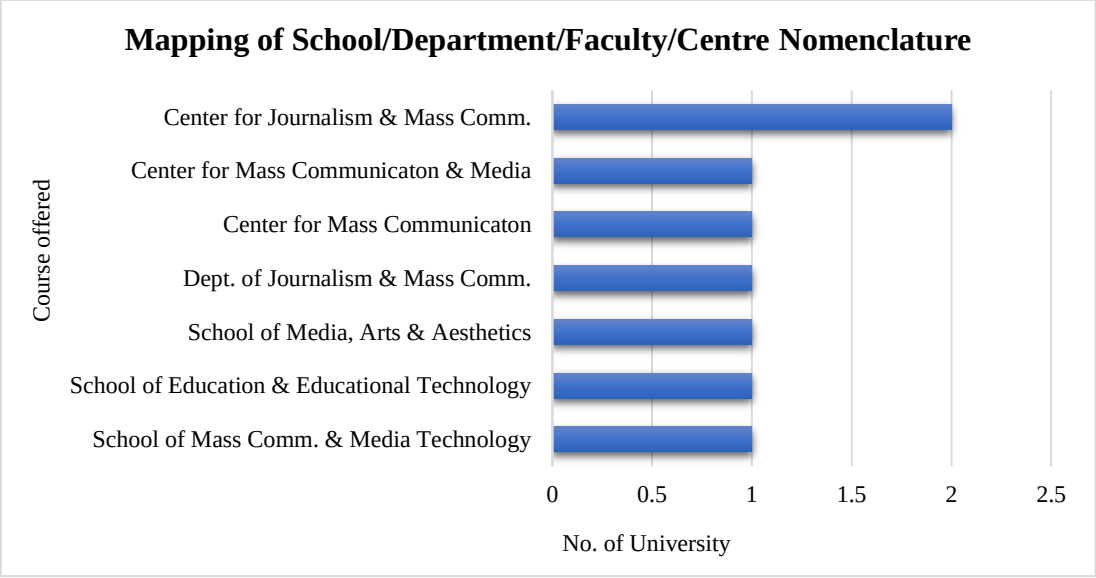
university offered these courses only under School while other university offered under the Department. While some university offered these courses under both but there is no similarity in nomenclature. One university offered media courses under Department of Electronic Media and Mass Communication whereas other university offered under Department of Library and Information Studies. Two universities offered these courses under Department of Communication, one university offered media courses under the aegis of Department of Mass Communication and Journalism whereas one university offered under Department of Media and Communication.

Zone: East
Table:4.2.3

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Central Uni. Of Jharkhand	School of Mass Comm. & Media Technology	-	Centre for Mass Comm.
2. Central Uni. Of Orissa	School of Education & Educational Technology	Dept. of Journalism & Mass Comm.	-
3. Central Uni. Of South Bihar	School of Media, Arts & Aesthetics	-	Centre for Mass Comm. & Media
4. Vishwa Bharti	-	-	Centre for Journalism & Mass Comm.

Source: University Website

Zone: East
Type of University: Central



Graph-4.2.3

Above Graph-4.2.3 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty

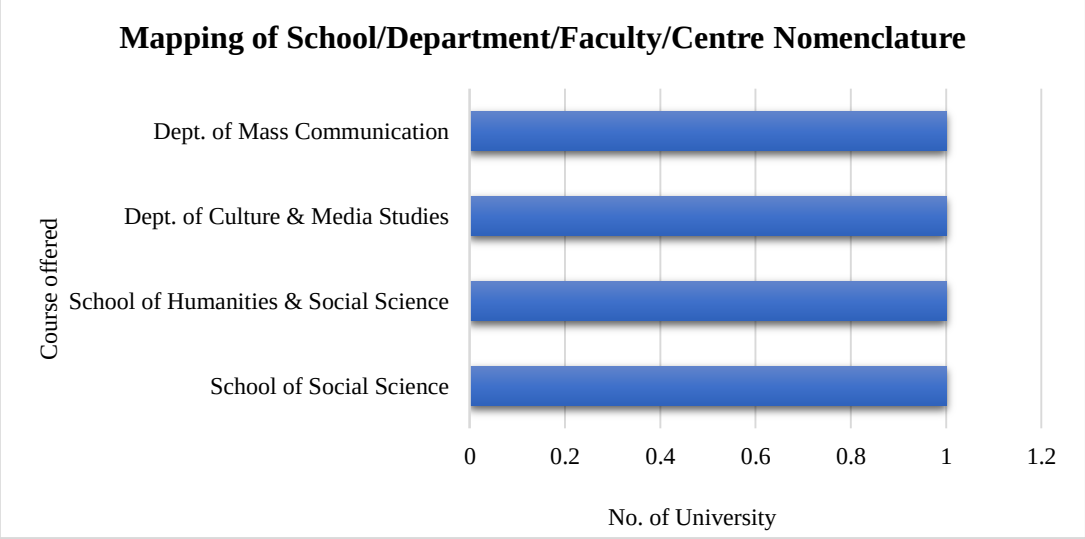
being run and various courses related to media studies being offered under these School/Department/Faculty/Centre. There is no uniformity in School/ Department/ Faculty/Centre. Two universities offered media courses under the aegis of Centre for Journalism and Mass Communication whereas one university offered media courses under Centre for Mass Communication and Media. One university run these media courses under Centre for Mass Communication. One university offered media courses under Department of Journalism and Mass Communication. One university offered media courses under School of Media, Arts and Aesthetics. One university offered these courses under School of Education and Educational Technology while one university offered media courses under the aegis of School of Mass Communication and Media Technology.

Zone: West
Table:4.2.4

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Central Uni. Of Rajasthan	School of Social Science	Dept. of Culture & Media Studies	-
2. MGAHV, Wardha	School of Humanities & Social Science	Dept. of Mass Comm.	-

Source: Particular University Website

Zone: West
Type of University: Central



Graph-4.2.4

Above Graph-4.2.4 shows that diversified School/ Department/Faculty/Centre of Media Studies being run and various courses related to media studies being offered under the aegis of these School/Department/Faculty/Centre. There is no uniformity in School/Department/Faculty/Centre. One university offered media courses under Department of Mass Communication whereas one university offered these media courses under the aegis of Department of Culture and Media Studies. One university

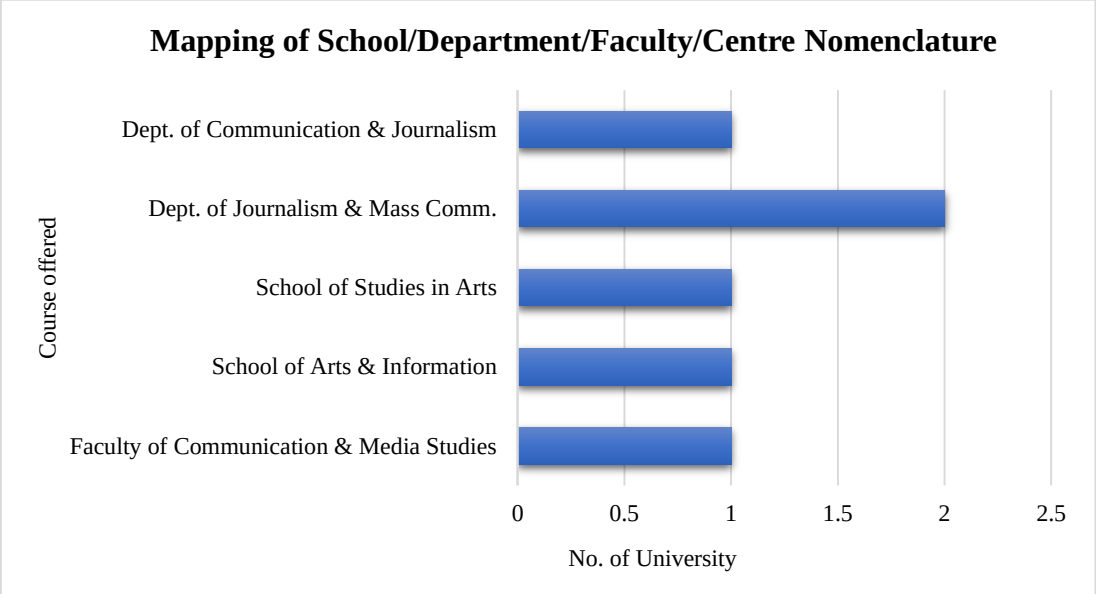
offered media courses under school of Humanities and Social Science while one university offered courses under school of Social Science.

Zone: Central
Table:4.2.5

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.IGNTU, Amarkantak	Faculty of Communication & Media Studies	Dept. of Journalism & Mass Comm.	-
2. Dr. Harisingh Gour, University, Sagar	School of Arts & Information	Dept. of Communication & Journalism	-
3. Guru Ghasidas University, Chhattisgarh	School of Studies in Arts	Dept. of Journalism & Mass Comm.	-

Source: University Website

Zone: Central
Type of University: Central



Graph-4.2.5

Above Graph-4.2.5 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university offered these media courses under the aegis of Department of Communication and Journalism while two universities offered these courses under Department of Journalism and Mass Communication. One university offered media courses under School of Studies in Arts. One university offered these media courses under the aegis of School of Arts

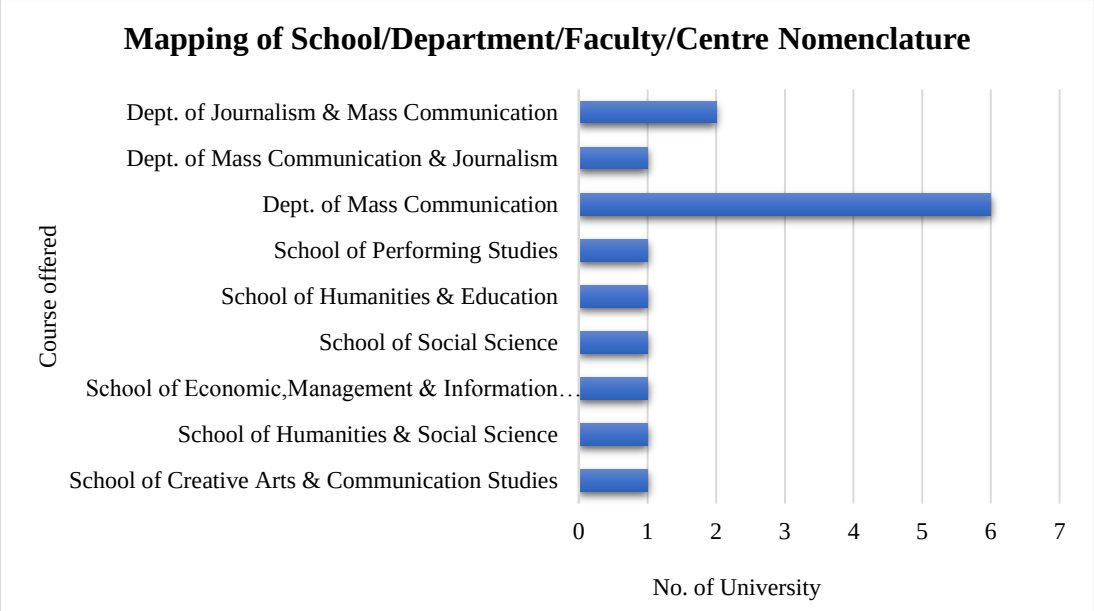
and Information. One university offered theses media courses under the aegis of Faculty of Communication and Media Studies.

Zone: North-East
Table: 4.2.6

University Name	Name of School/Faculty	Name of Department	Name of Centre
1. Assam Uni., Silchar	School of Creative Arts & Comm. Studies	Dept. of Mass Comm.	-
2. Tezpur University	School of Humanities & Social Science	Dept. of Mass Comm. & Journalism	-
3. Mizoram University	School of Economics, Management and Information Science	Dept. of Mass Comm.	-
4.NEHU, Meghalaya	School of Economics, Management and Information Science	Dept. of Journalism & Mass Comm.	-
5. Manipur University	School of Social Science	Dept. of Mass Comm.	-
6. Nagaland University	School of Humanities & Education	Dept. Of Mass Comm.	-
7. Sikkim University	School of Professional Studies	Dept. of Mass Comm.	
8. Tripura University	-	Dept. of Journalism & Mass Comm.	-
9. Rajiv Gandhi University, Arunachala Pradesh	-	Dept. of Mass Comm.	

Source: University Website

Zone: North-East
Type of University: Central



Graph-4.2.6

Graph-4.2.6 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. Two universities offered media related courses under Department of Journalism and Mass Communication while one university offered these courses under Department of Mass Communication and Journalism. Six Universities offered courses related to media studies under the aegis of Department of Mass Communication. One university offered media courses in School of performing Studies, one university offered courses related to media studies under the aegis of School of Humanities and Education. One university offered courses under School of Social Science. One university offered courses under school of Economic, Management and Information Science. One university offered media courses under School of Humanities and Social Science while one university offered courses related to media studies under aegis of School of Creative Arts and Communication Studies.

The following are the onal wise consolidated list of State Universities where Mass Communication and Journalism related courses being run under which Faculty/ School/ Department/Centre. The following tables shows the Zonal wise as well as State wise nomenclature details of Faculty/ School / Department/Centre under which media related courses being offered.

Zone: North
Type of University: State
State: Delhi (NCT)
Table: 4.2.7

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.GGSIPU	School of Mass Communication	-	-

Source: University Website

State: Haryana
Table: 4.2.8

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Ch. Bansi Lal University, Bhiwani	Faculty of Humanities	Dept. of Journalism & Mass Communication	-
2. Ch. Ranbir Singh University, Jind	Faculty of Commerce & Management	Dept. of Mass Communication	-
3. YMCA, Uni., Faridabad	Faculty of Humanities	Dept. of Journalism & Mass Comm.	-
4. MDU, Rohtak	Faculty of Humanities	Dept. of Journalism & Mass Communication	-
5. Kurukshetra University, Kurukshetra	Faculty of Commerce & Management	Institute of Mass Communication & Media Tech.	-
6. Ch. Devi Lal University, Sirsa	Faculty of Humanities	Dept. of Journalism & Mass Communication	-
7. GJUST, Hisar	Faculty of Media Studies	Dept. of Communication Management & Tech.	-

Source: University Website

State: Himachal Pradesh
Table: 4.2.9

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Himachal Pradesh University, Shimla	Faculty of Social Science	Dept. of Journalism & Mass Communication	-

Source: University Website

State: Jammu and Kashmir
Table:4.2.10

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Islamic University of Science & Technology University, J & K	School of Humanities & Social Science	Dept. of Journalism & Mass Communication	-
2. Kashmir University, J & K	School of Social Science	-	Media Education Research Centre

Source: University Website

State: Uttaranchal (Now Uttarakhand)
Table:4.2.11

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Uttarakhand Sanskrit University, Haridwar	Faculty of Adhunik-Gyan-Vigyan	Dept. of Journalism & Mass Communication	-
2. Doon University, Dehradun	School of Media & Communication Studies	-	-
3. Kumaun University, Nainital	Faculty of Arts	Dept. of Mass Media	-

Source: University Website

State: Uttar Pradesh
Table:4.2.12

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Allahabad State University, Allahabad	School of Skill Development and professional Studies	(a)Dept. of Mass Comm. & Media Studies (b) Dept. of Graphics Arts, Animation & Cinematic Studies	-
2. Gautam Buddha University, Greater Noida	School of Humanities and Social Science	Dept. of Mass Comm. & Media Studies	-
3. MGKV, Varanasi	Faculty of Humanities	Dept. of Journalism	-
4.M.J.P. Rohilkhand University, Bareilly	Faculty of Education & Allied Science	Dept. of Mass Comm. & E.M.	-
5. Lucknow University	Faculty of Arts	Institute of Mass Comm. In Science Technology	-
6. Dr. B.R. Ambedkar University, Agra	Institute of Hindi & Linguistic	Dept. of Mass Comm. & Journalism	-
7. Dr. Ram Manohar Lohia Awadh University, Faizabad	-	Dept. of Mass Comm. & Journalism	-
8. DDU University, Gorakhpur	Faculty of Arts	Dept. of Hindi & Modern Indian Language	-
9. Chaudhary Charan Singh University, Meerut	-	-	-

10. Bundelkhand University, Jhansi	-	Institute of Mass Comm. & Journalism	-
11. CSM Kanpur University	-	Institute of Journalism & Mass Comm.	-
12.KMC Urdu, Arabi-Farsi University, Lucknow	Faculty of Arts and Humanities	Dept. of Mass Comm.	-
13. VBS Paranuchal University, Jaunpur	-	Dept. of Mass Comm.	-
14.Sampurnanand Sanskrit University, Varanasi	-	-	-

Source: University Website

State: Punjab
Table: 4.2.13

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Punjab Technical University	-	Dept. of Journalism & Mass Communication	-
2. Punjabi University	Faculty of Education & Info. Science	Dept. of Journalism & Mass Communication	-

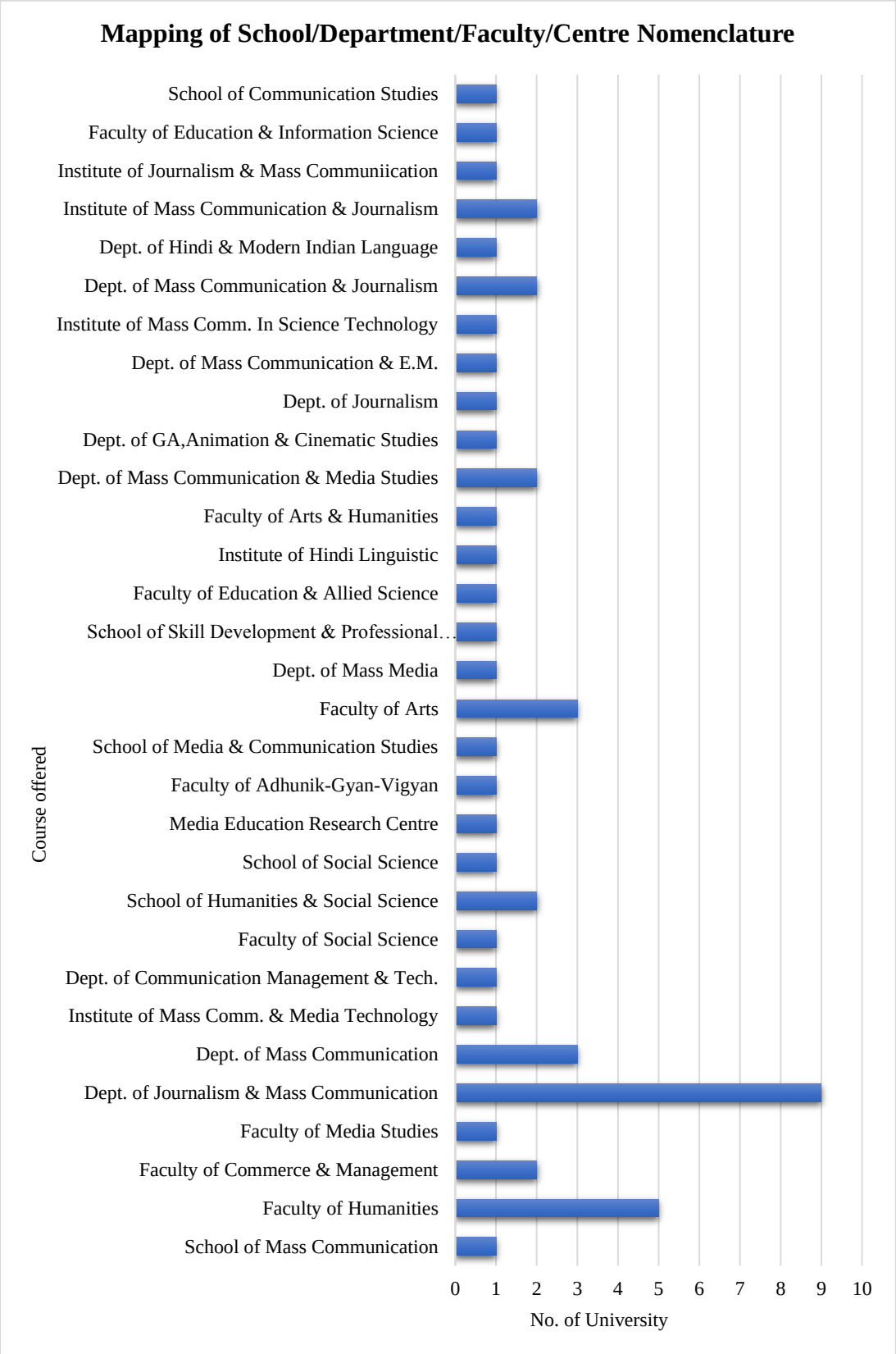
Source: University Website

State: Chandigarh
Table:4.2.14

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Punjab University	Faculty of Arts	School of Communication Studies	--

Source: University Website

Zone: North
Type of University: State



Graph-4.2.7

Graph-4.2.7 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of North zone offered media courses under School of Mass Communication while five universities offered these courses under Faculty of Humanities. Similarly, two universities of North Zone offered courses related to media studies under Faculty of Commerce and Management whereas one university offered under Faculty of Media Studies. Besides this nine universities of North Zone offered media related courses under Department of Journalism and Mass Communication while three universities offered these courses under Department of Mass Communication. One university offered courses related to media studies under Institute of Mass Communication and Media Technology whereas one university offered under Department of Communication Management and Technology. Similarly, one university of North Zone offered courses related to media studies under Faculty of Social Science while two universities offered these courses under School of Humanities and Social Science. One university offered courses under School of Social Science and other one university of North zone offered these media courses under Media Education Research Centre. One university offered courses related to Media Studies under Faculty of Adhunik-Gyan-Vigyan whereas other one university of North Zone offered under School of Media and Communication Studies. Similarly, three universities of North Zone offered theses media courses under Faculty of Arts while other one university of North Zone offered under Department of Mass Media. Apart from this, one university of North Zone offered these courses under School of Skill Development and Professional Studies while other one offered under Faculty of Education and Allied Science. One university offered courses under Institute of Hindi Linguistic while other one university of North zone offered these courses under Faculty of Arts and Humanities. Two universities offered courses related to media studies under Department of Mass Communication and Media Studies while one university offered courses under Department of Graphics Arts, Animation and Cinematic Studies. Similarly, one university offered courses under Department of Journalism while other one university offered these courses under Department of Mass Communication and Electronic Media. One university of North Zone offered courses under Institute of Mass Communication in Science Technology while two universities of North Zone offered courses related to Media Studies under Department of Mass Communication and Journalism. One other university of North Zone offered these courses under Department of Hindi and Indian Modern Language. Two universities offered media courses under Institute of Mass Communication and Journalism whereas one university of North Zone offered these media courses under Institute of Journalism and Mass Communication. Similarly, one university of North Zone offered courses related to Media Studies under Faculty of Education and Information Science and other one university of North Zone offered these media courses under School of Communication Studies.

Zone: South
Type of University: State
State: Andhra Pradesh
Table:4.2.15

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Acharya Nagarjuna University, A.P.	College of Arts	-	-
2. Andhra University.	College of Arts and Commerce	Dept. of Journalism & Mass Comm.	-
3. Krishna University	Faculty of Social Science	-	-
4. Sri Padmavati Mahila University	School of Social Science, Humanities & Management	Dept. of Comm. & Journalism	-
5. Yogi University	Faculty of Arts	Dept. of Journalism & Communication	-

Source: University Website

State: Karnataka
Table:4.2.16

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Vijayanagara Sri Krishnadevraya University	Faculty of Social Science	Dept. of Journalism & Mass Comm.	-
2. Tumkur University	Faculty of Arts	Dept. of Mass Comm. & Journalism	-
3. Karnataka State Women University	Faculty of Social Science	Dept. of Journalism & Mass Comm.	-
4. Karnataka University	Faculty of Social Science	Dept. of Mass Comm. &Journalism	-
5. Mangalore University	Faculty of Arts	Dept. of Journalism & Mass Comm.	-
6. Mysore University	Faculty of Arts	Dept. of Journalism & Mass Comm.	-
7. Kuvempu University	School of Social Science	Dept. of Journalism & Mass Comm.	-
8. Bangalore University	Faculty of Arts	Dept. of Journalism & Mass Comm.	-
9. Gulbarga University	Faculty of Social Science	Dept. of Journalism & Mass Comm.	-

Source: University Website

State: Kerala
Table:4.2.17

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Thunchath Ezhuthachan Malayalam University	-	Dept. of Journalism & Mass Communication	-
2. Calicut University	School of Info. & Communication Studies	Dept. of Journalism & Mass Communication	-
3. Kannur University	-	Dept. of Mass Comm. & Journalism	-
4. Kerala University	Faculty of Arts	Dept. of Communication & Journalism	-

Source: University Website

State: Tamilnadu
Table:4.2.18

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Madaras University	School of Info. & Communication Studies	Dept. of Journalism & Communication	-
2. Madurai Kamraj University	School of Linguistic and Journalism	(a)Dept. of Journalism & Science Communication (b) Dept. of Communication	-
3. Mother Teresa Women's University	Faculty of Arts	Dept. of Mass Communication & Journalism	-
4. Manonmaniam Sundarnar University	-	Dept. of Communication	-
5. Anna University	Faculty of Science & Humanities	Dept. of Media Science	-
6. Bharathiar University	School of Educational Studies	-	-
7. Periyar University	School of Social Science	Dept. of Journalism & Mass Communication	-

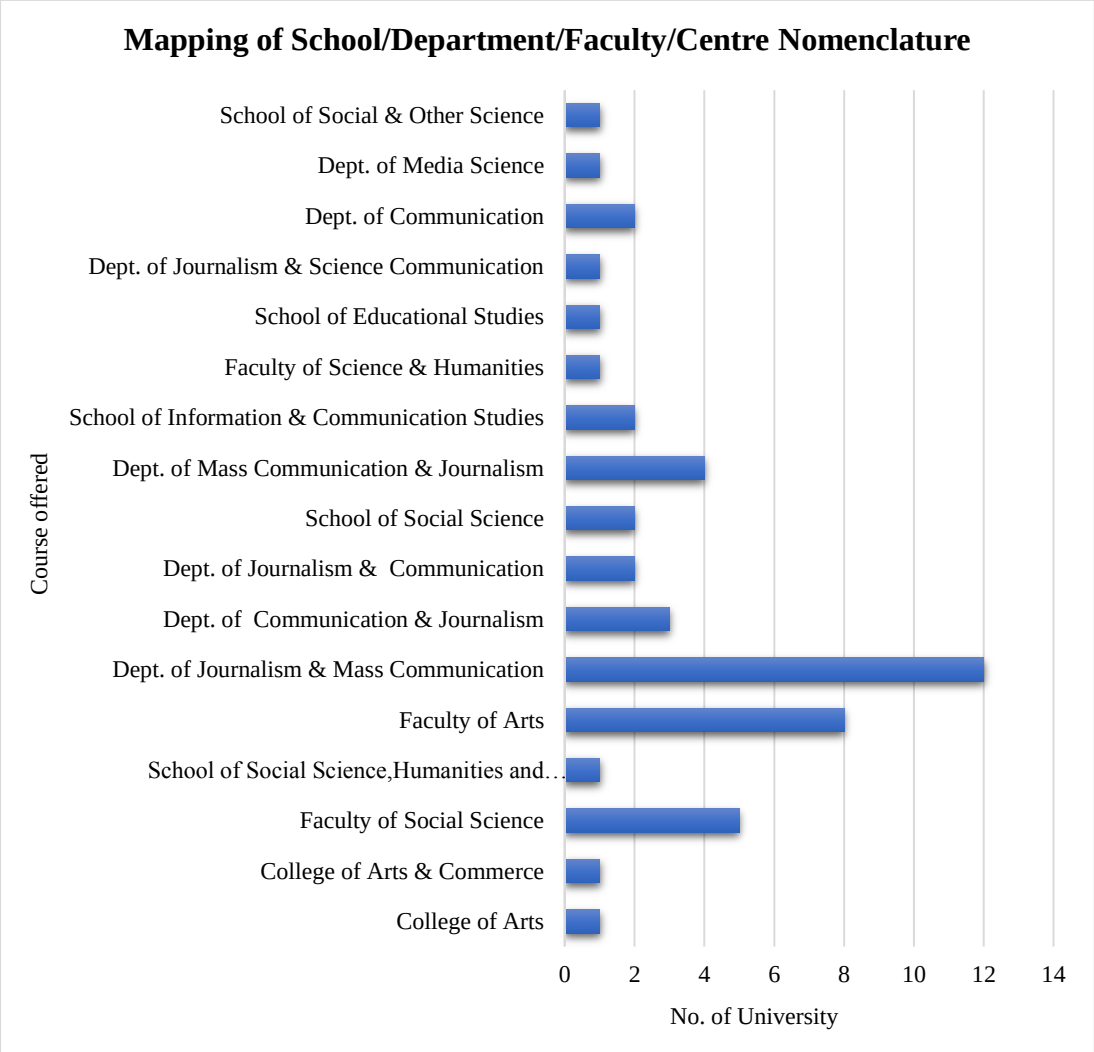
Source: University Website

State: Telangana
Table:4.2.19

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Potti Sreeramulu Telugu University	School of Social & other science	Dept. of Communication & Journalism	-
2. Osmania University	Faculty of Arts	Dept. of Journalism & Mass Communication	-
3. Telangana University	-	-	-
4. Kakatiya University	-	-	-

Source: University Website

Zone: South
Type of University: State



Graph-4.2.8

Graph-4.2.8 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of South Zone offered courses of media studies under College of Arts while other one university of South Zone offered these courses under College of Arts and Commerce. Similarly, five universities of South Zone offered courses related to media studies under Faculty of Social Science whereas other one university offered these courses under School of Social Science, Humanities and Management. Besides this, eight universities of South Zone offered these media courses under aegis of Faculty of Arts while twelve universities offered these courses under Department of Journalism and Mass Communication. Three universities offered media courses under Department of Communication and Journal while two universities offered these media courses under Department of Journalism and Mass Communication. Two universities offered under School of Social Science while other four universities of South Zone offered these courses under Department of Mass Communication and Journalism. Similarly, two universities offered courses related to media studies under School of Information and Communication Studies. One university offered under Faculty of Science and Humanities, one university offered these courses under School of Education Studies, one university of south zone offered these media courses under Department of Journalism and Science Communication. Apart from this, two universities offered these media courses under Department of Communication, one university of south zone offered these media related courses under Department of Media Science while one university of south of zone offered courses related to media studies under aegis of School of Social and Other Science.

Zone: East
Type of University: State
State: Bihar
Table: 4.2.20

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Magadh University	-	-	-
2. MMH Arabic & Persian University	-	-	-
3.Aryabhatta Knowledge University	-	-	-
4. Patna University	Faculty of Humanities	Dept. of Hindi	-

Source: University Website

Most of Universities' website failed to showing under which School/Faculty/Department/Centre media courses being run. In Above Table 4.2.20, only Patna University and its website shows that media courses being run under Faculty of Humanities / Department of Hindi offered media courses.

State: Jharkhand
Table:4.2.21

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Kolhan University	-	Dept. of Mass Communication	-

Source: University Website

In Jharkhand, only one university offered media studies courses and these courses being run by the Department of Mass Communication.

State: Orissa
Table:4.2.22

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Ravenshaw University	School of Social Science	Dept. of Journalism & Mass Communication	-
2. Berhampur University	School of Humanities	Dept. of Journalism & Mass Communication	-

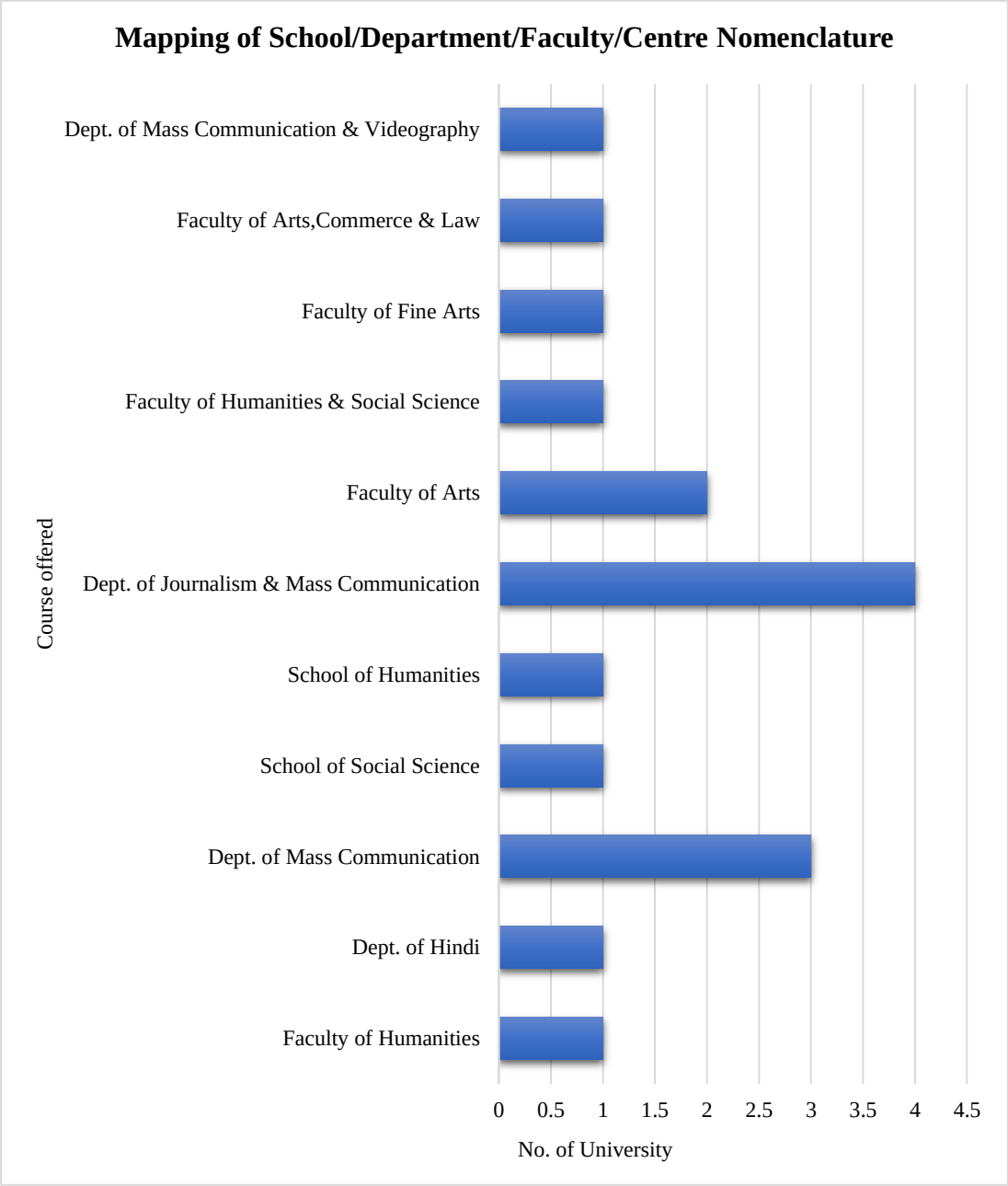
Source: University Website

State: West Bengal
Table:4.2.23

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Burdhwan University	Faculty of Arts	Dept. of Mass Communication	-
2. Calcutta University	-	Dept. of Journalism & Mass Comm.	-
3. Aliah University	Faculty of Humanities and Social Science	Dept. of Journalism & Mass Communication	-
4. West Bengal State University	Faculty of Arts	-	-
5. Vidya Sagar University	-	-	-
6. Rabindra Bharti University	Faculty of Fine Arts	Dept. of Mass Communication & Videography	-
7. North Bengal University	Faculty of Arts, Commerce & Law	Dept. of Mass Communication	-

Source: University Website

Zone: East
Type of University: State



Graph-4.2.9

Above Graph-4.2.9 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of East Zone offered courses of media under Faculty of Humanities; one university offered these courses under Department of Hindi whereas three universities of East Zone offered courses related to media studies under Department of Mass Communication. One university of the same zone offered courses of media studies under School of Social Science while

other one university of East Zone offered under School of Humanities. Besides this, four universities of East Zone offered under Department of Journalism and Mass Communication while two universities offered these courses under Faculty of Arts. One university offered courses under Faculty of Humanities and Social Science. Similarly, one university offered courses related to media studies under Faculty of Fine Arts. Apart from this, one university of East Zone offered these courses under Faculty of Arts, Commerce and Law while other one university of the same zone offered these courses under Faculty of Mass Communication and Videography.

Zone: West
Type of University: State
State: Maharashtra
Table:4.2.24

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Dr. Babasaheb Ambedkar Maharashtra University	School of Professional Studies	Dept. of Mass Communication & Journalism	-
2. University of Mumbai	Faculty of Arts	Dept. of Communication & Journalism	-
3. Savitribai Phule Pune University	(a) Faculty of Interdisciplinary Studies (b) Faculty of Science and Technology	(a) Dept. of Communication & Journalism (b) Dept. of Media & Communication Studies	-
4. North Maharashtra University	-	Dept. of Mass Communication & Journalism	-
5. Shivaji University	-	Dept. of Journalism & Communication	-
6. SNDT University	(a) Dept. of Communication & Media Studies (b) Dept. of Extension Education	-	-
7. Solapur University	School of Social Science	Dept. of Mass Communication	-
8.SRTM, Nanded	School of Media Studies	-	-
9. RTM Nagpur University	Faculty of Interdisciplinary Studies	Dept. of Mass Communication	-
10. Gondwana University	Faculty of Social Science	Dept. of Mass Communication	-

Source: University Website

State: Gujrat
Table:4.2.25

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Gujrat University	School of Social Science	Dept. of Communication, Journalism & Public Relations	-
2.Hemchandracharya North Gujrat Uni.	-	Dept. of Journalism	-
3. MS University of Baroda	Faculty of Journalism & Communication	Dept. of Journalism & Communication	-
4. Swarnim Gujrat Sports University	Faculty of Sports Journalism and Mass Media Technology	Dept. of Sports Journalism and Mass Media Technology	-
5. Saurashtra University	-	Dept. of Journalism	-
6. Veer Narmad South Gujrat University	Faculty of Arts	Dept. of Journalism & Mass Communication	-
7. Sardar Patel University	-	Dept. of Communication & Media Studies	-

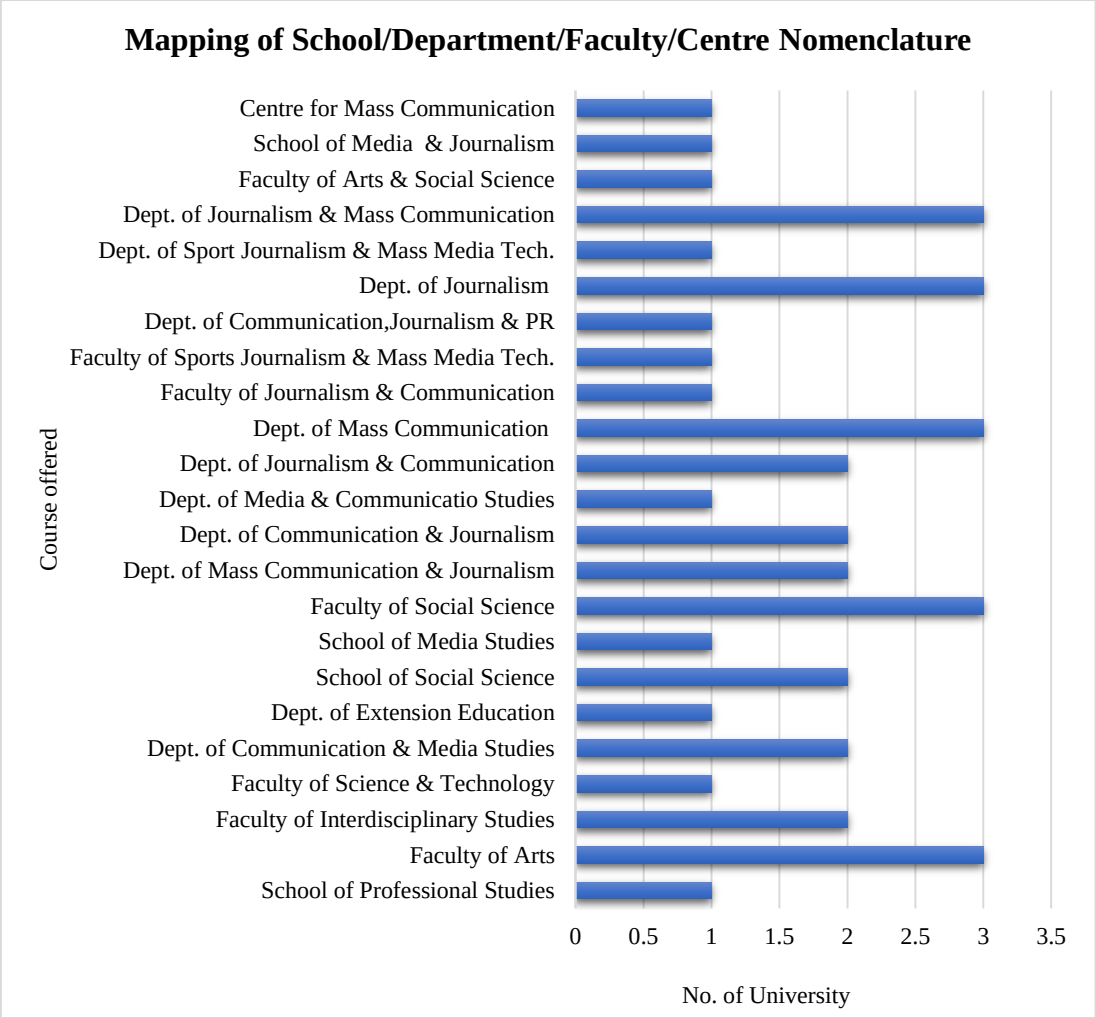
Source: University Website

State: Rajasthan
Table:4.2.26

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Shekhawat University	Faculty of Arts & Social Science	-	-
2. Rajiv Gandhi Tribal University	-	-	-
3. Rajasthan University	Faculty of Social Science	-	Centre for Mass Communication
4. Jai Narayan Vyas University	Faculty of Arts	Dept. of Journalism & Mass Communication	-
5. Mohan Lal Shukhadia University	Faculty of Social Science	Dept. of Journalism	-
6. Maharishi Dayanand Saraswati University	School of Media & Journalism	Dept. of Journalism & Mass Communication	-

Source: University Website

Zone: West
Type of University: State



Graph-4.2.10

Above Graph-4.2.10 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of West Zone offered courses related to media studies under School of Professional Studies whereas three universities of West Zone offered these courses under Faculty of Arts. Two universities offered these courses under Faculty of Interdisciplinary Studies while one university of West Zone offered courses under Faculty of Science and Technology. Similarly, two universities offered media course under aegis of Department of Communication and Media Studies and one university of the same zone offered under Department of Extension Education. Besides this, two universities of West Zone offered these media related course under School of Social Science whereas one university of the same zone offered under School of Media Studies. Three universities offered courses under Faculty of Social Science while two universities offered courses related to media under Department of Mass Communication and Journalism. Apart from this, two universities offered courses under Department of Communication and

Journalism and one university offered under Department of Media and Communication Studies. Similarly, two universities offered these courses under Department of Journalism and Communication whereas three universities of West Zone offered under Department of Mass Communication. One university offered these courses under Faculty of Journalism and Mass Communication while other one university offered under Faculty of Sport Journalism and Mass Media Technology, one university offered courses under Department of Communication, Journalism and Public Relations. Apart from this, three universities offered these media courses under Department of Journalism, one university of West Zone offered courses under Department of Sport Journalism and Mass Media Technology. Similarly, three universities of West Zone offered Department of Journalism and Mass Communication, one university offered under Faculty of Arts and Social Science. One university offered courses under School of Media and Journalism while other one university of West Zone offered these media courses under Centre for Mass Communication.

Zone: Central
Type of University: State
State: Madhya Pradesh
Table:4.2.27

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.ABV Hindi Vishwavidyalaya, Bhopal	-	Dept. of Journalism & Mass Communication	-
2. Vikram University	School of Studies in Continuing Education	Dept. of Mass Communication	-
3. Rani Durgavati Vishwavidyalaya	Faculty of Arts	Dept. of Journalism & Mass Communication	-
4. Jiwaji University	Faculty of Arts	-	Centre for Journalism & Mass Communication
5. MCNUJC, Bhopal	-	*Multi-Department	-
6. MG Chitrakoot University	Faculty of Arts	Dept. of Peoples Education and Mass Communication	
7. DAVV, Indore	School of Journalism & Mass Communication	-	-

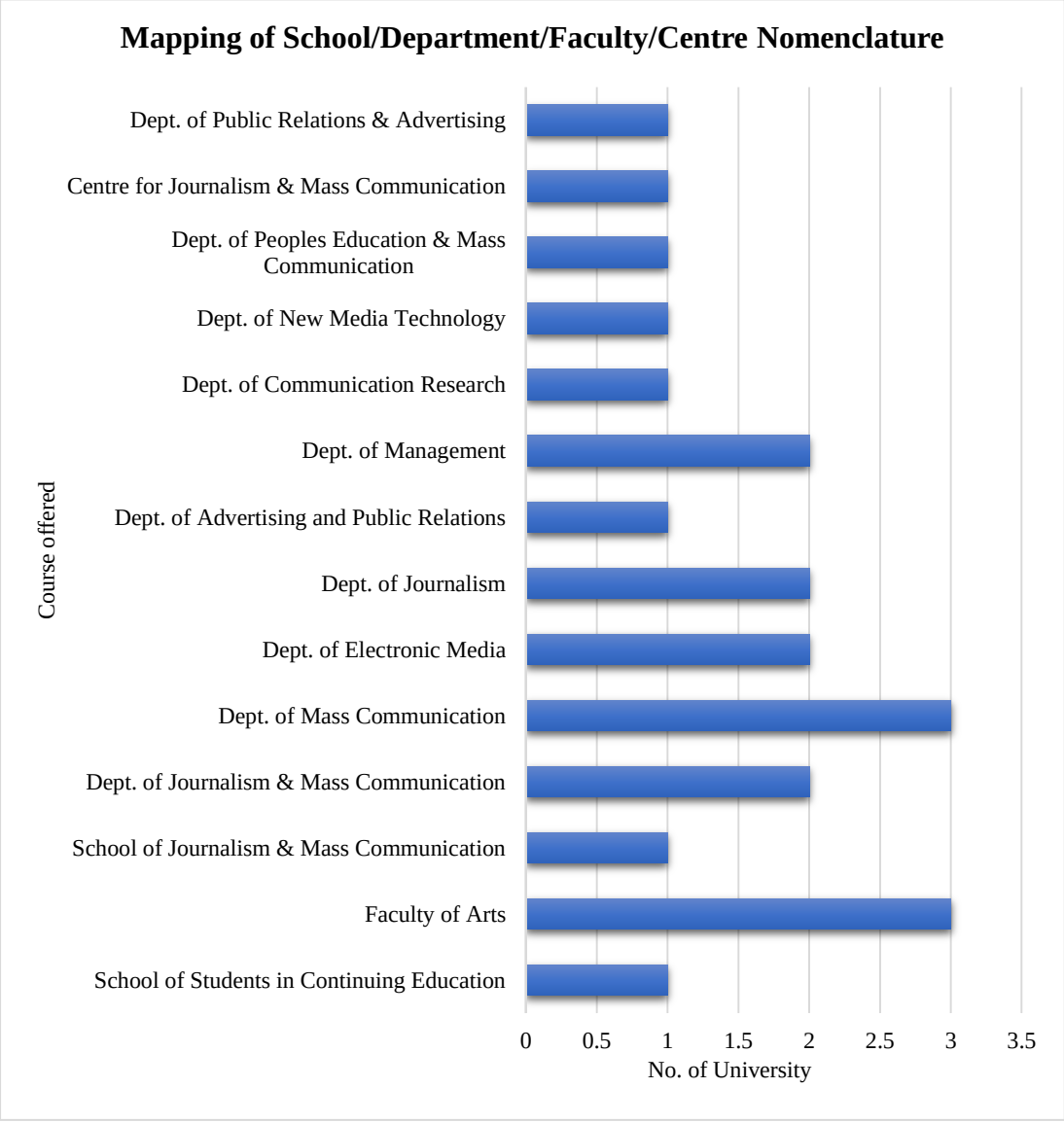
Source: University Website
*Dept. of E.M., Dept. of Journalism, Dept. of Mass Communication, Dept. of APR, Dept. of Management, Dept. of Communication Research, Dept. of New Media Technology

State: Chhattisgarh
Table:4.2.28

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.KTUJM, Raipur	-	*Multi-Department	-

Source: University Website
*Dept. of Mass Communication, Dept. of Journalism, Dept. of Public Relations& Advertising, Dept. of E.M., Dept. of Management

Zone: Central
Type of University: State



Graph-4.2.11

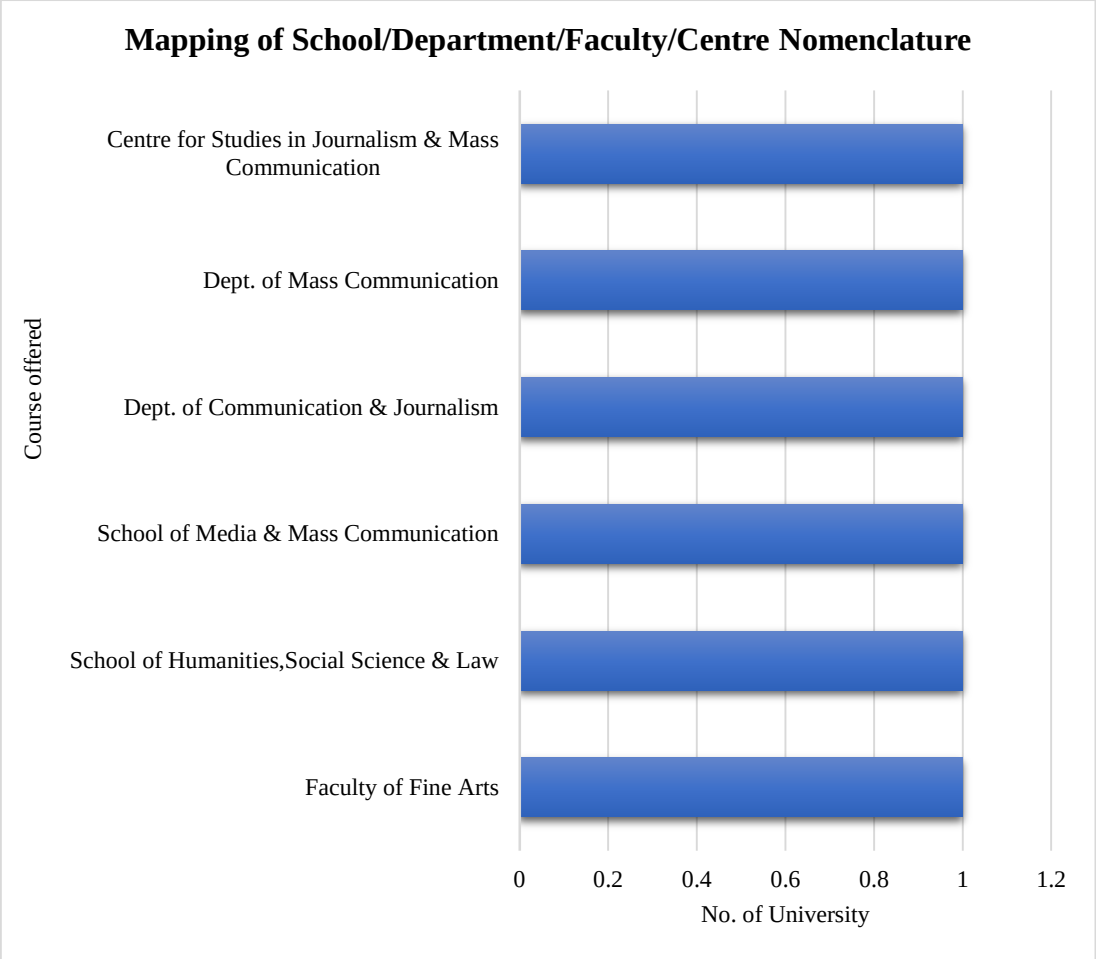
Graph-4.2.11 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of Central Zone offered courses related to media studies under School of Students in Continuing Education whereas three universities of the same zone offered these courses under Faculty of Arts. Similarly, one university of the Central Zone offered media courses under School of Journalism and Mass Communication and other one offered under Department of Journalism and Mass Communication. Besides this, three universities of Central Zone offered these media courses under Department of Mass Communication while other two universities of the same zone offered under Department of Electronic Media. Two universities offered these media courses under Department of Journalism while other one university of Central Zone offered these courses related to media studies under Department of Advertising and Public Relations. Apart from this, two universities of the same zone offered these courses under Department of Management and one university of Central Zone offered these media courses under Department of Communication Research. One university offered under Department of New Media Technology and one other university of the Central Zone offered these media courses under Department of Peoples Education and Mass Communication. Similarly, one university offered courses related to media studies under Centre for Journalism and Mass Communication while other one university of the same zone offered these courses under Department of Public Relations and Advertising.

Zone: North- East
Type of University: State
State: Assam
Table:4.2.29

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Gauhati University	Faculty of Fine Arts	Dept. of Communication & Journalism	-
2. Dibrugarh University	School of Humanities, Social Science & Law	-	Centre for Studies in Journalism & Mass Communication
3. Assam Women's University	School of Media and Mass Communication	Dept. of Mass Communication	-

Source: University Website

Zone: North- East
Type of University: State



Graph-4.2.12

Above Graph-4.2.12 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. One university of North-East Zone offered media related courses under Faculty of Arts whereas other one university of the same zone offered these media courses under School of Humanities, Social Science and Law. Besides this, one other university of North-East Zone offered these media related courses under School of Media and Mass Communication whereas other one university of the same zone offered course under Department of Communication and Journalism. Similarly, one university of the same zone offered courses under Department of Mass Communication while other one university of North-East Zone offered courses related to media studies under Centre for Studies in Journalism and Mass Communication

The following are the Zonal wise consolidated detail of Private Universities where Mass Communication and Journalism related courses being run under which Faculty/ School/ Department/Centre. The following tables shows the Zonal wise as well as

State wise Nomenclature details of Faculty/ School / Department/Centre under which media related courses being offered.

Zone: North
Type of University: Private

State: Haryana
Table:4.2.30

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Amity University, Manesar	School of Communication	-	-
2. Appejay Satya University, Sohna	School of Journalism & Mass Comm.	-	-
3. Baba Mast Nath University, Rohtak	Faculty of Humanities	-	-
4. G.D. Goenka University	School of Communication	-	-
5.Jagan Nath University, Jhajjar	Faculty of Journalism & Mass Comm.	-	-
6. K. R. Mangalam University	School of Journalism & Mass Comm.	-	-
7. Manav Rachana University	School of Media Studies & Humanities	-	-
8. O.P. Jindal Global University	School of Journalism & Comm.	-	-
9. PDM University	Faculty of Humanities & Social Science	Dept. Journalism & Mass Communication	-
10. SGT University	Faculty of Mass Communication & Media Technology	-	-

Source: University Website

State: Himachal
Table:4.2.31

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.A.P.G. University	School of Journalism & Mass Communication	-	-
2. I.E.C. University	School of Journalism & Mass Communication	-	-

Source: University Website

State: Uttaranchal (Now Uttarakhand)
Table:4.2.32

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Dev Sanskrit Vishwavidyalaya	School of Technology, Communication & Management	Dept. of Journalism & Mass Communication	-
2. Himalayan Garhwal University	Faculty of Vocational Education	-	-
3. Himgiri Zee University	(a)School of Media, Journalism & Film Making (b) School of Vocational Studies	-	-
4. IMS Unison University	School of Mass Communication	-	-
5. Shri Guru Ram Rai University	-	Dept. of Humanities & Mass Communication	-
6.Uttaranchal University	-	College of Journalism & Mass Communication	-

Source: University Website

State: Uttar Pradesh
Table:4.2.33

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Amity University, Noida	School of Communication	-	-
2.BBD, University	School of Humanities & Social Science	-	-
3. Bennett University	School of Interdisciplinary Studies	-	-
4. Galgotias University	School of Media & Communication Studies	-	-
5. IIMT, University	School of Mass Comm., Film & T.V. Studies	Dept. of Journalism & Mass Communication	-
6. IFTM University	School of Social Science	-	-
7. Invertis University	Faculty of Journalism & Mass Communication	-	-
8. J.S. University, Firozabad	-	-	-
9. Mangalayatan University	Faculty of Humanities	Dept. of Journalism & Mass Communication	-
10. Mohammad Ali Jauhar University	Faculty of Mass Communication & Journalism	-	-
11. Monad University	-	Dept. of Journalism & Mass Communication	-
12. Noida International University	School of Journalism & Mass Communication	-	-
13.Rama University	Faculty of Professional Studies	-	-
14. Sharda University	School of Creative Arts Design & Media Studies	-	-
15. Shri Ramshwaroop Memorial University	-	Institute of Media Studies	-
16. Subharti University	-	-	-
17. Teerthanker Mahaveer University	-	College of Journalism & Mass Communication	-
18.Amity University, Lucknow	School of Communication	-	-

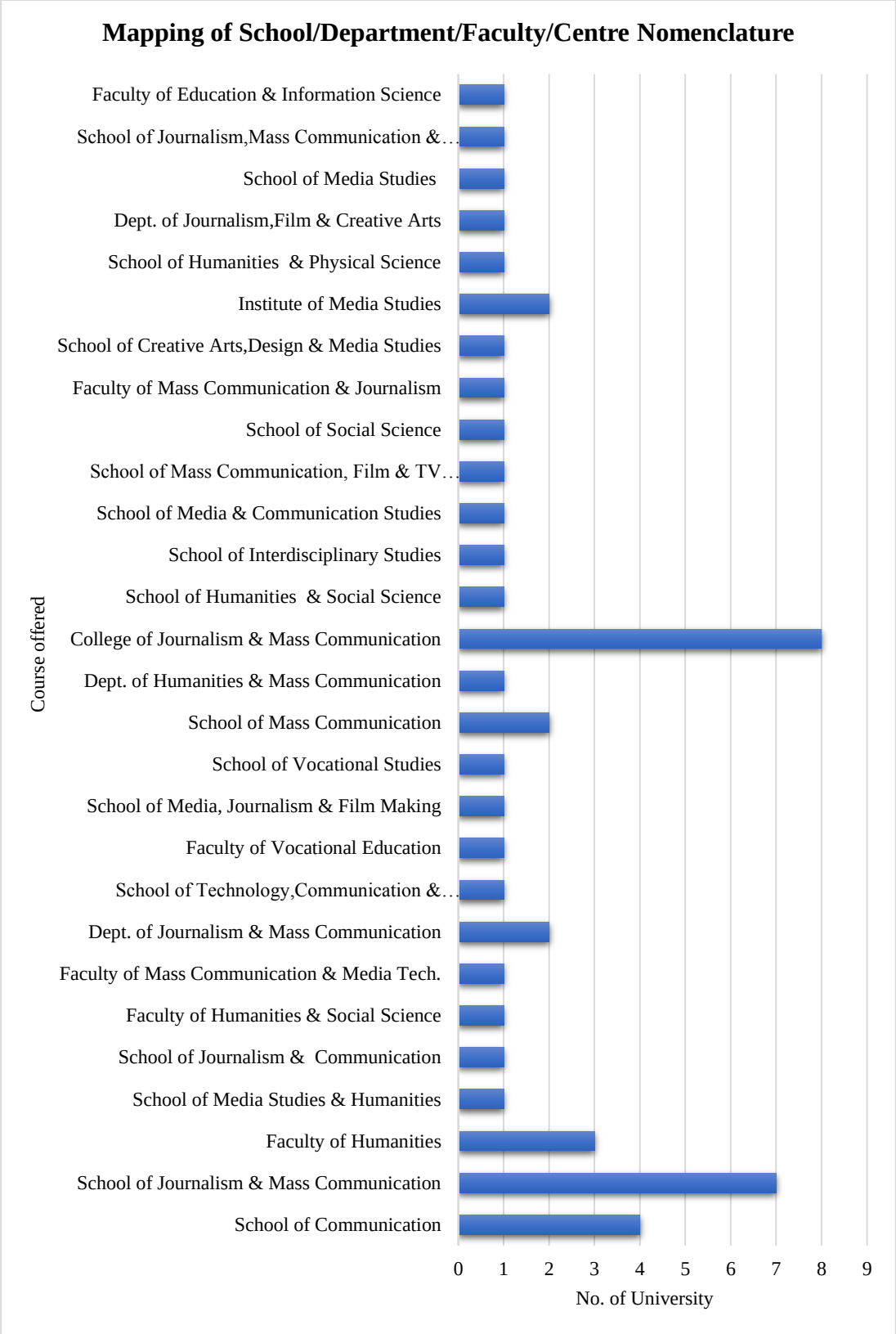
Source: University Website

State: Punjab
Table:4.2.34

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Chandigarh University	-	Institute of Media Studies	-
2. Chitkara University	School of Mass Communication	-	-
3. C.T. University	School of Humanities & Physical Science	-	-
4. D.A.V. University	-	Dept. of Journalism & Mass Communication	-
5. Guru Kashi University	-	Dept. of Journalism & Mass Communication	-
6. Lovely Professional University	Dept. of Journalism, Films & Creative Arts	-	-
7. Rayat Bahra University	School of Media Studies	-	-
8. RIMT University	School of Journalism, Mass Communication & Film Studies	-	-
9. SGGSW University	Faculty of Education & Information Science	Dept. of Journalism & Mass Communication	-

Source: University Website

Zone: North
Type of University: Private



Graph-4.2.13

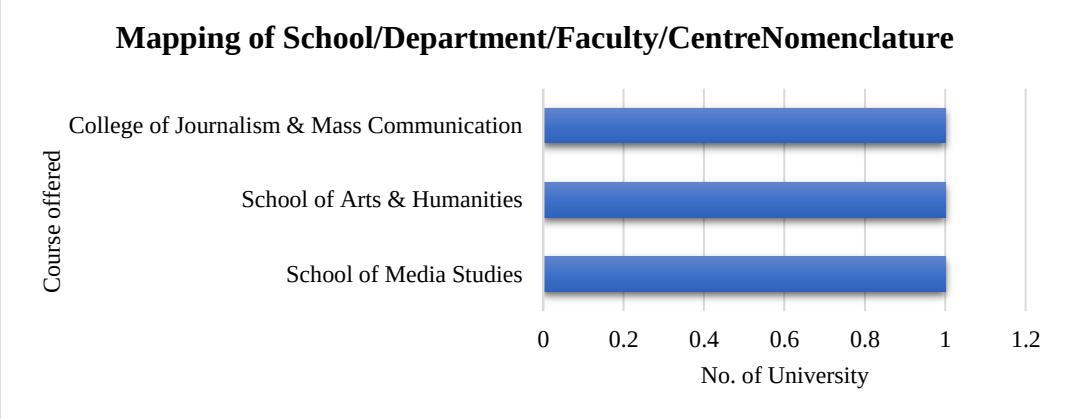
Graph-4.2.13 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In North Zone, Four Universities offered courses related to media studies under School of Communication whereas seven universities offered these courses under School of Journalism and Mass Communication. Similarly, three universities offered these courses under Faculty of Humanities while one university offered under School of Media Studies and Humanities. Besides this, one university offered media related courses under School of Journalism and Communication and one other university of North Zone offered these media courses under Faculty of Humanities and Social Science. Similarly, one university of North Zone offered these media related courses under Faculty of Mass Communication and Media Technology. Two universities of the same zone offered under Department of Journalism and Mass Communication whereas one university of the North Zone offered under School of Technology, Communication and Management. Apart from this, one university of the North Zone offered media related courses under Faculty of Vocational Studies while one university of the same zone offered these courses under School of Media, Journalism and Film Making. Similarly, one university of North Zone offered these media courses under School of Vocational Studies whereas two universities offered courses related to media studies under School of Mass Communication. One university of the same zone offered these courses under Department of Humanities and Mass Communication while eight universities of the same zone offered these media courses under College of Journalism and Mass Communication. Besides this, one other university offered courses under School of Humanities and Social Science while one university offered under School of Interdisciplinary Studies whereas one other university offered under School of Media and Communication Studies. Apart from this, also one university offered media related courses under School of Mass Communication, Film and TV Studies. Similarly, one other university offered courses of media studies under School of Social Science while other one university offered these courses under Faculty of Mass Communication and Journalism. One other university offered these courses under School of Creative Arts, Design and Media Studies whereas two universities offered these media courses under Institute of Media Studies. One university offered these media courses under School of Humanities and Physical Science while other one university offered these courses under Department of Journalism, Film and Creative Arts. Similarly, other one university offered under School of Media Studies whereas other one university of the same zone offered these courses related to media studies under School of Journalism, Mass Communication and Film Studies while one other university offered under Faculty of Education and Information Science.

Zone: South
State: Karnataka
Table:4.2.35

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Garden City University, Bangalore	School of Media Studies	-	-
2. Reva University, Bangalore	School of Arts & Humanities	-	-
3. Dayanand Sagar University	-	College of Journalism & Mass Communication	-

Source: University Website

Zone: South
Type of University: Private



Graph-4.2.14

Above Graph-4.2.14 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In South Zone, one university offered media courses under School of Media Studies whereas other one university offered these courses under School of Arts and Humanities. Apart from this, one other university of South Zone offered media related courses under College of Journalism and Mass Communication.

Zone: East
State: Bihar
Table:4.2.36

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.K.K. University, Nalanda	School of Mass Communication & Journalism	-	-
2. Amity University, Patna	School of Communication	-	-

Source: University Website

State: Jharkhand
Table:4.2.37

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.AISECT University	Faculty of Journalism	Dept. of Journalism & Mass Communication	-
2.Amity University	School of Communication	-	-
3.Jharkhand Rai University	Faculty of Journalism & Mass Communication	-	-

Source: University Website

State: Orissa
Table:4.2.38

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Birla Global University	School of Communication	-	-
2.Centurion University of Technology & Management	School of Media & Communication	-	-
3.Sri Sri University	Faculty of Media Studies	Dept. of Journalism & Mass Communication	-
4.Xavier University	School of Communication	-	-

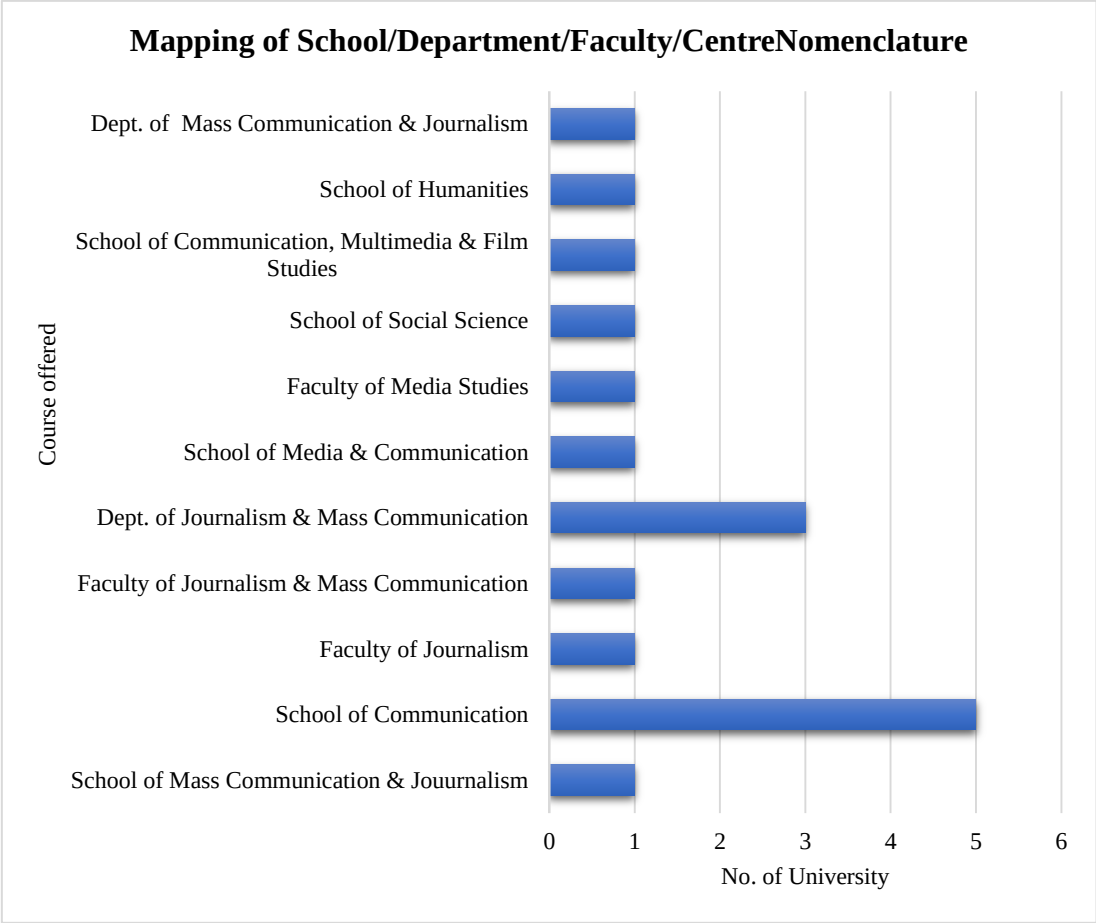
Source: University Website

State: West Bengal
Table:4.2.39

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Admas University	School of Social Science	Dept. of Journalism & Mass Communication	-
2.Amity University	School of Communication	-	-
3.Brainware University	School of Communication, Multimedia &Film Studies	Dept. of Mass Comm. & Journalism	-
4.St. Xavier University	-	-	-
5.Techno India University	School of Humanities	-	-

Source: University Website

Zone: East
Type of University: Private



Graph-4.2.15

Above Graph-4.2.15 shows that diversified School/ Department/ Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In East Zone, one university offered media related courses under School of Mass Communication and Journalism whereas five universities of the same zone offered these courses under School of Communication. Similarly, one university offered media related courses under Faculty of Journalism while other one university offered these courses under Faculty of Journalism and Mass Communication. Besides this, three universities of the East Zone offered courses of Media studies under Department of Journalism and Mass Communication whereas one university of the same zone offered School of Media and Communication. One other university of the East Zone offered these media courses under Faculty of Media Studies. Apart from this, one university offered these courses under School of Social Science while other one university of the East Zone offered media related courses under School of Communication, Multimedia and Film Studies. Similarly, one other university of East Zone offered media related courses under School of Humanities while other one university offered under Department of Mass Communication and Journalism.

Zone: Central
State: Madhya Pradesh
Table:4.2.40

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Amity University, Gwalior	School of Communication	-	-
2. ITM University	School of Humanities	-	-
3.JLU, Bhopal	School of Journalism & Mass Communication	-	-
4. LNCT University	School of Journalism & Mass Communication	-	-
5. Oriental University	School of Business Management & Communication	-	-
6.P.K. University	-	Institute of Media & Communication	-
7.Shri Vaishnav Vidyapeeth University	-	Institute of Journalism & Mass Communication	-

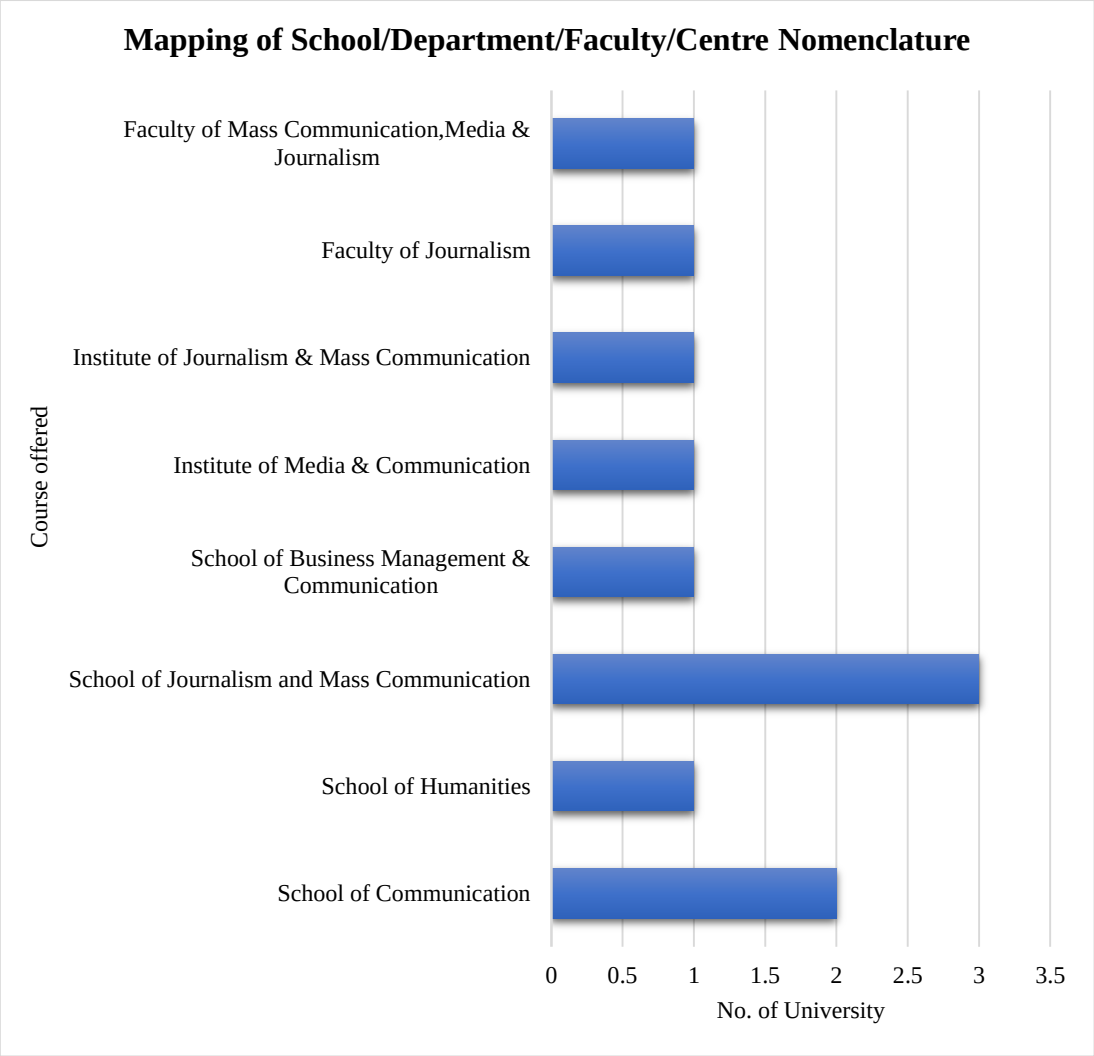
Source: University Website

State: Chhattisgarh
Table:4.2.41

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Amity University, Raipur	School of Communication	-	-
2. Dr. C.V. Raman University	Faculty of Journalism	-	-
3. ISBM University	School of Journalism & Mass Communication	-	-
4. Kalinga University	Faculty of Mass Communication, Media & Journalism	-	-

Source: University Website

Zone: Central
Type of University: Private



Graph-4.2.16

Above Graph-4.2.16 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In Central Zone, two universities offered media related courses under School of Communication whereas one university offered media related courses under School of Humanities. Similarly, three universities of the same zone offered media courses under School of Journalism and Mass Communication while other one university of the same zone offered under School of Business Management and Communication. Apart from this, one other university of the Central zone offered media related courses under Institute of Media and Communication whereas other one university of the same zone offered these courses related to media studies under Institute of Journalism and Mass Communication. Besides this, one university of the Central zone offered media related courses under Faculty of Journalism while other one university offered under Faculty of Mass Communication, Media and Journalism.

Zone: West
State: Rajasthan
Table:4.2.42

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Amity University	School of Communication	-	-
2. Career Point University	School of Arts and Humanities	-	-
3.J.E.C.R.C. University	Faculty of Journalism and Mass Communication	-	-
4. Jagannath University	Faculty of Arts	-	-
5. Jaipur National University	School of Media Studies	-	-
6. Jayoti Vidyapeeth Women's University	-	-	-
7. Jodhpur National University	Faculty of Arts and Commerce	-	-
8. Mahatma Jyoti Rao Phoole University	Institute of Media and Mass Communication	-	-
9. Manipal University	School of Media and Communication	Dept. of Journalism and Mass Communication	-
10. NIMS University	School of Journalism and Mass Communication	Dept. of Journalism and Mass Communication	-
11. OPJS University	School of Journalism and Mass Media Communication	-	-
12. PAHER (Pacific University)	-	Dept. of Media and Mass Communication	-
13. Pratap University	-	Dept. of Mass Communication	-
14. Singhania University	-	Dept. of Journalism and Mass Communication	-
15. Suresh Gyan Vihar University	School of Interdisciplinary and Liberal Studies	-	-

Source: University Website

State: Gujrat
Table:4.2.43

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.AURO University	School of Journalism and Mass Communication	-	-
2. Calorx Teacher University	-	-	-
3. Ganpat University	-	-	-
4. Karnavati University	School of Liberal Arts and Mass Communication	-	-
5. PDP University	School of Liberal Studies	-	-
6. Parul University	Faculty of Arts	-	-
7. Rai University	-	College of Media & Communication	-
8. Team Lease Skills University	-	-	-

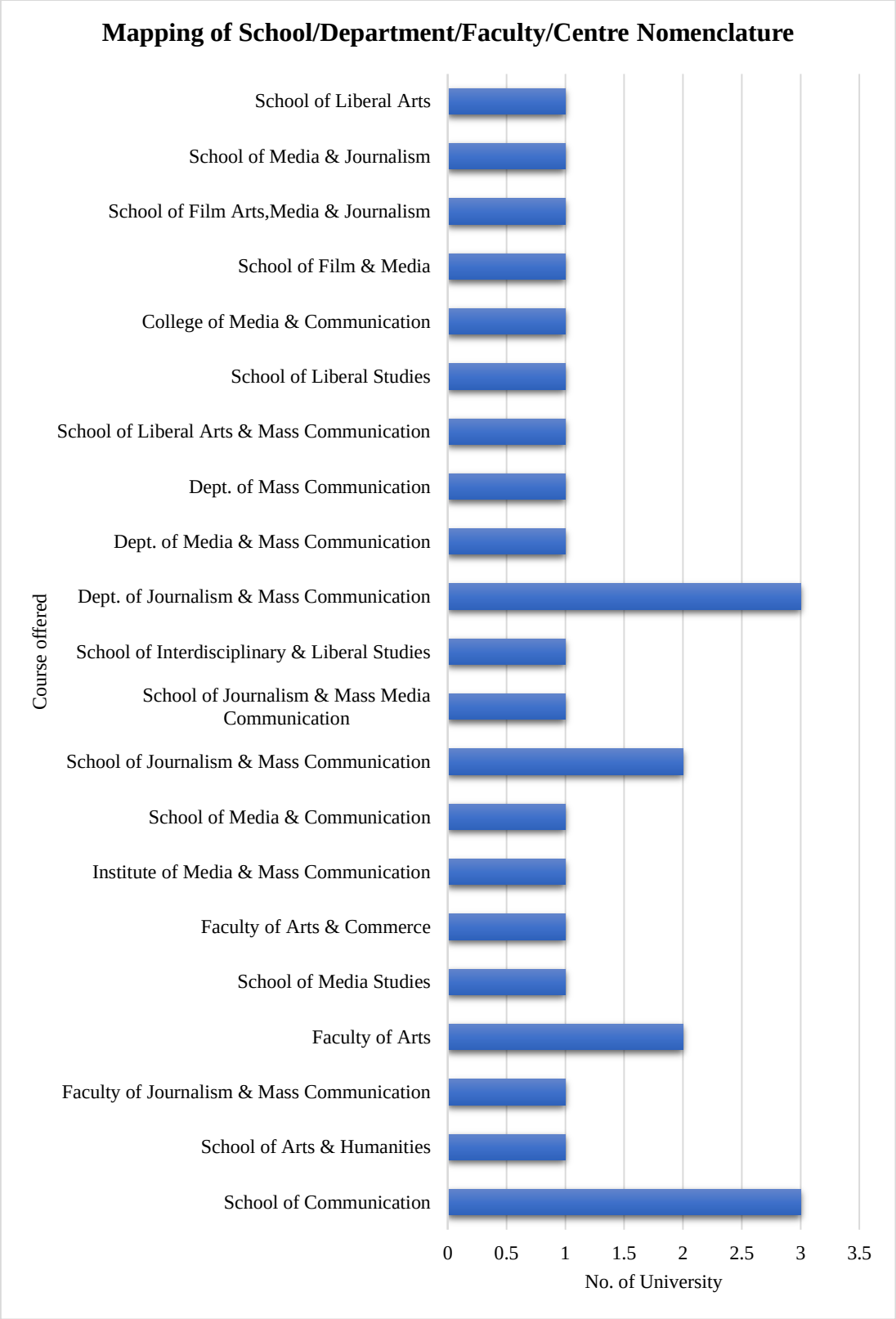
Source: University Website

State: Maharashtra
Table:4.2.44

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Ajeenkya D.Y. Patil University	School of Film & Media	-	-
2. Amity University, Mumbai	School of Communication	-	-
3. Dr. Vishwanath Karad MIT World Peace University	Faculty of Fine Arts, Media and Journalism	-	-
4. Flame University	School of Communication	-	-
5. MIT Art Design & Technology University	School of Media and Journalism	-	-
6. Sanjay Ghodawat University	School of Liberal Arts	-	-
7.Vishwakarma University	-	-	-

Source: University Website

Zone: West
Type of University: Private



Graph-4.2.17

Graph-4.2.17 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In Western Zone, three universities offered media related courses under School of Communication while one university offered these courses under School of Arts & Humanities. Similarly, one university offered these media related courses under Faculty of Journalism and Mass Communication whereas two universities offered under Faculty of Arts. Besides this, one other university of western zone offered media courses under School of Media Studies whereas one university offered under Faculty of Arts and Commerce. Similarly, one other university offered media related courses under Institute of Media and Mass Communication while other one university offered these media courses under School of Media and Communication. Two universities of Western Zone offered these courses related to media studies under School of Journalism and Mass Communication while one other university offered these media related courses under School of Journalism and Mass Media Communication. Apart from this, one other university of western zone offered media related courses under School of Interdisciplinary and Liberal Studies whereas three universities of the same zone offered courses under Department of Journalism and Mass Communication. Similarly, one other university offered media courses under Department of Media and Mass Communication while other one university offered these courses under Department of Mass Communication. One other university of the same zone offered courses related to media studies under School of Liberal Arts and Mass Communication whereas one university of the western zone offered these media related courses under School of Liberal Studies. Besides this, one other university of the Western zone offered courses related to media studies under College of Media and Communication while one other university offered courses for media studies under School of Film and Media. Similarly, other university of Western zone offered media related courses under School of Film Arts, Media and Journalism whereas one other university offered these media courses under School of Media and Journalism, also in Western zone one other university offered media courses under School of Liberal Arts.

Zone: North-East
State: Arunachal Pradesh
Table:4.2.45

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Arunachal University of Studies	Faculty of Arts and Social Science	-	-
2. Arunodaya University	-	-	-
3. Himalayan University	Faculty of Journalism and Mass Communication	-	-
4. North East Frontier Technical University	Faculty of Arts	-	-

Source: University Website

State: Assam
Table:4.2.46

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Assam Don Bosco University	School of Humanities & Social Science	-	-
2. The Assam Royal Global University	School of Communications and Media	-	-

Source: University Website

State: Sikkim
Table:4.2.47

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.St. Joseph University	Faculty of Arts	Dept. of Journalism and Mass Communication	-

Source: University Website

State: Meghalaya
Table:4.2.48

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Mahatma Gandhi University	Faculty of Humanities and Social Science	-	-
2. William Carey University	Faculty of Arts	-	-

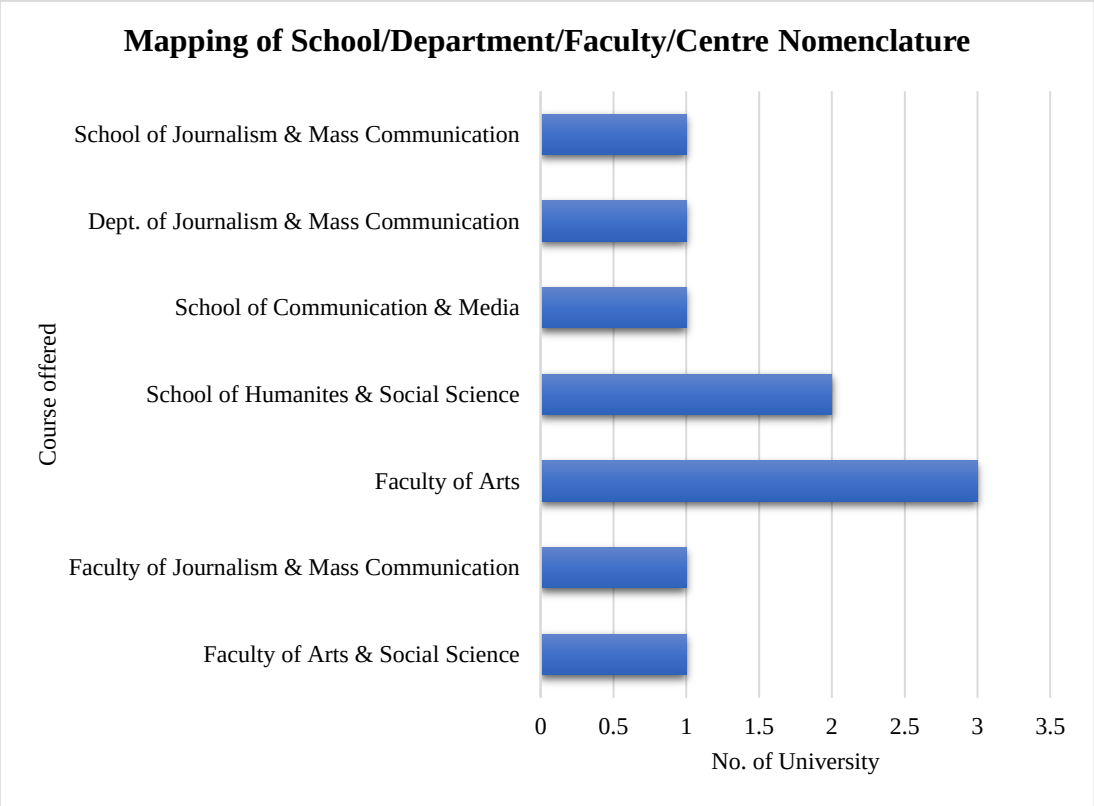
Source: University Website

State: Manipur
Table:4.2.49

University Name	Name of School/Faculty	Name of Department	Name of Centre
1.Sanghai International University	School of Journalism and Mass Communication	-	-

Source: University Website

Zone: North-East
Type of University: Private



Graph-4.2.18

Above Graph-4.2.18 shows that diversified School/ Department/Faculty/Centre of Media Studies being run. There are diversified School/Department/Centre/Faculty being run and various courses related to media studies being offered. There is no uniformity in School/Department/Faculty/Centre. In North-East Zone, one university offered media courses under Faculty of Arts and Social Science while other one university of the same zone offered these media courses under Faculty of Journalism and Mass Communication. Similarly, three universities of North-East Zone offered media related courses under Faculty of Arts whereas two universities offered these courses under School of Humanities and Social Science. One other university offered media courses under School of Communication and Media while other one university offered media courses under Department of Journalism and Mass Communication. Besides this, other one university of the North-East Zone offered media related courses under School of Journalism and Mass Communication.

Critical Analysis

For this study, researcher has analyzed course nomenclature as well as under which School/Department/Faculty/Centre these courses being offered by the Central University, State University and Private University of India. For this study, researcher mapping 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, researcher 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 of India. In analysis, the researcher found that arbitrary courses are being offered in the name of media education. There is also apathy towards under which Department/School/Faculty/Centre media courses should be offered. The arbitrarily there is diversified School/Department/Faculty/Centre were allotted to offered media courses.

In 2001, the UGC was prepared a model-curricula about the nomenclature and curriculum of media courses. After almost two decades, has not shown interest by the majority of the universities towards adopting the UGC model-curricula, but adopted the media education model in their own way. As a result, media courses in different universities are being offered in different Faculty/School/Department/Centre. Somewhere it has been included under the social science while somewhere under the science faculty. Similarly, it is being offered under faculty like Physical Education, Fine Arts, Arts, Liberal Arts etc. Also, it is being offered under the Commerce and Management faculty. At the same time, there is no any fixed standardization towards media education that whether it should be considered under Interdisciplinary or Multi-disciplinary. Similarly, there is no standardization fixed for it whether it is Vocational Studies or Professional or Traditional. In 2007, UNESCO also prepared a model course curriculum to give direction to media education in Asian developing countries. Despite this model is quite elaborated and modern, some Asian media educators, particularly Indian media educators criticized that the courses look more alike a western rather than Asian. Also, in this model very less focused on local environment and requirement. It more focuses on international elements. However, UNESCO's course curriculum shows a systematic and Uniformity. Similarly, the University Grants Commission (UGC) conduct the NET examination twice a year, but only for one nomenclature that is, 'Journalism and Mass Communication' while many specializations are being offered in media courses across the country. Therefore, some Indian media educators has argued that the University Grant Commission (UGC) should also be organized NET examination in other specialized subjects. Apart from Journalism and Mass Communication, examination should also be conducted in other nomenclature like Journalism, Communication Studies, Electronic Media, Advertising and Public Relations etc. There is overlapping of subjects in this discipline and how to mitigate this overlapping, is an important question? For this study, researcher's opinion is Journalism subjects should be fully focused on Journalism in all medium while the electronic media should be covered media production. Similarly, communication studies should be concentrated on 'Theory and Research', Advertising and Public Relations is supposed to major subjects in media studies, so Advertising and Public Relations (APR) should be revolved around only its own core subjects.

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 media related courses.

- After analyzing the Course nomenclature as well as School/Department/Faculty/Centre Nomenclature, researcher 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 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 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 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/Centre of 'Science and Technology', School/Faculty/Department/Centre of 'Performing Studies' and many more.

4.3 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 is assumed 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:** Researcher has identified internal factor for the mapping of strength 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 deeply covered-up, then it would be referred to the strengthen of the syllabus. For strength 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 strength, researcher has tried to highlighted internal advantage of the syllabus.

2. **WEAKNESS:** Researcher has identified internal factor for the mapping of weakness 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 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.

For SWOT analysis of Syllabi of media courses (Masters level), researcher has selected the syllabi of representative universities (sample universities) of the study. For this study, Seven Central Universities, Fourteen State Universities and Thirteen Private Universities have been selected for the sample. Thus, the Seven Syllabi of selected Seven Central Universities have been selected for this study. Similarly, the Fourteen Syllabi of selected Fourteen State Universities have been selected for this study and the Thirteen Syllabi of selected Thirteen Private Universities have been selected for this study.

Zone: North
Type of University: Central
BHU, Varanasi
Table:4.3.1
Semester: First

Core Course	Elective Course	Specialized Course
1.Introduction to Communication Principles and Theories		
2.History of Media and Laws		
3. Print Journalism: Reporting, Writing and Editing (Practical)		
4.Skills for Communication (Practical)		

Source: University Website

Table:4.3.2
Semester: Second

Core Course	Elective Course	Specialized Course
1.Advertising and Public Relations		
2. Research Methodology		
3. Radio, T.V. & Film (Practical)		
4.Computer Theory and Application (Practical)		
5.Internship		

Source: University Website

Table:4.3.3
Semester: Third

Core Course	Elective Course	Specialized Course
1.Film Appreciation		
2.Specialized Paper		
3. Dissertation Proposal Writing		
4.Internship		

Source: University Website

Table:4.3.4
Semester: Fourth

Core Course	Elective Course	Specialized Course
1.Communication Technologies		
2.Specialized Paper		1.Hindi Journalism 2.Public Relation 3.Development Communication 4.T.V., Radio and Film 5.Media Management
3. Specialized Paper		
4.Dissertation		
5.Credit for Internship doing in all semester		

Source: University Website

SWOT Analysis

1. STRENGTH

(a) Introduction to Communication Principles and Theories

For this paper the following unit has been covered:

(1) Introduction to the Origin and Basic Concepts of Communication
(2) Early Models and Theories
(3) Emergence of Theories
(4) Advanced Theories
(5) Alternative Models of Communication

This paper introduces students about the In-depth concepts, models and theories of communication. As we know that these aforesaid all models and theories related to communication has emerged and evolved in western. That's why this paper's main aim is to applying of these models and theories in Indian context.

(b) Advertising and Public Relation

For this paper the following unit has been covered:

(1) Advertising
(2) Creativity and Qualities of Advertisements
(3) Introduction to Public Relations
(4) Public Relations & Corporate Public Relations Management
(5) Ethics, Accountability in Public Relations and Advertising

This paper introduces students about different kinds of tools and techniques of Public Relations. Through this paper, students may learn how to produce advertisements and how advertisements and PR leave impact on audiences' mind.

(c) Communication Research Methodology

For this paper the following unit has been incorporated:

(1) An Overview of Research in Communication
(2) Steps for Conducting Communication Research
(3) Contemporary Research Design
(4) Sampling Method
(5) General Statistics

This paper has been designed very well followed by step-wise as well as in structured manner that make the students aware of the research importance particularly in communication. Through this paper students will know and understand the kinds of research methods. For the Masters level, this paper has been designed and prepared very well.

(d) Communication Technologies

For this paper following unit has been covered-up:

(1) Technologies and their Development
(2) The Evolution of Mass Communication & Technologies
(3) The New Media and Future Trends
(4) New Technologies Information Society and Prospect of India
(5) Impact of Communication Technologies

This paper is provided to students about the diverse area of technologies. It also provides how to use and access of these technologies. The purpose of this paper is to introduce students about kinds of technologies and what kinds of technologies are available in current media professional field.

(e) Computer Theory and Application

The purpose of this paper is to know the basic of computer. In current situation, computer knowledge is most important in media professional. Through this paper students will know the all necessary aspects of computer and its application.

2. WEAKNESS

(a) History of Media and Press Laws

For this paper the following unit has been incorporated:

(1) Origin and Growth of the Press in India
(2) Contemporary Indian Press
(3) The Beginning and Evolution of Radio & T.V. in India
(4) Film Media
(5) Indian Constitution and Press Laws

This paper is failed to providing acquaint knowledge related to media laws and press. This paper is merely focused on surficial historical background of the different media such as Radio and T.V. In this segment there is no discussion about Radio. Media laws paper should be In-depth and taught students broadly about laws. Researcher observed that most of Universities' syllabus are poor in terms of media laws.

(b) Radio, T.V. and Films (Practical)

For this paper the following unit has been covered:

(1) Radio
(2) Television
(3) Writing
(4) Film
(5) Popular Cinema and Film Industry in India

This syllabus has claimed that this paper is emphasising on practical skills, but in actual it provides only basic knowledge related to Radio, T.V. and Films. There is lack of practicality being offered. For practical, paper should be more emphasised on production i.e. hands-on training session.

3. OPPORTUNITY

(a) Skills for Communication

For this paper the following unit has been covered-up:

(1) Formal Speaking Assignments
(2) Informal Speaking Assignments
(3) Writing
(4) Listening
(5) Understanding Visual Production & Presentation

This practical paper will be helpful for students to enrich the verbal and non-verbal communication skills. Through this paper students will be knowing and make understanding how the skills should be applied for the formal and Informal communication. It gives an ample opportunity to students to learn the communication skills. When students will go into the media professional field, it will be beneficial for them.

(b) Print Journalism: Reporting, Writing and Editing (Practical)

For this paper the following unit has been covered-up:

(1) Journalism
(2) News
(3) The Reporter and Reporting
(4) Writing
(5) Editing

This paper has emphasised on process and art of print Journalism. Through this paper students will learn overall process of Print Journalism. It will help students to know and understanding of Print Journalism skills as well as how to do reporting and editing for Print Journalism.

(c) Film Appreciation

Through this paper students will be gained broadly knowledge related to film languages and cinema in India as well as World- Cinema. This paper's main purpose is to emphasise particularly on Indian cinema. This paper will be benefited to those students who willing to pursue their career as a film critic, film reviewer etc.

(d) Specialization

(1) Specialization in Hindi Journalism
(2) Public Relation

(3) Development Communication
(4) Television, Radio and Film

If look into Mass Communication and Journalism syllabus, it found that very few Departments of Mass Communication being offered Specialization for a programme while there are various kinds of nomenclatures are being used for the course of programmes. Providing Specialization for M.A. (Mass Communication) programmes will be beneficial to students in further education in media studies.

4. Internship

Doing Internship at the end of all three semester is mandatory for all students. All three semester's Internship credit will be added in the fourth semester's paper. For getting jobs, internship is the most important part. Through internship students will learn and may enrich their skills into media field. Doing intern at any organization, students may explore their interest and passion of specific field and enhance skills accordingly through hands-on training.

5.THREATS

The syllabus has claimed that it has maintained the balance of "Theoretical and Practical", but in actual, most of the papers have concentrated more upon theoretical aspects of media studies. Here, Researcher's point of view is practical paper should be more upon 'Hands-On Training'. Although, all the papers of syllabus are focused to providing acquaint and adequate knowledge of media studies. Students facing actual challenges when they go into the media professional field due to lack of awareness and lack of knowledge in terms of 'Hands-On Training'.

Zone: North
University Type: Central
Central University of Punjab, Bhatinda
Table:4.3.5
Semester: First

Core Course	Elective Course	Interdisciplinary Course
1.Introduction to Communication	1.Media Management 2. Traditional Media	1.IDC (from other discipline) 2. Value based course
2. History of Media		
3. Writing for Media (Practical)		
4.Basics of Photography (Practical)		

Source: University Website

Table:4.3.6
Semester: Second

Core Course	Elective Course	Interdisciplinary Course
1.Introduction to Communication Research	1.Page Make Up and Layout Designing 2. Political Reporting	1.IDC (from other discipline)
2. Reporting & Editing		
3. Television Production		
4.Advertising & Public Relations		
5.Reporting & Editing (Practical)		
6.Television Production (Practical)		

Source: University Website

Table:4.3.7
Semester: Third

Core Course	Elective Course	Interdisciplinary Course
1.Devlopment of Communication	1.International Communication/ MOOC 2. Audio-Video Editing	
2.Advance Theories of Communication and Research		
3. Radio Production		
4.New Media-1		
5.Radio Production (Practical)		
6.New Media (Practical)		
7.Research Project-1		
8.Seminar-1		

Source: University Website

Table:4.3.8
Semester: Fourth

Core Course	Elective Course	Interdisciplinary Course
1.New Media-2	1.Documentary and Film Production 2.Cinema Studies	1.Basics of Photography 2.Introduction to Journalism
2. Media Laws & Ethics		
3. New Media (Practical)		
4.Research Project-2		
5.Seminar-2		
6.Internship		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) History of Media

For this paper the following unit has been covered:

(1) Newspapers
(2) Cinema
(3) Radio
(4) T.V. and New Media

This paper introduces about emergence and evolution of press in India. Also, it has demarcated of Phases of different media such as Newspapers, Radio, T.V. Cinema. It will be helpful to students to know the historical background of Indian media.

(b) Media Management

For this paper the following unit has been incorporated:

(1) Introduction
(2) Media Business
(3) Media Structure
(4) Media Marketing

Through this paper students will know and understand the concepts of media managements in a wider term. This paper has been designed in a structured and step-wise manner that makes strengthen the paper. Also, students may enhance the knowledge and make understanding of media companies, media business, marketing strategies etc.

(c) Advanced Theories of Communication and Research

For this paper the following unit has been covered:

(1) Historical Perspectives
(2) Advanced theories of Communication
(3) New Trends in Communication Research
(4) Applied Research in Media Research.

Apart from Introduction to Communication Research, department also offered communication research in an advanced way. Very few Department of Mass Communication being offered this type of course. Most of Communication Research paper has followed Social Science research, there are less focused on particular Communication Research. This is a great initiative by the Department of Mass Communication, Central University of Punjab, Bhatinda. Through this paper, students may know and understand the research methodology of Media/Communication research. For a current situation, applied research in Media Research is necessary.

Through this paper students may know and understand the advancement of research in different fields of media.

(d) Development Communication

For this paper the following unit has been covered-up:

(1) Understanding Development
(2) Development Planning in India
(3) Development Communication
(4) Development Message and Implementation

Through this paper students will know and understand the concept of C4D. Apart from the theoretical Knowledge, students also may learn the skill of how media play a vital role in development as well as students will also know and understand the various communication strategies and steps of development. This paper provides in-depts knowledge in terms of C4D.

(e) Radio Production

For this paper the following unit has been covered-up:

(1) Introduction to Radio
(2) Technical aspect of Radio Production
(3) Radio Program
(4) Skills for Radio Presentation

Department being offered two paper for Radio production viz. theoretical and practical. On the one hand theoretical aspect of Radio provide basic needs and concepts for Radio production while practical paper provides 'Hands-on Training' related to Radio production. This paper has balanced the 'Theoretical and Practical' and it makes strengthen the Radio production paper. Through this paper students may learn and enhance their skills in Radio production.

(f) New Media-2

For this paper the following unit has been covered-up:

(1) Basics of Web Media
(2) Reporting and Writing for Web
(3) Web News Production
(4) Webcasting

Basically, this paper provides students about web Journalism. Through this paper students may learn the skills of writing and editing for online Journalism.

(g) Media Laws & Ethics

For this paper the following unit has been incorporated:

(1) Constitution and Other Laws
(2) Media Law-1
(3) Media Law-2
(4) Media Ethics

Through this paper student will know and understand the various guidelines regarding Journalism and Media. In addition, it has introduced the concepts of media laws and ethics.

2. WEAKNESS

(a) New Media-1

For this paper the following unit has been covered:

(1) Concept of New Media
(2) New Media as News Media
(3) Social Media
(4) Application of New Media
(5) Application of New Media

The most of units of this paper is focused on merely Introductory background of New Media. This paper seems to outdated in current media scenario. Researcher's opinion is, it should be covered to practicality and should be updated accordance with new wave of new media in current media scenario. None of unit has covered the topic such as Animation, Graphics etc. New Media paper should be more concentrated on ''Hands-on Training'.

(b) Advertising and Public Relations

In this paper, there is lack of emphasise on Advertising aspect. In this paper, there is basic introduction of Advertising and Public Relations are given to students while it is diversified and market-oriented subject. Therefore, it should be introduced with in-depth and acquaint of APR. This paper has only introduced to students about concepts and objectives of APR. Apart from adequate and in-depth knowledge, advertising paper should also be based upon 'Hands-on Training' as in other subject viz. 'News reporting & Editing', T.V. & Radio production'. This paper should be updated.

(c) Introduction to Communication

This paper has introduced the various theories and models, that is the good sign of the well-designed syllabus. It is also focused on how models and theories should implement on Indian communication and media perspective. Even researcher's opinion that, most of teachers just explain the models and theories. But for enhance the critical thinking how, when, why etc. also should be kept in mind during teaching models and theories of communication. Not only in CUP, even in all the syllabus in which 'Introduction to Communication' has been introduced by the other university should be emphasised more upon 'models and theories' through 'how to apply (Pragmatic)' way.

(d) Traditional Media

For this paper the following unit has been covered-up:

(1) Basic Concepts
(2) Tribal Media
(3) Folk Theatre
(4) Usage of Traditional Media

Most of content has covered the basic introduction and kinds of traditional media in India. For this, researcher's opinion is traditional media paper should be clubbed with cultural studies. For Mass Communication syllabus, cultural studies paper should be emphasised more in syllabus. Apart from this, in traditional media paper, performing arts should be added as a practical where student can perform the diversified cultural form of India. students come from different region, so they can perform their own region culture. This paper should be renamed as 'Traditional and Performing Art'.

3. OPPORTUNITY

(a) Television Production

For this paper the following unit has been covered-up:

(1) Production Basics
(2) Camera Set-up, Set Design and Make-up
(3) Production Process
(4) Audio-Video Editing

This paper gives an opportunity to students to know the pre and post production of Television. Through 'Hands-on Training' students may learn and understand the skills and techniques of T.V. Production. When students will go into professional field, it will be helpful to understand the T.V. Newsroom situation.

(**b) Radio Production (Practical)**

Through this paper students may learn and understand the skills and exposure of Voice modulation, tempo, pitch etc. This paper gives an opportunity to students to train themselves for Radio presenter, RJ etc. It may train the students accordance with market needs.

(c) Basics of Photography

Through this paper students may learn about process and production of Visual Communication. Through 'Hands-on Training' students may know and understand the technical aspects of the photography. In addition, students may learn various genres of photography also.

(d) International Communication, Audio-Video Editing, Documentary and Film Production, Cinema Studies

Apart from the core subject, also elective subject being offered to students. By opting these elective paper students may enhance their skills in respective filed of specialization.

(e)Seminar and Internship

Through seminar students may developed their interest in different field of media. Through seminar students may enrich their communication skills. Also, this seminar will help students to learn how to write report. On the other hand, doing Internship at the end of semester is the key to know and understand the media scenario through 'Hands-on-Training'. It might be possible to convert internship into a Job. The students may go for internship in any national or regional media houses. The internship time period will be of minimum four weeks. After internship students will have to be submitted their internship report certificate and on the basis of this certificate their performance will be evaluated.

(f)Research Project-1 & 2

After having introductory classes of Communication Research methodology, students will take up individual research projects-1. For research projects, three chapter must be included:

(1) Introduction
(2) Review of Literature
(3) Research Methodology

According to syllabus, in previous semester half part of the research has to be done by the students for their research project-1, so for the research projects-2, student will take up rest of work related to research and would be submitted by the students.

(g)Writing for Media (Practical)

In this paper media have been demarcated into different medium and for particular medium how to write, this is the main purpose of this paper. Through this paper students may know and understand the basic structure of language for different kinds of medium. In addition, they will be taught how to enrich their writing skills for different kinds of format. It will be very fruitful for the students when they will go into media professional field.

4.THREATS

There are no threats seems to reflected in the syllabus that which offered by the Department of Journalism and Mass Communication, Central University, Punjab. Threats basically the external factors and it comes when students go into the professional field and they are unable to fulfil the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: South
Type of University: Central
MANUU, Hyderabad Syllabus
Table:4.3.9
Semester-First

Core Course	Optional Course	Mandatory Course
1. Introduction to Communication Theory	1.Translation for Print Media 2.Digital Photography	
2.History of Media		
3.Print Journalism		
4.Print Journalism (Practical)		
5.English Journalistic Skills		

Source: University Website

Table:4.3.10
Semester- Second

Core Course	Optional Course	Mandatory Course
1.Media Law & Society	1. Film Studies 2.Health Journalism	Video Documentary Production
2.Radio Production		
3.Radio Production (Practical)		
4. T.V. Journalism		
5.T.V. Journalism (Practical)		
6. Internship		

Source: University Website

Table:4.3.11
Semester-Third

Core Course	Optional Course	Mandatory Course
1.Communication Research	1. Media Management 2. International and Inter -Cultural Communication	Basic Photography
2.. Web and Convergent Journalism		
3.T.V. & Video Production		
4. T.V. & Video Production (Practical)		

Source: University Website

Table:4.3.12
Semester- Fourth

Core Course	Optional Course	Mandatory Course
1.Graphic & Animation		Film Appreciation
2.Advertising and Marketing Research		
3.Public Relations & Corporate Communication		
4.Dissertation		

Source: University Website

SWOT Analysis

1. STRENGTH

(a) International and Inter-Cultural Communication

This paper provides opportunities to students to understand communication for the International and National level. Through this paper, students may learn cultural dimension of communication. Maulana Azad National Urdu University, Hyderabad more emphasising on Hands-on-Training skills rather theoretical.

2. WEAKNESS

(a) Media, Laws and Ethics

This unit has merely emphasised on basic knowledge related to media laws and ethics. This paper should be more In-depth and should be focused on adequate content of media laws and ethics. This basic unit will not help students to make adequate understanding towards Indian political, legal and economic system.

(b) Film Studies

This paper is merely focused on Historical and Introductory aspects of Cinema. In this paper lack of content has been included related to world cinema, also very less theoretical aspects have been covered up related to film studies. This paper should be covered up with broad area of film studies.

(c) Communication Research

This paper has not prepared structurally well and also has failed to following step-wise contents related to research. At Master's level research paper should be emphasise on basic research which must be followed step-wise. In this paper, most of content has followed by 'Types of Research'. The types of research are knowing very necessary for beginners, but first of all, at the initial stage, fundaments of research must be cleared to students. For beginners, 'Variables of Research' must be cleared. But there are less talking about 'Variables' in this paper.

(d) Media Management

For this paper the following unit has been covered-up:

(1) Media Management Principles
(2) Ownership in Media
(3) Organization structure of Print Media and Electronic Media
(4) Event Management

This paper is merely focused on basic principles and structure of media organizations. This paper should also be focused on how in current time media and media organization is working. According to researcher, this paper should be more updated.

(e) Advertising and Marketing Research

In this paper basic introductory part of Advertising and Marketing Research have been covered- up. For this paper the most of unit has covered the basic theoretical aspects of Advertising and Marketing Research. According to researcher, this paper should be focused on diverse area of Advertising and Marketing Research as well as in a pragmatic way.

3. OPPORTUNITY

(a) Translation for Urdu Media

For this paper the following unit has been covered-up:

(1) Foundation of Translation
(2) Principles of Translation
(3) Technique of Translation
(4) Guideline for Translation

This paper will help students to learn translation skills that would be beneficial specially when they will go into media professional field. This paper gives an opportunity to student; how to do Journalistic translation and interpreting process based on current research data as well as from any one language into Urdu language.

(b) Video Documentary Production

This paper gives ample opportunities to students to know and understanding the basic tool and techniques of documentary production. Apart from this, how to draw idea, how to write script and visualize it for documentary. Through this paper, students may learn a lot about documentary making.

(c) Internship

For getting jobs, internship is most important aspect. Through internship students may learn a lot and enrich their skills in professional media field. Doing intern at any organization, students may explore their interest and passion of specific field and enhance skills accordingly through hands-on training.

(d) Film Appreciation

Through this course of paper, students will be benefited to knowing and understanding the film language, narrative structure of films etc. Through this paper students will become acquainted with film's forms and techniques. This paper gives an ample opportunity to students to become a film critic, writing film review for magazine, Newspaper and different media.

(e) International and Inter-Cultural Communication

This paper provides opportunities to students to understand communication for the International and National level. Through this paper, students may learn cultural dimension of communication.

(f) Graphics and Animation

This paper provides Hand-on Training of Graphics and Animation that is widely using in media professional field. This course of paper would be better for those who have interest and passion to do in Graphics and Animation field.

(g) Print Journalism (Practical's)-

For this paper the following unit has been Covered-Up:

(1) To Understanding the basic of Computers
(2) Photojournalism
(3) Writing Feature, News Intro and Press Conference
(4) Production of Tabloid

The main outcomes of this paper are to enhance skills and trained students for journalist of the future. This practical paper will help students to know how to do reporting professionally.

(h) English Journalistic Skills-

For this paper the following unit has been Covered-Up:

(1) Revisiting the Essentials of Grammar
(2) News Format
(3) Writing a Feature
(4) The Sobbing Process

This practical oriented paper look into the acquaint of the subject and enhance the Journalistic language and Writing Skills

(i) Radio Production (Practical's)-

For this paper the following unit has been covered-up:

(1) Script
(2) Interview
(3) News Feature, Jingle/RJ Programme
(4) Radio Documentary

This paper helps students to developed different types of content for Radio. Students may understand how to write and communicating well for Radio audiences.

(j) Television Journalism (Practical's)-

For this paper following unit has been covered-up:

(1) VOX-POP, VO and VOSOT
(2) VOSOT with stand-up (PTC)
(3) Interview
(4) Feature/T.V. Documentary

This paper will help students to learn art and craft of TV Journalism. This skill would be helpful when students will go into Journalistic and production jobs of different T.V. channels.

(k) T.V. & Video Production (Practical's)-

For this paper the following unit has been incorporated:

(1) Social Message
(2) On-line Productions
(3) Script Writing
(4) Multi-Camera shooting and Studio Operations

This paper will help students to know and understanding T.V. & Video production through practical based learning.

4. THREATS

Most of the paper has emphasised on Hands-on Training skills. It is good for those who willing to go into media professional field while theoretical aspects are less focused. If talk about the demarcation of Media Studies and Journalism, then Hands-on Training would be better for journalistic practices; through 'hands-on-training' students may learn skills. On the other hands, for Media Studies 'Critical Thinking' is an important. Theoretical aspect should not be ignored, it is highly important to knowing 'Media' critically. Apart from this, there was none of unit has been covered-up on 'Development Communication'. In current situation, it is very demanding and important subject. In addition, there was none of allied subject of Interdisciplinary for the choice of subject opting. For enhance critical thinking in Media Studies, Interdisciplinary subject such as Philosophy, Psychology, Political Science and many more should be taught.

Zone: East
Type of University: Central
Central University of South Bihar
Table:4.3.13
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication: Concepts & Process	1.Writing for Media 2.Folk & Community Media	
2. Growth & Development of Media	1. Communication Skills: Written and Spoken (Non-Credit) 2.Contemporary Issues in Media-1 (Non-Credit)	
3. Print Journalism		
4.Use of Computer in Media		

Source: University Website

Table:4.3.14
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Broadcast Journalism	1.Pollitical and International Communication 2. News Production for Broadcast Media 3.Inter-Cultural Communication Studies	
2. Media Laws and Ethics	1. Indian Society, Polity, Gender and Culture 2. Contemporary Issues in Media-2 (Non-Credit)	
3. Advertising		
4.Corporate Communication, PR & Event Management-1		
5.Internship/Project		

Source: University Website

Table:4.3.15
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication	1.Radio Fiction/Non-Fiction Program Production-1	1.Organization Behaviour in Indian Context 2. Organizing and Visualizing Data
2. Communication Research	2.Corporate Communication, PR & Event Management-2 3. T.V. Fiction/Non-Fiction Program Production-1 4.Science Communication 5. Film Studies	
3. Media Management	1. Film Appreciation 2.Consumer Behaviour 3. Basic Photography	

Source: University Website

Table:4.3.16
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.New Media and Online Journalism	1.Newsletter & Website Designing 2. Advance Print 3.Radio Fiction/Non-Fiction Program Production-2 4. T.V. Fiction/Non-Fiction Program Production-2	1. The Science and Practices of Sustainable Development 2. Indian Society
2.Dissertation	1.Privacy & Security in Online Social Network (SWAYAM) 2.Visual Semiotics for Visual Communication (SWAYAM)	

Source: University Website

SWOT Analysis

1. STRENGTH

(a) Elective Subject:

Department of Journalism and Mass Communication, CUSB being offered Elective and Interdisciplinary Subject with core subjects. Through this subject, students may enhance skills and adequate knowledge of diversified field of media. Although, there is no broadly discussion about topic/sub-topic in the syllabus, but when looking into the elective subjects/Interdisciplinary subjects, it makes strengthen the subjects.

2. WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that the weakness of the syllabus that is 'None of unit of syllabus has described or demarcated into topic/sub-topic'.

3. OPPORTUNITY

The Elective subjects/Interdisciplinary Subject will help students to enhance pragmatic as well as critical thinking towards media. When students will go into media professional field, 'Hands-On Training' approach which is taught under the elective subjects will be helpful to sharpen their skills of interest while Interdisciplinary subjects will be helpful to understand the media psychology, media and society, media and development.

4. THREATS

The Students or an any institutions face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, most of the unit of this syllabus has covered and maintained the gap between 'theoretical and practical'. But, none of the unit of this syllabus has demarcated into topic or sub-topic. Practical paper has been covered up as an elective subject. For elective subjects, there is no highlighting-on video editing and camera / videography content. These two papers are supposed to very important and crucial in journalism or film studies. In short, researcher's opinion is that there is no much threats appears because syllabus is balance in terms of covering of practical and theoretical contents.

Zone: West
University Type: Central
Mahatma Gandhi Anatarrashtriya Hindi Vishwavidyalaya, Wardha
Table:4.3.17
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication & Mass Communication: Theory & Process		
2.Development of Media		
3. Media and New Information Technology		
4.Indian Journalism		
5.Computer: Elements of Information Technology		

Source: University Website

Table:4.3.18
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media and Printing Technology		
2.News: Writing and Editing		
3. Electronic Media Writing		
4.Media Laws and Ethics		
5.Computer: Office Automation		

Source: University Website

Table:4.3.19
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Televison Program Production & Technique		
2. International Development Communication		
3. PR, Advertising & Social Marketing		
4.Communication Research		
5.Computer: Internet & Cyber Security		

Source: University Website

Table:4.3.20
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Organization & Management		
2. Language, Translation & Media: Form & Inter-Relation		
3.Sound, Visual Production work		
4.Dissertation		
5.Computer: Modern Internet Application		

Source: University Website

SWOT Analysis

1. STRENGTH

As researcher has observed that other universities being offered core subjects with allied/elective/interdisciplinary subject, but MGAHV, Wardha being offered merely core subjects. There is no elective/Interdisciplinary subject being offered by the university. Also, there was no demarcation of unit into topic/sub-topic. Hence, it is difficult to highlighting the strength of the syllabus. According to Researcher, it seems that syllabus should be updated on current scenario of media.

2. WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of syllabus has described or demarcated into topic/sub-topic'. In addition, Department of Mass Communication, MGAHV, Wardha do not offered allied/elective subject and interdisciplinary with core subjects. According to Researcher, it seems that there is no balance between 'theoretical and practical'.

3. OPPORTUNITY

There are no particular opportunities appearing that will be helpful to students when they will go into media professional field. Researcher has observed that some other universities has kept internship paper as a credit marks and ultimately through internship students may get the job in media professional field. But, MGAHV, Wardha has not keep internship as an essential paper in the syllabus.

4. THREATS

The Students or any institution face threats when students could not stand themselves with the demand of media industry. If look into the syllabus, there is no balance between 'theoretical and practical' appears. Apart from this, most of the unit of this syllabus has not been demarcated into topic or sub-topic. Also, there is no highlighting-on technical paper like video editing, camera / videography, photography etc content. These kinds of papers are very important in journalism or film studies. Hence, after overviewing of syllabus, there is more challenges and issues will be facing by the students because it does not fulfil the actual requirement of the media industry.

Zone: Central
University Type: Central
Indira Gandhi National Tribal University, Amarkantak
Table:4.3.21
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to communication & Media		
2.Introduction to Journalism (Reporting, writing & Editing) with practical		
3.Indian Social System		
4.Communication Hindi		

Source: University Website

Table:4.3.22
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to communication & Media		
2.Introduction to Journalism (Reporting, writing & Editing) with practical		
3.Indian Social System		
4.Communication Hindi		

Source: University Website

Table:4.3.23
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication		1.Fundamentals of Economics & Indian Economy 2.National & International Affairs
2.Communication Research		
3.Introduction to PR		
4.Introduction to Advertising		
5.Internship Report		

Source: University Website

Table:4.3.24
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Television Journalism		1. Value Education
2.Radio Journalism		2. Tribal Study
3.Tribal Communication		
4.Study Tour		

Source: University Website

SWOT Analysis

1. STRENGTH

At first sight it appears that there is surficial structure of syllabus. Also, there was no demarcation of unit into topic/sub-topic. Hence, it is difficult to highlighting the strength of the syllabus. If look into the syllabus, it seems that syllabus should be updated with current scenario of media. Also, with core subject; elective/Interdisciplinary subject should be offered in each semester. In the syllabus, only in third and fourth semester university being offered interdisciplinary subjects such as fundamentals of economics and Indian economics, National and International Affairs, Value education, Tribal study.

2. WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it reflected that 'none of unit of the syllabus has described or demarcated into topic/sub-topic'. Also, there is no balance between 'theoretical and practical'. According to researcher, syllabus should be updated with current scenario of media.

3. OPPORTUNITY

This syllabus has failed to providing adequate knowledge regarding practicality to the students. However, University being offered internship and interdisciplinary subjects. Through internship students may get the jobs while interdisciplinary subjects may enhance critical thinking towards media. There is no much opportunities seems in this universities' syllabus because there is no balance between 'theoretical and practical' while theoretical and practical can bridge the media academia and media industry.

4. THREATS

The students or any institutions face challenges or threats when students could not stand themselves on the demand of media industry. If look into the syllabus, there is no balance between 'theoretical and practical'. Apart from this, most of the unit of this syllabus has not been demarcated into topic or sub-topic. Also, there is no highlighting-on video editing, camera / videography, photography etc content. These kinds of papers are supposed to very important in journalism or film studies. Hence, after overview of the syllabus, there is more challenges and issues will be facing by the students due to syllabus has failed to meet the actual requirement of the media industry.

Zone: North-East
University Type: Central
Assam University, Silchar
Table:4.3.25
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Introduction to Journalism & Mass Communication		
2.Communication Theory		
3.Reporting for Print Media		
4.Editing & Design for Print Media		
5.Sound & Radio Journalism		
(Practical)		
1.Reporting for Print Media		
2. Editing & Design for Print Media		
3. Sound & Radio Journalism		

Source: University Website

Table:4.3.26
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Advertising		
2.Communication Research		
3.Introduction to Media & Communication		
4.Writing for Media		
5.Public Relations		
(Practical)		
1. Advertising		
2. Communication Research		
3.Public Relations		

Source: University Website

Table:4.3.27
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Visual Communication		
2.Film Studies		
3.Communication for Development		
4.EM Production & TV		
(Practical)		
1.EM TV		
2.Dissertation-1		
3.Development Communication		

Source: University Website

Table:4.3.28
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)	1.Advance Print & Data Journalism	
1.New Media	2.Corporate Communication & Media Management	
2.Media Laws & Ethics	3.Documentry & Short Film Making	
3.International Communication - Media & Society		
4.Elective		
(Practical)		
1.New Media		
2.Dissertation-2		
3.Elective		

Source: University Website

SWOT Analysis

1. STRENGTH

(a) Communication Theories

For this paper the following unit has been Incorporated:

(1) Concept & Models of Communication
(2) Media Effects
(3) Media Culture & Society; Content and Audience
(4) Media Structure and Organization
(5) Semiology and Post-modern Theories

This paper has introduced about the In-depth concepts, models and theories of communication. Very few universities have broadly discussed this Communication Theories unit. Through this paper students will understand the theories and models of media and others subject. This paper will make students theoretically sound.

(b) Reporting for Print Media

For this paper the following unit has been covered:

(1) Preliminary Concepts of News Reporting
(2) Issues Related to Reporting
(3) Various aspects of Reporting
(4) Specialized Reporting
(5) Special Skills for Reporting.

Through this paper students will know and understand the art and science of reporting for print media. Very few Departments of Mass Communication being offered this type of paper for print media.

(c) Editing & Designing for Print Media

For this paper the following unit has been covered:

(1) Basics Writing for News: Newsman's English
(2) Editing News
(3) Headlines and Captions
(4) Magazine Editing and Designing

Through this paper students will familiarise with effective editing skills for print media as well as to enhance understanding and skills of newspaper layout, design and typography.

(d) Sound and Radio Journalism

For this paper the following unit has been covered-up:

(1) Basics of Sound
(2) Advent of Broadcast Journalism
(3) Introduction to Broadcast Journalism
(4) All India Radio

Very few universities have broadly focused or keep this paper at large scale. If look into the other universities' syllabus, then it found that; for this paper, students merely introduced the basics and historical aspects of radio. In addition, there is no highlighting-on sound aspects. Therefore, this paper will make students aware of the basics of radio production and techniques for various kinds of radio program as well as broadcasting Journalism.

(e) Advertising

For this paper the following unit has been covered:

(1) Advertising Basics
(2) Advertising as Communication & Marketing Tool
(3) Advertising Creativity
(4) Advertising Campaign
(5) Organization

The dimensions of Advertising are ever-expanding area of journalism. Through this paper students will know the details of advertising with hands-on training. If look into the aforesaid unit then it found that very few universities have kept this paper in their syllabus with details and various aspects of advertising.

(f) Communication Research

For this paper the following unit has been covered:

(1) Research- Concepts and Approaches
(2) Research Design
(3) Data Collection
(4) Data Processing, Analysis and Report Writing
(5) Applications of Research in Media

This paper has followed every steps of research. Through this paper students will know the basics of research and its application. This paper will help students to develop skills in various kinds of research methodologies with using tools and techniques for practical.

(g) Public Relations

For this paper the following unit has been covered:

(1) Concepts of Public Relations
(2) Public Relations Process
(3) Role and Functions of PR
(4) Organization and Tools
(5) Techniques

Through this paper students will familiarize and understand the concept, method and strategies of public relations. If look into the others universities syllabus, then it found that most of universities have merged public relation paper with advertising paper. But this university being offered solo paper on public relations. This paper has been designed very well particularly accordance of market's demand. This paper will be helpful to students for seeking career in corporate, public and private sector.

(h) Visual Communication

For this paper the following unit has been covered:

(1) Introduction to Visual Communication
(2) Visual Literacy
(3) Visual Culture
(4) Dimensions of Art
(5) Visual Analysis

If look into the others universities' syllabus then it found that there is no much emphasis on visual communication, even no paper has been introduced on the given topic. Introducing of Visual Communication with various dimensions and aspects make strengthen the syllabus and students will know and understand the visual communication that is include the television and cinema as well as print media through semiotic analysis.

(i) Film Studies

For this paper the following unit has been covered:

(1) Introduction to Film Studies
(2) Cinema in Retrospect
(3) National Cinema Movements
(4) Film Theories
(5) Directors and Text

This paper provides theoretically in-depth knowledge in cinema studies. Very few universities have provided in-depth knowledge in cinema studies. Most of the universities is focused on historical background of Indian cinema. Through this paper students will know the Indian cinema as well as world cinema. Also, students will know the different genres of cinema

(j) Communication for Development

For this paper the following unit has been included:

(1) Development: Concepts and Approaches
(2) Development Communication: Theory and Practices
(3) Development Discourse
(4) Development and Development Communication: Alternative Perspective
(5) Towards a New paradigm

This paper has highlighted to the concepts of development as well as various kinds of paradigm and their role in development communication. Through this paper students will acquire in-depth and adequate knowledge in the field of development communication. Researcher observed that very few universities are being offered development communications paper with in-depth and in different dimensions.

(k) New Media

For this paper following unit has been covered:

(1) Introduction to New Media
(2) Technology and its uses
(3) New Media Tools
(4) Social Media
(5) New Media and Politics

Through this paper students will familiarize with the basic fundamentals of new media technologies with emphasis on web. Through this paper students can explore the new media tools and technology. In this paper a new unit 'New media and Politics' has been added which rarely seems to appear in others universities' syllabus. Through all unit students will know the popular culture, political communication.

(l) Media Laws and Ethics

For this paper the following unit has been covered:

(1) Introduction to Media Laws and Ethics
(2) Press Laws in India
(3) Media Laws in India
(4) Media Laws Institutions and Agencies
(5) Media Ethics and Social Responsibility

This paper provides an overview of media laws and Ethics of India. Through this paper students will know the in-depth knowledge about Press and Media Laws of India along with what is the guidelines when they will go for news coverage.

(m) International Communication, Media and Society

For this paper the following unit has been covered-up:

(1) International Information Flow and Imbalance
(2) Alternative Information Distribution System
(3) New Technology and International Information Flow
(4) Global Civil Society and Other forms of Communication
(5) Media and Society: Critical Perspectives

If look into the others universities' syllabus the few universities have broadly covered the International Communication and media-Society. This paper makes strengthen the syllabus and through this paper students will know and understand the concepts of international communication and also, they will know the issues related to media and society. In this paper also highlighted about how new technologies leave their impact on international information flow.

(n) Corporate Communication and Media Management

For this paper the following unit has been covered:

(1) Understanding Corporate Communication
(2) Corporate Communication Tools
(3) Media Management: Basic Principles
(4) Industry Dynamics and Print
(5) Media Industry

This paper has broadly discussed the tools and techniques of media management. Through this paper students will know internal and external dynamics of media and how media business operates. This paper makes strengthen the syllabus. There are few universities are being offered corporate and media management.

2. WEAKNESS

This university being offered syllabus with in-depth and various aspects of media. Therefore, no specific weakness has been diagnosed, except this university, very few

universities being offered Internship as a credit paper in this syllabus. All papers are very unique and maintained the balance between 'theory and practical'.

3. OPPORTUNITIES

(a) Reporting for Print Media (Practical)

For this paper the following unit has been covered:

(1) Analysis of news quality and components from various news stories
(2) Interviewing and Vox-Pop
(3) Practicing structures of writing
(4) Using data and others graphical inputs in news
(5) Colouring of the news

Through this paper students will know and understand the various aspects of reporting and writing news on actual events, features stories, writing the stories etc. This paper provides 'hands-on training' on how to reporting for print Media. This paper gives an ample opportunity to students to enhance the skills of reporting for print media before go into the media profession field.

(b) Editing and Designing for Print Media (Practical)

For this paper the following unit has been covered:

(1) Design Dimensions
(2) Print Publication

This paper has emphasised on different dimensions of designing for print media. Through 'Hands-on Training' students will have an opportunity to know and understand the skills related to editing and designing for print media. If look into the other's universities syllabus, a few universities being offered theoretical and practical paper for the same paper.

(c) Sound and Radio Journalism (Practical)

Through this paper expert will guide the students on voice culture, pronunciation, pre-production, production, post-production as well as research for pre-production. Very few universities being offered practical based paper on 'Sound and Radio Journalism'.

(d) Writing for Print Media

For this paper the following unit has been covered:

(1) Effective Writing
(2) Writing for Print
(3) Words for Radio
(4) TV Script
(5) Writing for New Media

This paper provides an ample opportunity to students to understand the skills of art of effective communication. Through this paper students will have to train follow 'hands-on training' method. This paper provides 'how to write for different media'.

(e) Advertising (Practical)

For this paper the following unit has been incorporated:

(1) Analysis of Select Advertisements
(2) Print Advertising Preparation
(3) Formulation, Planning and design of Advertising, campaign-based market and consumer research
(4) Writing Radio Spots and Jingles
(5) Writing TV ads, developing an audio-visual script and storyboard

This paper provides 'hands-on training' of advertising and their various dimensions. Most of the universities merely providing theoretical knowledge of advertising, but this university has maintained the balance between theoretical and practical knowledge. Through practical paper of advertising students will enhance their skills and interest towards preparing, design and producing advertising.

(e) Communication Research

Through this paper task has provided to students such as prepare book review and prepare survey questionnaires on particular topic will be given to students. Also, it gives an opportunity to students to learn how to write review literature on certain problem.

(f) Public Relations (Practical)

This paper provides how to planning and execution of PR campaign, organizing media tour, preparing media kits. Through this paper, students will also understand the case studies for crisis management and how to create positive image environment.

(g) Electronic Media Production and TV Journalism

For this paper the following unit has been covered:

(1) Introduction to Television Production
(2) Production basics, Light and Sound
(3) Editing and TV Journalism
(4) TV Journalism
(5) TV Documentary

Through this paper students may gain and enrich skills and their interest through basic elements of television production. This paper provides an ample opportunity to students to acquire in-depth knowledge and skills that is require for media professional field.

(h) Dissertation-1 and 2

For dissertation-1 each student has to choose a topic, write review of literature on research problem and apply research method for prepare a synopsis of proposal for dissertation. After that a final dissertation-2 will be submitted at the end of fourth semester. At master's level students will learn from dissertation 1 and 2 how to do research. Students will have an opportunity to understand research process for further research in future.

(i) Advance Print and Data Journalism

For this paper the following unit has been covered:

(1) Journalism: Advanced Concepts
(2) Journalism skills
(3) Editorial responsibilities, layout and designing
(4) Data Journalism
(5) Working with Indian Data

Very few universities being offered separate paper on print and advance print journalism. This university being offered a unique paper on advance print and data journalism. In current scenario of media professional field data journalism is a demanding subject. Through this paper students will have an opportunity to know and understand the print and Data Journalism.

(e) Documentary and Short-film making

For this paper the following unit has been covered:

(1) Basics Concepts
(2) Writing for Documentary and Production
(3) Pre-production and production
(4) Documentary Production and selected Directors/Documentaries

Through this paper students will learn the skills of making film such as short films, Documentary films etc. University being offered film studies (Theoretical) and documentary and short-film making (Hands-on training). This paper provides hands-on training on various aspects of film making.

(f) New Media (Practical)

This paper provides hands-on training on Online newspapers analysis and its components, Social media analysis. Apart from this student will be trained how to write HTML, designing Web, creating a Website or blog. Very few universities being offered New Media paper with practical.

4. THREATS

After overviewing of syllabus, it has been diagnosed that there is no weakness found in the syllabus. Generally, weakness refers to internal factors of any organizations or

products while Threats refers to the external factors of any organizations or products. Hence, through SWOT analysis there is no threats appears that will be faced by the students in media professional field. Threats is dependent on weakness factors of organizations or products.

Zone: North
Type of University: State
Kurukshetra University, Haryana
Table:4.3.29
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Theory and Practice of Communication		
2.Writing Skills		
3.Introduction to Mass Media		
4.Current Affairs and Media Issues		
5.Computer Application		

Source: University Website

Table:4.3.30
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting		
2.Advertising		
3.Radio Journalism		
4.Photo Journalism		
5.Media Laws and Management		

Source: University Website

Table:4.3.31
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Editing		
2.TV Journalism		
3.Public Relations		
4.Communication Research		
5.Communication Technology		

Source: University Website

Table:4.3.32
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media Production		
2.Electronic Media Production		
3.Cyber Journalism		
4.Development Journalism		
5.Practical		

SWOT Analysis

1.STRENGTH

(a) Current Affairs

If look into the syllabus of different universities, very few universities being offered paper on 'Current Affairs and Media Issues'. This paper has widely covered the current affairs and media related issues. This paper has covered the topic ranging from Indian constitution, major political parties in India, status of media persons in India. Apart from this, it has covered the major current international, national, regional development, important issues covered by various media etc. This paper makes strengthen the syllabus.

(b) Public Relations

This paper has covered the various dimensions of public relations. It has covered the topic such as public relations-concepts and definitions, PR tools and method, corporate communication-concept and scope etc. Through this paper students will acquire the skills related various aspects of public relations.

(c) Print Media Production

This paper has highlighted on various aspects of print media production which is ranging from printing process to photography for newspapers and magazines. This paper provides adequate knowledge of print media production. This paper has maintained the balance between 'theoretical and practical' aspects of print media production. The students who willing to shape their career in the field of print media, for those students it will be very helpful.

(d) Electronic Media Production

This paper has divided into four part: Radio Production. Production, Elements of T.V. pre-production, production and web production. This paper provides the students about different dimensions of television production with in-depth and adequate knowledge and skills.

(e) Cyber Journalism

This paper is extended and updated version of new media paper. It contains the new social media, Dynamics of social media networks, novelty, strength and weakness, multi-media storytelling on individual and group etc. Through this paper students will acquire knowledge related to Cyber Journalism.

(f) TV Journalism

In this paper the topic or sub-topic has been covered such as organizational structure of news channel. Studio set-up, pre-production, production, post production etc. This paper provides the in-depth and adequate knowledge and skills related to T.V. Journalism.

2. WEAKNESS

The main weakness has been diagnosed that is 'there is no specific unit has demarcated by name under the aegis of topic or sub-topic has covered. In addition, the following weakness of the paper of the syllabus has been detected:

(a) Theory and Practices of Communication

This paper has highlighted to the basic and surficial knowledge related to 'theories and models of communication'. This paper not provides how to implement this models and theories and how these models are propagating by the media in contemporary situation.

(b) Introduction to Mass Media

At first sight it seems that this paper emphasises on different kinds of media. But when researcher overview the syllabus in-depth, it found that it talks about only for radio. and Print media. Cinema is a major elements of mass media, but there is no highlighting on it. Also, other mass media have been ignored in this syllabus.

(c) Computer Application

There is no separate paper containing New Media contents. This university being offered computer application paper in which slightly focused on new media that is not helpful towards fulfil the gap of new media paper. However, in computer application paper students have introducing about computer. At master's level., this paper should be emphasised on how create web page, blog, HTML etc.

(d) Advertising

In this paper there is no various dimensions of advertising has been covered. After overviewing the syllabus, it seems that it merely highlighted to the basic and fundamentals of advertising. This paper should be based on creative and hands-on training method. Advertising is a market-oriented subject for all time. Hence, syllabus should be prepared accordance with demand of the market.

(e) Media Laws and Media Management

Most of universities being offered Media Laws and Ethics as a separate paper, but this university has merged it with media management. Although media laws and ethics paper are very diversified and dynamic in itself while in this paper just introduce students about basic introduction and historical background of media laws. On the other hand, for media management paper, there is no in-depth highlighting and focusing on it. In this syllabus, introduces students about media management and its concepts, need and scope. Through this paper, students could not acquire adequate knowledge related to media laws and media management.

(f) Development Communication

After reviewing the paper, it found that the topic/sub-topic is based on development studies while the core paper is based on development communication. Actually, this paper should be reflected on 'communication for development' or what is the role of communication for development. There is contradiction appearing between core paper and topic/sub-topic of the same paper.

(g) Communication Technology

Most of the paper highlighted to the basic of computer and role of computer in various mass media. According to the researcher this paper should be based on ICT (How technology helpful to disseminating information). In this paper contains the topic like 'printing technology'. However, this is not the core area of the paper.

(h) Communication Research

This paper has not been well designed. It has failed in terms of well-structured and step-wise contents containing related to research. At Master's level, research paper should be emphasised on basic research which must be followed by step-wise. In this paper, most of contents have been followed by 'Types of Research'. The types of research are knowing necessary, but first of all fundaments of research must be cleared to students. For beginners, 'Variables of Research' must be cleared. But there are less talking about 'variables' in this unit of the paper. Communication Research paper should be ranging from Introduction to How to write report writing.

(i) Writing Skills

This paper provides writing skills for different media such as radio, television, print media etc. Through this paper students will learn the skills of creative writings related to various dimensions of media. Very few universities being offered paper on writing Skills. This paper will be helpful to students to enrich the writing skills.

4.THREATS

First of all, it should be clearly understanding the difference between vocational, traditional and professional education. If any university being offered the courses in Mass communication, they should think about course structure. In this syllabus there is none of critical thinking paper has been incorporated. Hands-on training course providing vocational training. Also, in this syllabus there is no paper for internship and dissertation. Both are very important segment of any syllabus particularly at master's level. Through internship students may shape their career in media professional while through dissertation students may learn 'How to do research or research projects'. It will also help in further research.

Zone: North
Type of University: State
Bundelkhand University, Jhansi
Table:4.3.33
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Principles of Mass Communication		
2.Development of Media		
3.Print Media-1(Reporting & Editing)		
4.Electronic Media (Radio and T.V.)		
5.Advertising and Public Relations		
6.Practical		

Source: University Website

Table:4.3.34
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication		
2.Communication Research		
3.Media Laws and Ethics		
4.International Communication		
5.Media Management		
6.Practical		

Source: University Website

Table:4.3.35
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media-2		
2.Radio		
3.Television		
4.Advertising		
5.Public Relation and Corporate Communication		
6.Practical		

Source: University Website

Table:4.3.36
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.New Media Applications		
2.Inter-Cultural Communication		
3.Specialization		
4.Dissertation		
5.Practical		

Source: University Website

SWOT Analysis

1.STRENGTH

According to researcher, there is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing the syllabus; the topic such as print media-1(Reporting and Editing) and Print media-2 seems to provides adequate knowledge and skills related to print media. Through this paper students will learn the skills in the field of print media. This paper makes strengthen the syllabus. Apart from this, this university being offered International communication paper to the students. Hence, through this paper students may deeply understand international communication and role of media.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of syllabus has described or divided into topic/sub-topic'. Hence, it makes weakness of the syllabus.

3.OPPORTUNITY

After overviewing the syllabus there was no any specific topic/ sub-topic has been incorporated in this syllabus through which students may get opportunities in media fields expect in all four-semester that is university being offered as practical paper. It can bridge the gap between 'theoretical and practical' knowledge. Practical knowledge may help students to enrich skills through hands-on training method.

4.THREATS

The Students or any institutions face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, most of the unit of this syllabus has covered up with theoretical and practical paper in all four semesters. But there is none of elective/interdisciplinary subjects being offered. Students may face challenges in media professional field because syllabus is not designed well. Also, there was no demarcation of the unit and topic/sub-topic.

Zone: North
Type of University: State
Guru Gobind Singh Indraprastha University, New Delhi
Table:4.3.37
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Mass Communication & Development Issues		
2.Tradional & Micro-level Media		
3.Print Media & Changing Trends		
4.Media Regulations & Professional Ethics		
(Practical)		
1.Tradional &Micro-level Media Lab		
2.Print Media Lab		
3.Viva Voce (Presentation)		

Source: University Website

Table:4.3.38
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Communication Research & Evaluation Studies		
2.Broadcast Media & Emerging Trends		
3.New Media & Mobile Communication		
4.Cinema & Popular Culture		
(Practical)		
1.Broadcast Media Lab		
2.New Media & Mobile Lab		
3.Viva Voce (Presentation)		

Source: University Website

Table:4.3.39
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Introduction to Advertising		
2.Public Relations		
3.Event Management: Principles and Method		
4.Global Media Scenario		
(Practical)		
1.Advertising Practices		
2.Public Relation Lab		
3.Event Management Lab		

Source: University Website

Table:4.3.40
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
(Theory)		
1.Writing for Media		
2.Socio-Economic & Political Scenario		
3.Media Laws and Ethics		
4.Dissertaion		
5.Viva-Voce		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Mass Communication and Development Issues

For this paper the following unit has been covered:

(1) Communication: Process and Types
(2) Mass Communication: Various Approaches
(3) Mass Communication: Theories and Media
(4) Mass Media and Development
(5) Digital Divide and Information Sharing

This paper provides various aspects of mass communication such as theories, models and role of mass media for development etc. After overviewing the syllabus, researcher found that very few universities being offered this paper with in-depth and adequate knowledge. Through this paper students will understand the relationship between communication and society. This paper makes strengthen the paper.

(b) Print Media and Changing Trends

For this paper the following unit has been covered:

(1) Growth of Print Media in India: Pre-Independence
(2) Print Media: Post Independence, after Emergency
(3) Print Media in Other Countries
(4) Latest Trends in Print Media
(5) Printing Technology and Print Production

Through this paper students will develop the understanding of print media in India particularly in historical perspective as well as to acquaint the students of the current status of print media across the country. In addition, through this paper students enable to analyse the changing trends in print media at national-International level. Also, students will be equipped with printing technology and process of print production.

(c) Media Regulation and Professional Ethics

For this paper the following unit has been covered:

(1) Freedom of Press
(2) Print Laws, Laws and Ethics
(3) Audio-Visual Media, Laws and Ethics
(4) Cyber Media, Laws and Ethics
(5) Promotional Media, Laws and Ethics

If look into the other universities' syllabus they offered Media Laws and Ethics paper based on theoretical perspective, but this university being offered a unique paper on media laws and Ethics based on professional perspective. Through this paper students will know and understand the relevance of print media laws and their ethical issues. Also, students may understand the legal framework in audio-visual media as well as apprise the students about cyber laws and ethical issues. In addition, students will understand the responsibility of promotional media and its social-moral value.

(d) Communication Research and Evaluation Studies

For this paper the following unit has been covered:

(1) Research: Basic Concepts and Method
(2) Data Collection techniques and analysis
(3) Communication Research
(4) Media Research
(5) Market Research

This paper has been categorised into three paper: Basic Research, Communication Research and Media Research. There are few universities offered 'Communication Research' paper like this. Through this paper student will enable to understand the meaning of research and importance of research in communication field. Also, students will familiarize with various technique of data collection and how to analyse data. It will help students to know and understand that 'how and what uses of media research for pre-production, production and post-production programmes. This paper provides and covered the different dimensions of media research.

(e) Broadcast Media and Emerging Trends

For this paper the following unit has been covered:

(1) Growth of Broadcast Media
(2) Contemporary Issues and Trends
(3) Production for Radio
(4) Production for TV
(5) Broadcast Technology and equipment

This paper has covered the diversified aspects of broadcast media. Very few universities being offered this type of paper. This paper apprises the students about emergence and growth of radio and TV across country as well as in world. Through

this paper students will understand the current trends of broadcasting. In addition, students will understand the nature of radio, programme formats, recording and will be providing hands-on training about broadcasting.

(f)New Media and Mobile Communication

For this paper the following unit has been covered:

(1) IT for Media
(2) Internet for Interactivity
(3) Mobile Communication
(4) Media Convergence
(5) Mobile Commerce and Media

This paper appraises the students with vast spectrum of internet as well as students will learn about how uses of mobile as an effective tool of communication. In addition, students will understand how uses of mobile for promotional media and media convergence. This paper is unique than other universities being offered paper of New media.

(g) Public Relations

For this paper the following unit has been covered:

(1) Public Relations
(2) Tools and Techniques
(3) Role of Public Relations
(4) Public Relations Campaign

If look into the syllabus of Mass Communication, most of universities' syllabus has covered Public Relations paper with Advertising. A few universities being offered separate paper for both. Through this paper students will learn about concepts and functions of public relations. In addition, students will also understand about the difference between public relations and corporate communication as well as through hands-on training students will learn how to handling public and corporate relations.

(h) Event Management: Principles and Method

For this paper the following unit has been covered:

(1) Events: Needs and Managements
(2) Creating an Event
(3) Human Resource and Revenue
(4) Evaluation and Assessment

On completion of the paper students will able to understand the various dimensions of event management and its functions. This paper enumerates the different steps and planning of event management. Also, students will understand the process of revenue generation for an event and how-to evaluation and assessment of an event. Very few universities being offered paper for event management.

(i) Global Media Scenario

For this paper the following unit has been covered:

(1) Global Communication: Historical Perspective
(2) Struggle for balance of Information flows
(3) Contemporary Trends
(4) Global Media Impact on India

This paper describes the information flow of south and north as well as explain the NWICO. Students will understand the current global media scenario. Through this paper students will understand the impact of global media on India. This paper makes strengthen the syllabus through which students will understand the various dimensions of global media.

2.WEAKNESS

(a) Introduction to Advertising

For this paper the following unit has been covered:

(1) Introduction
(2) Advertising as a tool and Process
(3) Classification and aspects
(4) Ad Agency Structure and Functions

This paper has covered the very basic topic/sub-topic at masters' level. This paper supposed to very important paper. Hence it should be described with various dimensions of advertising. This paper has highlighted on concepts of advertising and its role and functions. Also, this paper differentiates between advertising as communication, marketing and Public Relations tools.

(b) Cinema and Popular Culture

For this paper the following unit has been covered:

(1) Cinema and Culture
(2) Various Movements of Cinema
(3) History of World Cinema
(4) History of Indian Cinema
(5) Various approaches to study Cinema

In this paper except unit five rest all unit is focused on introduction and historical part of cinema of India and world. But researcher's opinion is at master's level cinema studies syllabus should be broadly discussed. But unfortunately, few universities have covered this paper at high degree. Through this paper students will be introducing about history of India cinema and its major phases of growth. According to researcher, this paper is not highly satisfactory that's why it has referred to the part of weakness of the syllabus.

3.OPPORTUNITY

(a) Writing for Media

For this paper the following unit has been covered:

(1) Essentials of Good writing
(2) The Arts of putting Words Together
(3) Putting Sentence Together
(4) Translation in Journalism

This paper has equipped very well with of nuances of writings for various media. It will develop the linguistic and communication skills. Through this paper students may enrich their skills in terms of proper grammar, vocabulary, syntax, spelling, punctuation. In this paper there is differentiate between how to write for print media and how to write for T.V. and Radio. This paper gives an ample opportunity to students to learn skills related to various media.

(b) Socio-Economic and Political Scenario

For this paper the following unit has been covered:

(1) Indian History, Culture and Heritage
(2) Indian Economy: Issues and Concerns
(3) The Indian Polity
(4) Major Issues and Concerns

This university being offered a very unique paper through which students will familiarize with various aspects of Indian Culture and Heritage. In addition, this paper gives an in-depth explanation about various issues and concerns of current Indian Socio-economic and political system. Through this paper students will enable to apply their knowledge in restructuring the system by developing positive, differentiative and analytical capabilities.

(c) Practical

For this paper the following unit has been covered:

(1) Traditional &Micro-level Media Lab
(2) Print Media Lab
(3) Viva-Voce: Each Semester
(4) Broadcast Media Lab
(5) New Media & Mobile Lab
(6) Advertising Practices
(7) Public Relation Lab
(8) Event Management Lab

In this syllabus each theoretical paper has followed by practical paper which is based on hands-on training method. This initiative may bridge the gap between theoretical and practical knowledge.

(d) Dissertation

Through dissertation students will practise the basic research. Some universities being offered and some do not offered dissertation. However, through this student will acquaint to the research process and it will be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

4.THREATS

There is no much threats have been diagnosed in the syllabus that which offered by the School of Mass Communication, Guru Govind Singh Indraprastha University, New Delhi. Threats refers basically the external factors and it comes when students go into professional field and they are unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that this syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: North
Type of University: State
Mahatma Gandhi Kashi Vidyapeeth, Varanasi
Table:4.3.41
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Basics Principles of communication and Mass Communication		
2.History of Mass Media		
3.News Reporting and Editing		
4.Media Laws		

Source: University Website

Table:4.3.42
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Research		
2.Development Communication		
3.Public Relation and Advertising		
4.Radio Journalism		

Source: University Website

Table:4.3.43
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advanced and Specialized Reporting		
2.Advance Editing, Designing and Printing		
3.TV Journalism		
4.Computer in Mass Media		

Source: University Website

Table:4.3.44
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Internet and Web Journalism		
2.Photo Journalism, Film and Animation		
3.Dissertaion		
4.Specialization in Media Production		

Source: University Website

SWOT Analysis

1.STRENGTH

According to Researcher, there is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of the syllabus the topic has been covered such as News Reporting and Editing and Advanced Specialized reporting seems to provides adequate knowledge and skills related to print media. Through this paper students may learn the skills in the field of print media. This paper makes strengthen the syllabus. Apart from this, this university being offered Computer in Mass Media paper to the students. Hence, through this paper students may understand use and access of computer-application and may understand its role in mass media.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of the syllabus has described into topic/sub-topic'. Hence, it makes weakness of the syllabus.

3.OPPORTUNITY

This paper provides an opportunity to students to gain skills related to media such Advance Editing, Designing and Printing, Photo Journalism, Film and Animation and specialization in Media production. This paper bridging the gap between 'theoretical and practical'.

4.THREATS

The Students or an institution face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, it has covered up the theoretical and practical paper and bridging theoretical and practical. However, there is none of elective/interdisciplinary subjects being offered. Students may face challenge through this syllabus when students will go into media professional field because syllabus has not been designed well. Also, there was no demarcation of the unit under which these topic/sub-topics being offered.

Zone: South
Type of University: State
University of Madras
Table:4.3.45
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Communication		
2.Communication Revolution		
3.Basic Journalism		
4.Media Skills		
5.Communication for Development		
6.Media and Human Rights		
7.Business Communication		
8.Soft Skills		

Source: University Website

Table:4.3.46
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Mass Communication Theories		
2.Constitution and Media Laws		
3.Electronic Media		
4.Advanced Journalism		
5.Advertising		
6.Tamil Journalism		
7.Soft Skills		

Source: University Website

Table:4.3.47
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research Methods-1		
2.Audio-Visual Production		
3.Film Studies and Criticism		
4.Practice Journal		
5.Public Relation & Corporate Communication		
5.Soft Skills		
6.Internship-1		

Source: University Website

Table:4.3.48
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research Methods-2		
2.Research Projects		
3.Internship-2		
4.Media Management and Economics		
5.Media Analysis Technique		
6.Soft Skills		

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of syllabus the topic such as Communication for Development, Film Studies and Criticism, Communication Research Methods-1 & 2, Media Management and Economics paper seems to provides adequate knowledge and skills to students. This paper makes strengthen the syllabus.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of the syllabus has described or divided into topic/sub-topic'.

3.OPPORTUNITY

This paper provides an opportunity to students through which students may gain skills related to various media such Business Communication, Advance Journalism, Internship-1 and 2, Media Analysis technique. This paper seems to unique through which students may understand the adequate knowledge of media and its various aspects. Apart from this, this university being offered Soft Skills paper to the students; through this paper students may learn the various skills of media.

4.THREATS

There are threats seems to reflects in the syllabus that which offered by the University of Madras. Threats refers basically the external factors and it comes when students will go into the professional field and when they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus should maintain the balance between 'Theoretical' and 'Practical'. In a sum, there is lack of practical aspects have been covered in this syllabus.

Zone: South
Type of University: State
University of Calicut, Kerala
Table:4.3.49
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Mass Communication		
2.Mass Media History		
3.News Editing		
4.News Reporting		
5.Lab Journal Production-1		

Source: University Website

Table:4.3.50
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Themes, Theory and Issues in Communication		
2.Public Relations		
3.Advertisements		
4.Media Laws		
5.Lab Journal Production-2		

Source: University Website

Table:4.3.51
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication	1.Web Journalism 2.Introduction to Multimedia 3.International Communication	
2.Radio, TV, Film and Video		
3.Communication Research		
4.Lab Journal Production-3		

Source: Particular University Website

Table:4.3.52
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Feature Writing and magazine Editing	1.Business Journalism 2.Visual Media Production 3.Corporate Communication	
2.Technical Writing and Documentation		
3.Dissertation/Viva-Voce/Internship		
4.Lab Journal Production-		

Source: Particular University Website

SWOT Analysis

1.STRENGTH

(a) Introduction to Mass Communication

This paper has been divided into six modules. The first module introduces about concepts of mass communication and different types of communication. The second module included different models of communication. The third module highlighted on different theory and concepts of psychology related to media. Continuously the fourth module has mentioned the media effect. Similarly, the fifth module included the news flow and gatekeeping and the last module of the paper highlighted on current issues of communication. This paper theoretically makes strengthen. Through this paper students will understand the concepts of communication.

(c)Themes, Theories and issues in Communication

This paper has been divided into six modules. The first module introduces to students about socio-psychological aspects of communication. The second module of this syllabus has highlighted to political communication and its effects on democracies. The third module included such as Intercultural communication and cultural effects of media. The fourth module included linguistic approach and visual language. The fifth module has highlighted on different aspects of International communication. The sixth and the last module has highlighted about current issues in mass communication. This paper provides sound and adequate theoretical knowledge related to different aspects of communication.

(d)Media Laws

This paper has been divided into six modules. The first module introduces to students about historical perspective of mass media laws in India. The second module of this syllabus included various articles related to freedom of expression by constitutional provisional. The third module has highlighted on different laws such as court of contempt, defamation etc. The fourth module of the syllabus included various act related to press. The fifth module has highlighted on provision to restrict media under in Indian penal code, Freedom of Information bill, Right to information act,2005.

(e) Development Communication

This paper has been divided into six modules. The first module introduces to students about concepts and definition of development. The second module included the models of development. The third module has highlighted to concepts and process of development communication. The fourth module included the development communication policy. Fifth module of this syllabus has highlighted to types of different development approach. And sixth and last module included such as ethical perspective of development, sustainable development etc. This paper provides adequate and in-depth knowledge related to various dimensions of development and how and what role of communication for development. This paper makes strengthen the syllabus.

(f) Corporate Communication

This paper has been divided into six modules. The first modules introduce to students about basics communication, definition and types of communication. The second module included the corporate communication, definition and historical perspective. The third module has highlighted to various tools of corporate communication. The fourth module included the different functions of corporate communication. The fifth module of this paper included hoe communication's role to building corporate reputation, corporate identity and corporate brands. And the sixth and last module of this paper has highlighted to organizational system of corporate communication, strategic and issues of corporate communication. Beyond the advertising and public relations paper; corporate communications' paper has rarely kept as a separate paper in the syllabus of mass communication. Through this paper students will understand the adequate knowledge and skills of corporate communication.

(g) Communication Research

This paper has been divided into six modules. The first module introduces to students about Introduction to research, aspect of research. The second module of the paper is focused on selection of topic, relevance of the topic. The third module of the paper included types of research method and sampling. The fourth module has highlighted on uses of statistics in research. The fifth module included research in various field of media. The sixth and the last module of this paper is focused on how to write research report writing. After overviewing the paper, researcher found that through this paper students will get adequate and in-depth knowledge of research as well as communication research. This paper makes strengthen the syllabus.

(h) International Communication

This paper has been divided into six modules. The first module introduces the political, economic and cultural dimensions of International communication. The second module is focused on communication and organization and their structure. The third module highlighted on impact of news information technology and NWICO. The fourth module is focused on UNESCO and NWICO, MacBride commission report etc. The fifth module included the Issues in international communication and media system. The sixth and the last module of the paper is concentrated on globalization and their effect on media system. This paper has covered the entire area of international communication. Through this paper students will understand the international communication through in-depth and adequate knowledge. This paper makes strengthen the syllabus.

2.WEAKNESS

(a)Public Relations

This paper has been divided into six modules. But all the modules highlighted the basic about public relation while this is a market-oriented paper. Hence this paper should be covered at high degree of level. Also, this paper should be offered 'practical' in public relations or how to implement this public relation in

professionals. This paper makes weaken of the syllabus because there is lack of adequate topic/sub-topic has been covered up.

(b)Advertising

This paper has been divided into six modules. But all the modules highlighted to the basic and introductory part of advertising. This is a very demanding and marketing-oriented paper. Hence it should be covered with in-depth and adequate knowledge of advertising. Also, this paper should be offered as 'practical' paper through which students may learn the skills of how to implement it in market or professional fields. This paper makes weaken of the syllabus because there is lack of adequate topic/sub-topic has been covered up.

(c) Radio, TV, Film and Video

This paper has covered the Radio, TV, Film and Video in a single syllabus while the all have various dimensions. This paper has not been covered the all four fields. The paper has divided into six modules. But all the modules highlighted to the basic and introductory part of Radio, TV, Film and film. This paper should be merged into the two paper such as TV and Radio. This paper has failed to provides adequate and in-depth knowledge related to different fields which has aforesaid mentioned.

(d) Web Journalism

As syllabus has claimed to offered web Journalism; but after overviewing it is found that this paper has followed most of computer application and its uses. This paper should be covered contemporary ongoing issues and current requirement. In current situation, it is a very important paper for mass communication students. This paper merely introduced the basic and introductory part of web journalism.

3.OPPORTUNITY

In each semester student would get to published lab journal. This is an opportunity for students to apply their skills and knowledge of Journalism for this lab journal. Very few universities being published departmental level journal. Apart from this the following some papers gives an opportunity to students through which they will learn their skill and acquire relevant knowledge.

(a) News Reporting

This paper has been divided into six modules. The first module introduces the news definition, its elements and types of news reporting. The second module is focused on news story structure. The third module highlighted on different beats of news reporting. The fourth module included how to reporting for speeches, conferences and events. The fifth module is focused on reporting for various fields such as development issues, agricultural, health etc. The sixth and last module is concentrated on interpretative and investigative reporting. Through this paper students will familiarize with various dimensions of news reporting. When students will go into media professional field, it will be very helpful to students.

(b) Feature Writing and Magazine Editing

This paper has been divided into six modules. The first module introduces the feature and fiction writing, distinguish between feature and news reports. The second module is focused on writing feature and types of magazine. The third module highlighted on how to write feature and article for general interest. The fourth module of the paper included magazine design and cover, content. The fifth module of the paper highlighted on how to editing for magazine. And the sixth and the last module included the magazine format and production techniques. This paper gives hands on training in feature writing and magazine editing. Through this paper students will learn the skills and enhance knowledge related to feature writing and magazine editing.

(c) Technical Writing and Documentation

This paper has been divided into six modules. The first module introduces the concepts of technical writing and other form of writing. The second module included the how to create technical document. The third module of the paper highlighted to the roles and responsibility of writers and document format. The fourth module is focused on style of technical writing and writing process. The fifth module included the technical editing process and language style and uses. The sixth and the last module included online editing process. Through this paper students will aware from technical writing and learn the skills of how to write technical writing and what is the entire process. In contemporary technical situation, it would be beneficial for students. It gives a unique paper and opportunity to students.

(d) Business Journalism

This paper has been divided into six modules. The first module of the paper is focused on features of Indian economy and economic reforms. The second module included planning, economic and social status. The third module highlighted on stock market and its functions. The fourth module included the Government policy, money supply and Inflation. The fifth module is focused to overview the economic Journalism in India and analysis of business Journalism. The sixth and the last module was concentrated on preparing business letters, annual reports etc. Very few universities being offered business Journalism paper under mass communication paper. It gives an ample opportunity to students to understand the adequate knowledge and skills related to business Journalism. Through this paper students will seek career in the field of business Journalism.

(e) Visual Media Production

This paper has been divided into six modules. The first module of the paper introduces the concepts of visual media and basic introduction of tools and techniques related to visual production. The second module included the lighting, camera and basic function of a microphone. The third module is focused on pre-production, production and post production as well as how to draw story board. The fourth module of the paper highlighted on editing and graphics. The fifth module is focused on concept mapping, technical writing and shot division. The sixth and the last module of the syllabus highlighted on different types of software. Very universities

being offered this type of paper which is really a based on hands-on training and market oriented. Through this paper students will explore the various dimensions of production of media with practical.

(f) Introduction to Multimedia

In this paper there are six modules have been covered. The first modules introduce to the definitions of multimedia. The second modules concentrated on multimedia file format, communication protocol etc. The third module of this paper highlighted on 2D and 3D. The fourth module included multimedia production. The fifth module included how multimedia application uses in different sector such as business, education etc. And the sixth and the last module is concentrated on 'project' which would be made by students. This is a hands-on training approach for this module. Very few universities being offered separate paper on multimedia. This paper makes strengthen the syllabus.

(g) News Editing

This paper has been divided into six modules. The first module introduces to students about organizational structure of editorial department. The second module of the paper highlighted on Various dimensions of writings. The third module included analysis of news and facts-figures. The fourth module gives introduction about how to write headlines and types of headlines. The fifth module highlighted on editing tools and techniques and the last module included such as page making, design, type set up etc. This paper provides students with adequate knowledge about various dimensions of news editing.

(h) Dissertation

Through dissertation students will practise the basic research. Some universities being offered and some do not offered dissertation. However, through this student will acquaint to the research process and it will be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

(i) Internship

For getting jobs, internship is most important part. Through internship students will have to learn about professional field. Doing intern at any organization, students may explore their interest and passion of specific field and enhance skills accordingly through hands-on training.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Department of Journalism and Mass Communication, University of Calicut, Kerala. Threats refers basically the external factors and it comes when students go into professional field and they are unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: South
Type of University: State
Osmania University, Telangana
Table:4.3.53
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introducing to Communication and Mass Media	1.Advertising 2.Social Sciences for Journalism 3.Public Relations 4.Telgu Journalism	
2.Reporting & Editing-1		
3.Basics of Electronic Media		
4.Practical		

Source: University Website

Table:4.3.54
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting & Editing-2	1.Integrated Marketing Communication 2.Publishing 3.Corporate and Organizational Communication 4.Magazine and Photo Journalism	
2.Media Law and Ethics		
3.Media Industry and Management		
4.Practical		

Source: University Website

Table:4.3.55
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Theory & International Communication	1.Electronic Media 2.Print Media	1. Freelance Journalism
2.Communication Research Methods and Applications		
3.Information and Communication Technologies and New Media		
4.Practical		

Source: University Website

Table:4.3.56
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Socio Economic Affair	1.Electronic Media-2 2.Print Media-2 3.Project Report 4.Writing for advertising and Public Relations	
2.Development and Rural Communication		
3.Digital Journalism		
4.Practical		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Public Relations

This paper has been divided into five unit. The first unit of the paper is focused on concept of public relations, scope and its dimensions. The second unit of the paper included PR publics, PR process etc. The third unit highlighted on various element of PR. The fourth unit is focused on structure and relations of PR. The fifth and the last unit of the paper is concentrated on PR 2.0. This paper provides various aspects of Public relations. Through this paper students may get adequate and in-depth knowledge related to PR.

(b) Media Industry and Management

This paper has been divided into five unit. The first unit of the paper is focused on functions of organizational structure of different media, particularly of newspaper & TV. The second unit of the paper highlighted on understanding media industry, ownership pattern. The third unit of the paper is focused on economic of different media. The fourth unit highlighted on strategy, execution and planning of programme production. The fifth and the last unit included the administration and programme management in media. This paper provides the proper understanding of media industry. Through this paper students will understand the proper functions of inner and outer media industry.

(**c) Integrated Marketing Communication**

This paper has been into five unit. The first unit introduce the basic concepts of Integrated Marketing Communication, vertical and horizontal marketing system. The second unit of the paper is focused on marketing objectives and product and brand strategies. The third unit of the paper highlighted on various advertising models. The fourth unit included the social marketing. The fifth and the last unit has covered the market and marketing research. All unit provide adequate knowledge related to

marketing and its allied field such as advertising. Through this paper students will understand the marketing and advertising strategies.

(d) Corporate and organizational Communication

This paper has been divided into five unit. The first unit has covered the nature and types of organizations second unit included the organizational structure, process and types of communication. The third unit highlighted the organizational culture and development. The fourth unit is focused on CSR. The fifth unit included the concept of public information and how-to disseminating information to Central Govt. and State Govt. This paper provides the in-depth knowledge related to corporate and its organization. Through this paper students will gain knowledge and skills of corporate communication.

(e) Communication Theory and International Communication

This paper has been divided into five unit. The first unit introduce the development the communication theory and mass communication society. The second unit included the different school of media and culture. The third unit is focused on news flow in different media. The fourth unit was highlighted to democratization of communication and concept of globalization. The fifth unit included the regional cooperation. This paper provides in-depth and adequate knowledge related to communication theory, models and different school of media and culture. Very few universities being offered this paper with diverse aspects of communication theory, models and their different dimensions.

(f)Communication Research Method and Applications

This paper has been divided into five unit. The first unit has covered the research method in social sciences, development of media research and types of media research. The second unit included the elements of research such as types of variables, concepts and construct, types of method. The third unit is focused on sampling procedure and overall sampling framework. The fourth unit included the statistical uses in research. The fifth and the last unit has covered the different area of research in media. This paper has covered the in-depth and adequate knowledge regarding research. Very few universities have covered up this type of paper. Through this paper students will gain and understanding research and media research.

(g)Information and communication Technology and New Media

This paper has widely covered the ICT and New Media. Basically, most of universities has covered ICT under the new media paper. But here both have been discussed separately. This paper has been divided into five unit. The first unit has covered the evolution of ICTs and New Media and basic introduction and development of internet. The second unit has discussed the concept of information society and information revolution. The third unit has covered the theories of social media, diffusion of innovation and social exchange. The fourth unit included the new media and society, Impact of new media on communication. The fifth unit highlighted on cyber security. This paper has covered the all aspects of ICTs and New Media.

Through this paper students will explore the adequate knowledge related to new media and ICT.

(h) Development and Rural Communication

Through this paper students will acquire the whole area of development and communication. This paper has divided into five unit. The first unit has covered the concepts of development and related theories. The second unit has covered the various models of development. The third unit highlighted the nature and concepts of development communication and what is the role of different media in development. The fourth unit is focused on rural communication and social change. The fifth unit included the communication extension such as agriculture. Through this paper students will know and understand the in-depth and adequate knowledge related to development communication. This paper makes strengthen the syllabus.

(i) Advertising

This paper has been divided the five unit. The first unit is focused to evaluation and growth of advertising, classification and types of advertising. The second unit included the Ad agency management and types of agencies. The third unit highlighted the types of copy, types of layout. The fourth unit is focused on various models related to advertising. The fifth unit is focused on media laws and ethics in advertising. This paper provides basic overall knowledge related to advertising.

(j) Social Sciences and Journalism

This paper gives in-depth knowledge in the field of social science which would be helpful in journalistic career. Through this paper students may know about functions and responsibility about states and central government, various government policies for development, our economy and issues related to planning. In addition, in this paper topic has been covered such as various dimensions of Indian society and what is the effect of globalization on Indian society as well as our relationship with neighbouring country. Very few universities being offered elective subject on social science and Journalism. This unique paper being offered by the only few universities.

2.WEAKNESS

(a) Introduction to Communication and Mass Media

This paper has covered the models and theories related to media. However, the paper' purpose is to introduce and acquaint the students with proper basic concepts of communication and mass media. However, there is no adequate models and theories have been covered. Models and theories should be taught as how-to implementation of models and theories. According to the researcher this paper appears slightly weak. It should be revised and updated. Thus, after overviewing the syllabus, researcher found that there is no much weakness has been diagnosed in the syllabus. This syllabus has maintained 'theoretical and practical' aspects. The syllabus has covered the contents with in-depth and adequate.

3.OPPORTUNITY

(a) Reporting and Editing-1

This paper has been divided into five unit. The first unit introduces the overall concept of news and news process. The second unit included how to generate ideas, developing stories and different types of reporting. The third unit highlighted on editing process of news reporting, role and function of editor. The fourth unit is focused on understanding the tool, technique and skills related to news reporting and editing. The fifth and the last unit included the basic principles of page design and page layout, understanding visual values for news. This paper has covered the various dimensions of news reporting. Through this paper students will get advantages to understand the entire process of news reporting and learn skills and interest at university level. When students will go into media field, this paper would be very helpful.

(b) Basic of Electronic Media

This paper has been divided into five unit. The first unit of the paper is focused on introduction to broadcasting, emerging trends in radio broadcasting. The second unit of the paper included all aspects related to radio programme production. The third unit highlighted on television programme production. The fourth unit included the programme format, how to write proposal and script. The fifth and the last unit is focused on shot division, editing, TV news production. This paper provides basic knowledge related to electronic media. Through this paper students may learn the skills how to make programme for TV and Radio.

(c) Reporting and Editing-2

In this paper, there are five unit. The first unit of the paper included the different issues such as consumer, agriculture, development etc. The second unit is focused on editorial writing: Concepts and Types. The third unit highlighted on how to write feature writing, book and film review. The fourth unit included the whole process of printing press. The fifth and the last unit is focused on basic principles of newspaper management. This paper has covered the all kinds of elements related to news reporting and editing. Through this paper students may understand the knowledge regarding news reporting and editing. This paper makes strengthen the syllabus.

(c) Telugu Journalism

If look into the syllabus of other universities'; very few universities being offered journalism paper in regional language. Through this paper students will get advantage to do get job in regional language media. In this paper, the unit has divided into five unit. The first unit has covered the basic history and development of Telugu Journalism. The second unit is focused to compare between prior Telugu journalism's content and design and contemporary status of the same. The third unit highlighted on reporting news, design and editing. The fourth unit highlighted to translation, language and style. How to edit and design magazine. The fifth unit included the overview of Telugu media such as Radio, TV, Newspapers etc. This paper gives an opportunity to students to make understanding about regional and local media.

(d) Publishing

Through this paper students will understand the whole process of publishing. In this paper there are five unit included: The first unit is focused about basic elements of publishing and types of publication. The second unit has covered the printing process and printing machine. The third unit highlighted on typography and its dimensions. The fourth unit included the publication and digitalization. The fifth unit is focused on publication and new media. This paper has covered the overall process of publication. Very few universities have covered these types of paper.

(e) Magazine and Photo Journalism

This paper has been divided into five unit. The first unit has covered the introductory part of magazine journalism, types of Journalism. The second unit is focused on writing process for magazine and how to write article and feature for magazine. The third unit is focused on content and writing style for different kinds of magazine and editing approaches. The fourth unit has covered the different dimensions of photography. The fifth unit highlighted on technical aspects related to photo journalism. Through this paper students will get adequate and in-depth knowledge related to whole process of magazine and photo journalism.

(f) Electronic Media-1 & 2

In this paper there are five unit have been covered. The first unit has covered TV production process. The second unit has covered the various dimensions of camera. The third unit is focused on how to write script for fiction and non-fiction. The fourth unit highlighted on TV news reporting and structure and process of news production. The fifth unit has covered the all stages of post-production. Through this paper students will learn and understand the entire process of electronic media. When students will go into media professional field, it would be very helpful to students. This provides an opportunity to students to learn and enhance their skills and interest through this in respective field.

(g) Print Media-1& 2

This paper has been divided into five unit. The first unit of the paper has covered the major trends of print journalism, Threats and Opportunities to newspapers. The second unit of the paper highlighted on contemporary practices of newspapers such as how to write lead news. The third unit covered the functions of desk. The fourth unit is focused on news editing. The fifth unit has covered the relationship between press and sociology. This paper has covered the in-depth and adequate functions of print media. Through this paper students may understand the proper work and function of print media at department level. This paper will help to students to learn the skills through 'hands-on training' method.

(h) Freelance Journalism

Very few universities have covered the paper on freelance Journalism. In this paper, there are five unit has covered. The first unit is focused on writing process for freelance Journalism and different genres for media writing. The second unit is

focused on how to write news for newspapers. The third unit highlighted on how to write for specialized audience. The fourth unit has covered the uses of visual in magazines and how to write and edit article, story, news for magazine. The fifth and the last highlighted about how to choose topic for freelance writing and content development for newspaper. This paper provides the entire process of how to do freelancing Journalism. This paper provides an opportunity to students, who will not willing to work in media professional field, but willing to write as a freelance writer. This paper provides whole process regarding Freelance Journalism.

(i) Socio-Economic Affairs

If look into the others' universities syllabus, they are less offered paper on Socio-Economic Affairs. This paper has been divided into five unit. The first unit is focused on basic structure and understanding of Indian constitution. The second unit highlighted to society, social justice, empowerment of marginalized section. The third unit is focused on economic issues and policies, development issues. The fourth unit is focused on understanding Indian economy and human development, concepts and trade issues. The fifth and the last unit has covered the current issues related to socio, economic and political. This paper provides the essential and adequate knowledge related to Socio, Economic and political which is very important for any journalists. This paper gives an ample opportunity to understand the Socio-Economic and political affairs.

(j) Digital Journalism

As we know Journalism facing challenges from new media. Hence, students should be taught about new media and digital Journalism. This paper has been divided into five unit. The first unit has covered the various dimensions of convergent Journalism. The second unit is based on Journalist' role in new media or digital era. The third unit highlighted on Content development for new media or digital media as well as audience analysis. The fourth unit is focused on how to create and design web pages. The fifth and the last unit included the media laws and ethics for digital media. In today circumstances this paper should be necessary to keep in the syllabus of mass communication and Journalism. Paradigm of Journalism has shifted towards digital. Therefore, this paper is very important. This paper gives an ample opportunity to understand the basic process and functions related to Digital Media.

(k) Writing for Advertising and Public Relations

This paper provides hands-on training in Advertising and Public Relations. This paper has divided into five unit. The first unit included the 'How to write persuasive writing' for different media. The second unit is focused on 'copy writing skills for different media'. The third unit highlighted on various types of writing for different media. The fourth unit has covered the various aspects of PR and writing approaches of PR. The fifth unit included the 'How to write for NGOs and Generating news coverage and how to pitching. It provides adequate knowledge and skills through hands-on training method. This syllabus separately provides the theoretical and practical paper for advertising and public Relations.

(l) Practical

If look into the others universities' syllabus, only few universities being offered practical paper in each semester. Apart from theoretical paper students will have an opportunity to learn their skills and enrich their interest with practicality. This paper makes strengthen the syllabus for external factors. Through this paper students may face market challenges easily.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Department of Mass Communication and Journalism, Osmania University, Telangana except there is no dissertation being offered to the students while it is important part of syllabus through which students may enhance their understanding regarding research. Threats refers to basically the external factors and it comes when students go into professional field and unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: East
Type of University: State
Patna University
Table:4.3.57
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Mass Media		
2Introduction to Journalism		
3.Public Relations		
4.Advertisement		

Source: University Website

Table:4.3.58
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Audio Journalism (Radio)		
2.Visual Journalism (TV)		
3.Development Communication		
4.Print Media		

Source: University Website

Table:4.3.59
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Technology and Management		
2.Reporting, Editing & Writing in Mass Media		
3.E-Journalism		
4.Photo Journalism		

Source: University Website

Table:4.3.60
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Research		
2. Indian Constitution and Media Laws		
3. Computer and its Application to Mass Media		
4.Rural and Environment Journalism		
5.Media and International Relations		

Source: University Website

SWOT Analysis

1. STRENGTH

(a) Media and International Journalism

For this paper there are five unit has been divided. The first unit has covered the developed journalism of the world. It has mentioned the topic/sub-topic such as emergence of press system across the world, Information policy of the world, status of media across the world. The second unit of the paper is focused on mode of international communication. It has included the topic/sub-topic viz. various role of media towards development, various policies regarding international communication. The third unit highlighted on UNESCO declaration of Mass Media. Under this unit the topic/sub-topic has been covered up such as to know equality of rights in social system and economic, through this also students will familiarize with freedom of expression. The fourth unit is focused on globalization of media and international relations. In this unit the topic/sub-topic included such as concepts of globalization as well as globalization in Asian countries, information and broadcasting method of International organizations. The fifth and the last unit has covered the international journalism and world journalism. It has included the topic/sub-topic such as role of world journalism and international relations. Changing scenario of world information and distribution system along with media laws and world journalism.

(b) Introduction to Mass Media

This paper has been divided into five unit. The first unit introduce about basic communication, models and theories related to communication. The second unit is focused on basics of mass communication, function and various theories related to mass communication. The third unit highlighted to mass communication and media. In this unit has covered different types of media through which process of mass communication possible. The fourth unit included the various types of barriers which comes in the way of communication. The fifth unit is focused on communication research. This paper has demarcated the category of communication and mass communication and topic/sub-topic has covered accordingly. This paper makes strengthen the syllabus. Through this paper students may get adequate and in-depth knowledge related to communication and mass communication.

(c) Public Relation

In this paper there are five unit has been covered. The first unit has covered the basics of public relations. It covers the characteristics of PR and what is role of PR in Journalism. The second unit highlighted on PR and Media. It focuses on relationship between PR and other media. The third unit focused on PR and its organization. The fourth unit included the PR process and consultancy. It covers the problem, planning, evaluation etc. The fifth unit is focused on PR and media laws and ethics. This paper has covered the proper process and functions of public relations. Through this paper students will understand the work of PR and its implementation.

(d) Development Communication

In this unit there are five unit has been covered. The first unit is focused on basic fundamentals knowledge related to development. It covers various theories of development and process as well as types of development. The second unit is focused on historical and Cultural dimensions of development communication. Apart from this, different models related to development communication. The third unit highlighted to types of development communication. The fourth unit included the development communication and its strategies. Its covers media planning, actions and media's selection for communication for development. The fifth unit is focused on the development Journalism. In this unit covers various aspects of development Journalism such as significance and relevance of development Journalism, writing for development Journalism. This paper has covered the broad area of development communication followed by basic and essential topic/sub-topics. For mass communication, it supposed to an important paper. After overviewing researcher found that this paper will provide adequate and in-depth knowledge related to development communication.

(f) Indian Constitution and Media Laws

In this paper there are five unit has been covered. The first unit is focused on Indian constitution and free press. The second unit included the media ethics and Law. It has covered the topic such as press and Indian citizen, code of conduct. In addition, it covers the pre and post independent press law. The third unit included the others press act and laws such as copy wright, official secrete etc. The fourth unit is focused to various legal provision of press such as PCI, Contempt of Court, defamation etc. The fifth unit highlighted on various legal body of press such as press commissions, social responsibility of press etc. This paper has covered the adequate and in-depth knowledge related to Media laws and Ethics. Very few universities have covered this paper with proper and essential topic/sub-topic in their syllabus. Through this paper students will get adequate and proper knowledge of press laws. This paper makes strengthen the paper.

2.WEAKNESS

(a) Introduction to Journalism

At master's level paper should be covered with various dimensions of subjects. However, this paper just providing surficial knowledge related Journalism. This paper

has divided into five unit. The first unit included the basics of Journalism. The second unit highlighted to introductory part of print media. The third unit has covered the basic introductory part of electronic media Journalism followed the topic meaning, definition and scope of Electronic Media. The fourth unit was focused on literary and cultural Journalism. In this unit the topic has mentioned such as historical background of literary Journalism and important literary magazine. The fifth unit has covered the history of Journalism in Indian and basic historical background of world. According to researcher this paper should be covered adequate topic/sub topic related to Journalism instead of basic introductory part Journalism. This paper should also be updated with hands on training skills through which student could understand the whole process of Journalism from beginning to last stages of Journalism of different kinds of media.

(b) Advertisement

As we know that advertising is one the most marketing oriented, so this paper should be prepared with demand and necessity of market. After overviewing the syllabus, the advertisement paper has covered with basics and introductory part of advertising. This paper has been divided into five unit. The first unit introduce about basics of advertisements. It has mentioned the definitions, concepts and basic elements of advertising. The second unit has covered the Classification and research of Advertisement on the basis of structure and space, demand, purpose etc. The third unit highlighted about advertising agency. It has followed by definition of advertising agency, function and types of advertisement. The fourth unit is focused on Advertisement Creation Process. Under this the topic has mentioned such as writing, design and layout of advertisement. The fifth unit included the Advertisement Laws, codes of ethics and related issues. As researcher has observed that the most unit of the paper talking about other issues while the topic/sub-topic has covered for other issues. Unit should be followed with topic/sub-topic. This paper seems to scattered, there is no relationship between unit and topic. On the other hand, some universities have covered this paper with adequate and in-depth content which is fulfil the demand of market. According to researcher this paper should be balanced between 'theoretical and practical'. In this paper there is lack of balance between theoretical and practical aspects of advertisements.

(c) Media Research

In this paper there is no much contents have been covered on media research as paper claim for that. Also, paper seems to scattered. There is no topic/sub-topic has been followed with sequentially. This paper has divided into five unit. The first unit has covered the concept of research. But the topic followed Importance of Media research as well as areas of media research. The second unit included the Tools and Method of Research. But the topic has followed with basic research method which is usually using in social science research. The third unit was focused on Techniques of research. This unit has covered sampling and research design under the aegis of Techniques of research. The fourth unit covered the Research with media. For this unit, the topic has covered such as Applications an Importance of media research. The fifth unit highlighted to Applications of Statistics. In this unit the topic has covered such as data analysis, interpretation, tabulation etc. According to researcher media research paper should be covered with various dimensions of applications and

research method as well as tools and techniques. Also, this paper should be distinguished with social science research and media research.

(d) Print Media

For this paper there are five unit has been covered. The first unit of the paper introduce the characteristic of print media, print media and their scope. The second unit is focused on newspaper. It covered the history of newspapers, characteristic of newspapers, types of newspapers. The third unit included the basic history and characteristic of magazine. The fourth unit highlighted the Organizational structure and Ownership of Newspapers. In this unit the topic has covered such as ownership of newspapers and news agencies as well as trend of newspapers pattern. The fifth unit highlighted the basics of print media. It has covered the topic such as publication division, PCI etc. After overviewing the paper researcher found that there is lack of adequate topic/sub-topic related to print media has been covered. At master's level, this paper should be covered with various dimensions and aspects of print media. In this paper basic historical background and characteristics of magazines and newspaper have been mentioned. Therefore, this paper makes weaken the syllabus.

3.OPPORTUNITY

(a) Computer and its applications to Mass Media

For Journalism students knowing computer is necessary. In this syllabus a paper on computer literacy has been mentioned. There are five unit has been divided for this paper. The first unit has covered the Introduction to Computers and Internet. For this unit the topic has covered such as fundamentals of computers, functions of computers and Internet. The second unit of the paper has covered the MS-word and Photoshop. Under this unit topic/sub-topic has been covered such as function and work of MS office as well as how to writing and editing text. In addition, basic fundamentals knowledge related to photoshop which is necessary in Journalism has been mentioned. The third unit of the paper included the Corel Draw and Power Point. It has covered the various dimensions of Corel Draw and power point presentation viz. different types of views and views manager, page layout and background as well as various components and elements of power point presentation. The fourth unit highlighted the Quark Xpress. Through this unit students will understand the how-to setting pages in Quark Xpress as well as how to creating and formatting documents. The fifth and the last unit of the paper included the proper work and function of adobe premiere. It covers the fundamentals of Video editing, various tools and techniques of editing and others work and functions of editing. This paper gives an ample opportunity to students to gain adequate and in-depth knowledge and skills related to computer and its others components as well as various dimensions of editing process.

(b) Media Technology and Management

For this paper there are five unit has been covered. The first unit of the paper included multimedia and production. In this unit the topic/sub-topic such as concepts and evolution of multimedia, various component of multimedia, graphics, video, text etc has been highlighted. The second unit of the paper is focused on multimedia production. In this unit topic/sub topic included such as process of multimedia

production. The third unit of the paper highlighted to elements and graphics art. For this unit, the topic/sub-topic has been covered such theory related to mass space, basics introduction to graphics, various types and its components. The fourth unit of the paper included the basics of managements and techniques of printing. In this unit topic/sub-topic included viz. principles of management, different approaches of managements. The fifth and the last unit of the paper has covered production and resource management. In this unit the topic/sub-topic included such as planning, scheduling and managements for production. Overall this paper provides in-depth and adequate knowledge related to media technology and managements. It gives an ample opportunity to students to gain and enhance their knowledge and skills.

(c) Reporting, Editing and Writing in Mass Media

In this paper, there are five unit has been divided. The first unit of the paper is focused on basics of news reporting. For this unit, the topic/sub-topic included such as objectives and sources of news reporting, various components of news reporting. The second unit highlighted to basics of news editing. It has included the topic/sub-topic such as basics principles of editing, role of news room editors. The third unit is focused on basics of writing in media. For this unit topic/sub-topic included viz. qualities of writing as well as various technical approaches towards writing in media. The fourth unit is focused on specialized reporting such as crime and court reporting, political reporting, sport reporting etc. The fifth and the last unit included the various dimensions of writing for media. For this, the topic/sub-topic included such as creative writing, various aspects of radio writing, feature writing and its components etc. After reviewing the paper researcher found that the paper has touched the overall aspects related to reporting, editing as well as writing for media. Through this paper students will gain practical knowledge and learn skills along with theoretical knowledge of each field. It gives an opportunity to students to acquaint the overall work and functions of reporting, editing and writing of media.

(d) E- Journalism

This paper basically the blends of various dimensions of new media. For this paper, there are five unit has been covered-up. The first unit of the paper provides students about basics of web Journalism. For this, the content has covered such as important technologies which is currently using in media. In addition, it has covered the characteristics of web Journalism, historical background of web Journalism. The second unit included the topic/sub-topic such as various techniques of Internet and web Journalism, web text, web document as well as different dimensions of digital media. The third unit highlighted to various dimensions of web news and their work and functions. The fourth unit is focused on making of web news. For it, the content has covered such as how to finding problems and gathering news, as well as how to editing for web news. The fifth unit of the paper included the ethics and different terms related to web Journalism. It has covered the topic/sub-topic such as media laws and ethics for web and online Journalism as well as students will be introduced with various terms of new media through which messages is disseminating. In the current situation new media and web Journalism are very important and demanding subject. Therefore, it gives an opportunity to understanding the basic work and functions of web Journalism.

(e) Photo Journalism

Through this paper students will know and understand the adequate knowledge and skills related to photo Journalism. This paper has been divided into five unit. The first unit of the paper is focused on basics of photo Journalism. In this unit the topic/sub-topic has covered such as elements of photo Journalism, characteristics of photo and photo Journalism. The second unit of the paper highlighted about photographs. It included the topic/sub-topic such as various techniques of photography and classification of photographs. The third unit is focused on technical aspects of photo Journalism. It covers the proper light and light setting in photography and others dimensions of camera. The fourth unit has covered about camera and photographs. In this unit topic/sub-topic has been covered such as different types of camera and different types of photography. The fifth and the last unit of the paper highlighted on commercial photography. This unit provides the skills related to effective photography for commercial using as well as for different types of media. This paper provides adequate and in-depth knowledge and skills related to whole process of photography. It gives an opportunity to students to enhance understanding and enrich their skills towards photography and camera.

(f) Rural and Environmental Journalism

If look into the other's universities syllabus, none of universities being offered paper on Environment and Rural Journalism. This paper gives opportunity to students to understand the knowledge and skills about how to do rural and environment Journalism and what is the scope it in media. This paper has divided into five unit. The first unit of the paper is focused on scope and nature of rural Journalism. It covers the different kinds of nature of communication such as folk culture, rural communication for development. The second unit has covered the basic concepts of environment and media. For this, the topic/sub-topic has been covered such as environment Journalism, environment communication and media, scope of environment Journalism. The third unit highlighted to Rural Journalism and social change. It covers the topic/sub-topic such as social change and new information revolution and what is role of rural journalism in development of village. The fourth unit of the paper highlighted on role of media in rural development. It covers the topic/sub-topic such as concept of rural development and rural communication. Apart from this in this unit also covered the important scope of rural development and problems facing in rural areas. The fifth and the last unit included the Environmental Journalism and World Environment. Under this unit topic/sub-topic included viz. Characteristic and functions related to Environmental Journalism as well as proper process of environment journalism. This paper provides the adequate knowledge and understanding in environmental journalism and its functions and various dimensions. It gives an opportunity to students to acquire knowledge through this paper towards environmental journalism.

(g) Audio Journalism (Radio)

This paper has been divided into five unit. The first unit is focused on basics radio such as characteristic of audio medium and historical background. The second unit included about various dimensions of radio. The third unit highlighted on different technical aspects of radio. The fourth unit included the whole process of radio

production. The fifth unit highlighted on how to write radio news bulletin and its ongoing current trends. If look into the other's universities syllabus, it is found that this paper rarely keeps in syllabus with entire process of radio and its aspects. This paper makes strengthen the syllabus. Through this paper students may gain adequate knowledge related to radio production.

(h) Visual Journalism (TV)

This paper has been divided into five unit. The first unit introduce the characteristic of audio-video medium. The second unit has covered the various aspects of writing for TV programme. The third unit focused on TV news editing, reporting and skills of anchoring. The fourth unit highlighted on TV production and direction. The fifth unit included the historical background as well as work and functions of Doordarshan. This paper has covered the proper work, functions and process of TV production programme. Through this paper students may understand the knowledge related to TV production.

4.THREATS

There are no much threats seems to reflects in the syllabus that which offered by the Department of Journalism and Mass Communication, Patna University, Bihar except dissertation and internship not being offered to students while it is important part of any syllabus through which students may enhance their understanding regarding research and may get job through internship. Threats refers basically the external factors and it comes when students go into professional field and unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: East
Type of University: State
Maulana Mazharul Haque Arabic & Persian University, Patna
Table:4.3.61
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Journalism and Mass Communication	1.Economics 2.Computer Application	
2.Reporting and Editing-1		
3.Writing for Mass Media		
4.Indian Govt. and Politics and International Relations		

Source: University Website

Table:4.3.62
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Audio-Visual Media	1.Economic Development and Planning in India 2.Enterpreneurship Development Programme	
2.Reporting and Editing-2		
3.Advertising		
4.Public Relations and Corporate Communication		

Source: University Website

Table:4.3.63
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Laws and Ethics		
2.Televison Production		
3.Radio Production		
4.Media Criticism		

Source: University Website

Table:4.3.64
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting and Editing-3		
2.Photo Journalism		
3.Development Communication		
4.Design and Graphics		
5.Research Project		

Source: University Website

SWOT Analysis

1.STRENGHTH

There is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of the syllabus the topic such as development communication, media criticism, TV production, Radio Production seems to makes paper strengthen. Through this paper students may gain theoretical as well as practical knowledge. Apart from this also being offered elective subjects such as Economics, Economic Development and Planning in India, Entrepreneurship Development Programme. Through this paper students can make their understanding about economics and development and how it is important for journalism.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there was no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of syllabus has been described or divided into topic/sub-topic'. Hence, it reflects the weakness of the syllabus

3.OPPORTUNITY

In this syllabus paper has included such as Reporting and Editing-1,2 &3, writing for mass media, photo journalism, design and graphics seems to make opportunities to students to learn their skills in various aspects of media. University also being offered interdisciplinary subjects. Through interdisciplinary subjects' students will enhance critical thinking towards media. There are less opportunities seems because there is less balance between 'theoretical and practical'. However, Theoretical and practical bridging the media academia and media industry.

4.THREATS

The Students or any institutions face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, there is less balance between 'theoretical and practical' appears. Apart from this, most of the unit of this syllabus has not been demarcated into topic or sub-topic. Also, there was no highlighted-on video editing, camera / videography, internship etc content. These kinds of papers are very important in journalism or film studies. Hence, after overview of the syllabus, there are some challenges and issues will be faced by the students in media professional field.

Zone: West
Type of University: State
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Table:4.3.65
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Principles of Mass Communication		
2.Development of Media		
3.Print Media-1(Reporting and Editing)		
4.Electronic Media (Radio and TV)		
5.Advertising and PR/Corporate Communication		

Source: University Website

Table:4.3.66
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Sustainable Development Communication		
2.Environmental Communication		
3.Media Laws and Ethics		
4.International Communication		
5.Media Management		

Source: University Website

Table:4.3.67
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media-2		
2.Radio		
3.Television		
4.Advertising		
5.Public Relations/Corporate Communication		

Source: University Website

Table:4.3.68
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Electronic and New Media Management & Technologies		
2.Inter-Cultural Communication		
3.Communication Research		
4.Dissertaion		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Development of Media

This paper has been divided into six unit. The first unit is focused on print media. It has covered the topic/sub-topic such as language and society, historical background of communication in India, Emergence of the Indian language press. The second unit has covered about Radio. It was focused on role of radio as a development communication as well as historical background of radio in India. Also, it has covered the AIR, FM. The third unit highlighted to television. Under this unit the topic/sub-topic has been covered up such as role of TV and Mass Communication, historical background of TV in India. The fourth unit included the films. In this unit the topic/sub-topic covered viz. role of films as a mass media, emergence of films in

India. The fifth unit focused on folk media. It has covered the topic/sub-topic such as traditional media and folk media of Maharashtra region. The sixth unit highlighted about new media. It covers the topic like development of new media and convergent media. This paper provides overall basic knowledge of various media like print, TV, radio, film and new media. This paper would be very helpful to students to understand the characteristics of different media. This paper makes strengthen the syllabus.

(c) Sustainable Development Communication

This paper has been divided into five unit. The first unit of the paper is focused on basic concepts of development. It includes the concepts, process and models related to development, various issues and problems in development as well as it focuses the various approaches of development. The second unit highlighted to development communication. Under this unit the topic/sub-topic has been covered-up such as role of theories and models of development communication, different types of strategies of development communication as well as policy related to development communication. The third unit of the paper is focused on agricultural communication and sustainable development. It covers the topic/sub-topic like agricultural extensions and various approaches, diffusion of innovation models in agricultural communication and sustainable development. The fourth unit of the paper has covered about development and rural extensions agencies. This unit has followed the topic/sub-topic such as problem facing in effective communication by government, semi government or NGOs. It also focuses the topic such as case studies for developmental programme. The fifth and the last unit of the paper highlighted to how to write development messages for rural masses. It focuses on writing styles and skills for rural communication and its various tools and techniques. This paper provides in-depth knowledge and skills about how to do effective communication for rural development and sustainable development. This paper makes strengthen the paper.

(d) Environmental Communication

For this paper the topic/sub-topic has been covered up such as concepts of environment and ecology, pollution and different types of pollution, what is role of ecology and conservation of ecosystems. It has more topic/sub-topic covered like environmental education and role of mass media and how to aware masses through the media. This paper also highlighted about role of various media in green journalism. This paper provides acquaint knowledge and skills of environment communication and how to do green journalism and what is role of mass media. In current situation very few universities have covered these types of paper in syllabus while this university has kept this paper in their syllabus. Through this paper students definitely would be benefited to understand the concepts and functions of environment communication. This paper makes strengthen the syllabus.

(e) International Communication

This paper has been divided into four unit. The first unit of paper is focused on political, economic and cultural aspects of international communication. It also includes the topic such as NWICO. The second unit has covered the topic/sub-topic such as relationship between communication and human rights, organizational structure and functions of international communication. The third unit highlighted to

new information technology and their impact on news flow, it has also mentioned other topic/sub-topic such as historical background along with process, status and effect of international communication. Last unit of the paper has highlighted to issues towards international communication. It includes the media system and democratizations and professional standards, international media institutions and organizations. This paper has covered the adequate knowledge related to international communication and its various dimensions. If look into the mass communication syllabus very few universities have offered this paper with high degree of knowledge towards international communication. This paper will be benefited to students to understanding the international communication. This paper makes strengthen the syllabus.

(f) Media Management

For this paper the topic/sub-topic has been covered such as basic principles and significance of media management. Also, it covers the media ownership pattern of India. In addition, it includes the organizational structure, hierarchy and function of various managerial department. More topic covers such as editorial response system, relations between economic and print & electronic media as well as planning and programme production execution, market survey research techniques. This paper included the diversified aspects of media management.

(g) Advertising

This paper has been divided into four unit. The first unit of the paper covers the basics concepts of advertising in which topic covers such as consumer behaviour, various factors of advertising, social group, cultural, sub-cultural group. The second unit of the paper included about brand management. It has covered the topic/sub-topic like concepts and development of brand management, brand equity, image, process of creative work, briefing advertising campaign. Also, importance of graphics in advertising. The third unit of the paper highlighted to media characteristics. In this unit the topic-sub-topic has been covered up such as media planning, source of media information, media scheduling along with analysing media information. The fourth unit has included the advertising research in which topic/sub-topic includes such as media as a decision-making tools, market and advertising research, media analysing research. This paper has covered the in-depth process and functions of advertising as well as marketing strategies. Through this paper students will get the advantages to understand the marketing strategies and advertising campaigning. This paper makes strengthen the syllabus.

(h) Inter-Cultural Communication

For this paper the topic included such as cultural institutions and its process, inter-cultural communication, cultural symbols of verbal as well as non-verbal communication. Comparison between eastern and western concepts of communication, languages and grammar of cultural communication. In addition, role of mass media in inter culture communication and barriers in inter culture communication. In this unit also describes how mass media play role in cultural manufacturing industry and role of traditional media in culture communication. This

paper provides whole process and function of cultural communication, inter-culture communication and role of mass media.

(i) Communication Research

This paper has covered the whole process of research followed every step of research. This paper covers the topic/sub-topic such as basics elements of research, various approaches to research as well as basic and fundamentals of research which is important in communication research. Other topic/sub-topic included such as different research design and its components. Apart from this various research method using in research such as case studies, survey method, observation method. In this paper also highlighted on proper tools and techniques of research and sampling method. On the one hand this paper covers the research (Social Science Research) while on the other hand it also focuses on media research. For media research the topic covers such as feedback study, feed forward study, exit polls survey, pre poll survey. This paper also covers the in-depth steps of reporting writing, data collection techniques and statistical uses in research. Through this paper students will understand how media research helps students in reporting coverages, audience survey. If look into the others universities' syllabus it found that there is lack of focusing on research steps. This paper provides adequate and in-depth knowledge of research as well as media research.

2.WEAKNESS

(a) Principles of Mass Communication

The agenda of this paper is to highlights the basics concepts of mass communication and its components. but there are no differences between communication and mass communication. The first unit of the paper was focused on nature, process and functions of communication. The second unit of the paper included the models of communication, but not adequate models related to communication have been covered. The third unit provides knowledge related to theories which is applying in media. But in this paper has not been covered the theories of media from the diversified filed such as psychology, sociology. The theories included in this unit are focuses merely to four press theories and media system. And the last unit was focused on issues related to media monopoly. So, at first sight it seems that the paper is scattered, it should be followed the main purposes or agenda of the paper. According to the researcher this paper should be revised and should be mentioned relevant topic/sub-topic of mass communication.

(b) Media Laws and Ethics

This paper has been divided into three unit. The first unit has covered the basics knowledge of constitution of India. It includes the basic fundamental rights, freedom of expression, directive principles of state policy. The second unit claims the agenda regarding specialized press law, but it focuses the historical background of different press act. It does not include the relations between press laws and various media reporting. Under this unit students should be acquainted about how to follows media laws while reporting for various beat of media. The third unit of the paper focuses on ethics related to media. It includes issues and challenges such as communal writing,

sensational journalism. This paper does not cover the in-depth knowledge related to press laws and ethics. If look into the media laws and ethics paper of others' universities then comparatively this paper seems to weaken. This is very important and essential paper. Hence, it should be updated and revised. In this paper should also be included the topic which is generally using in media field. This paper makes weaken the syllabus.

(c) Electronic Media (Radio and TV)

The main agenda of the paper is radio and television. But this paper has scattered from its own path and has mentioned topic such as internet as a medium of communication, internet characteristic. It covers the more topic/sub-topic such as infrastructure, content and news flow on internet, how to access personal computers, newspapers, magazine. This paper does not divide the unit into television and radio. According to the researcher this paper should be followed first unit on television and television production while the second unit should be followed on radio and radio production. This paper not providing adequate and in-depth knowledge of electronic media.

(d) Advertising and Public Relations/Corporate Communication

This paper has covered the shallow contents of advertising. In this paper the topic/sub-topic has been covered such as evaluation, growth and development of advertising, classification of advertising, relations of socio-economic effect and advertising. Apart from this it covers the more topics like specialized department of advertisement, media planning, client related issues, media briefing. Also, in this unit topics included such as media laws applying in advertising and various bodies of advertising agencies. As we know advertising is a market-oriented paper and this paper does not fulfil the adequate requirement of advertising market. On the other hand, under this unit other paper offered to students on public relations and corporate communication. In this paper, the topic/ sub- topic has focused on public relations. There is no topic/sub-topic has been covered related to corporate communication.

(e) Public Relation/Corporate Communication

This paper has been divided into five unit. The first unit of the paper has covered the strategies of public Relations/Corporate communication, Relevance of Public Relations or Corporate Communication, Role of Public Relation or Corporate Communication in Crisis Communication. Similarly, the second unit has covered up topic/sub-topic such as various stakeholders and media selection. This unit also focuses on how to building corporate identity. The third unit of the paper is focused on media relations, press brief, role of technology in public relations or corporate communication. The fourth unit of this paper has covered up media mix, uses of electronic media for public relations or corporate communication. And the last unit of the paper has focused on corporate social responsibility, house Journals. In this paper, there are basic topic/sub-topic has been covered up. No one unit has fully covered the public relation's topic/sub-topic and corporate communication's topic/sub-topic. According to researcher, this paper should be fully concentrated either on public relations or corporate communication. Due to surficial or basic topic/sub-topic of this paper reflects the weakness of the syllabus. This paper should be revised and add

more contents according to name of the paper i.e. public relations/Corporate Communication.

(f) Electronic and New Media Management Technologies

For this paper there are five unit has been divided. The first unit of the paper has covered about structure and concept of media and communication, importance and development of new media as well as basic editing process. The second unit of the paper is focused on development of new media, convergence of media, new media industry and its present and future scenario. In this unit content included such as new media advertisements, e-learning, e-education. The third unit focuses on new trends of print technology. In this unit topic/sub-topic has covered such as types of printing, composing elements, advance printing technology, role of computer towards desk top publishing. The fourth unit covers the topic such as cyber Journalism. It includes the online editions of newspapers, online editing, e-publishing, political, legal and ethical issues related to IT. The fifth and the last unit has covered topic/sub-topic such as LAN, MAN, WAN, E-mail, Web etc. As we saw the paper's main agenda is electronic and new media management technologies, but the other kind of contents as well as topic/sub-topic have been covered which is not relevance and fulfil the agenda of the paper. This topic/sub-topic seems to scattered from its own path and reflects weakness of the paper.

3.OPPORTUNITY

(a) Television

This paper has been divided into five unit. The first unit of the paper has covered to visual communication. It includes topic/sub-topic such as how to communicating through photography and video shooting. It also covers the basic aspect of camera. The second unit of the paper was focused on basic of TV production. It covers the in-depth area of TV and its various aspects such as TV lighting, how to use reflectors, video editing techniques, various aspect of studio production, formats of TV programs, corporate video production and digital production. The third unit of the paper covers related to writing for television. For this unit, topic/sub-topic has covered such as how to writing for video format, TV news writing, how to write for TV program production. The fourth unit of the paper focuses on various aspect of television reporting. It covers the topic/sub-topic such as visualizing news, electronic news gathering (ENG), how to conduct interview, editing news packages and various kinds of reporting such as economic reporting, sports reporting, human interest stories etc. The fifth and the last unit of the paper focuses on how to news editing for television. In this unit the various aspects have been covered such as planning and production of news program, how to write lead news, how to write headlines, how to face camera and how to conduct field interview. This paper provides opportunities to students to learn skills related to wide area of television as well as its technical aspects. According to interest area students may enrich and enhance their skills and when they will go into media field, it will be helpful to students. It provides an ample opportunity to students and strengthen the paper.

(b) Radio

This paper has been divided into five unit. The first unit of the paper focuses on Radio Journalism and programme production. It includes the topic/sub-topic such as various radio programme production, production technologies, various aspects of audio and sound recording, radio feature production, radio documentary production etc. The second unit of the paper has covered the area of writing foe radio. It includes the topic/sub-topic such as spoken language writing, writing for various radio programme, writing for radio commentary. It also focuses on how to structuring radio copy, how to editing agency copy, how to write intro. The third unit of the paper is focused on field reporting, various aspects of reporting such as investigating reporting, voice dispatches, radio reporting structure and radio commentary. The fourth unit of the paper included the topic/sub-topic such as voice modulation, pronunciation, digital techniques for radio. The fifth and the last unit of the paper highlighted on Audience and survey research as well as role of audience research towards enrichment of radio programme production. This paper gives an opportunity to students to understand the radio programme production and learn skills related to radio production. In the field of radio this paper will be very helpful to students.

(c) Print Media-1(Reporting and Editing)

This paper has covered the two aspects of print media such as reporting and editing. For reporting, the topic/sub-topic has been covered up viz. investigating reporting, basics concepts of interview, political reporting, diplomatic reporting etc. Also, it highlights the specialized or exclusive reporting. The second unit that is based on editing. Under this unit the topic/sub-topic has mentioned like proper editing process and its various components, editorial department set-up, page making and layout process. Through this paper students will get the adequate knowledge regarding work and functions of print media. This theoretical as well as practical papers makes strengthen the syllabus.

(d) Dissertation

Through dissertation students will practises the basic research. Some universities being offered and some do not offered dissertation. However, through dissertation, student will acquaint to the research process and it will be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

4.THREATS

There are some sort of threats seems to appear in the syllabus that which offered by the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Threats refers basically the external factors and it comes when students go into professional field and they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus should keep balance between 'Theoretical' and 'Practical'. There is lack of practical aspects has been covered in this syllabus.

Zone: West
Type of University: State
University of Mumbai
Table:4.3.69
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Theory		
2.Media Economics		
3.Reporting & Editing		
4.Media Criticism		

Source: University Website

Table:4.3.70
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Television Studies		
2.Introduction to Film Studies		
3.Introduction to Media Research		
4.Ethics, Constitution & Media Laws		

Source: University Website

Table:4.3.71
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Media Production		
2.Advance Media Research		
3.Interdisciplinary/Cross-Disciplinary		
4.Public Relations Theory & Practices		
5.New Media		

Source: University Website

Table:4.3.72
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Interdisciplinary/Cross-Disciplinary		
2.Media Research Analytical Skills		
3.Media Culture		
4.Dissertation		

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussed the syllabus and its topic/sub-topics, but if overviewing the syllabus, the topic such as media economics, media criticism, advance media research, advance research analytical skills. This paper seems to provide adequate knowledge and skills to students. This paper makes strengthen the syllabus. Apart from this, University of Mumbai also offered interdisciplinary/Cross-Disciplinary paper. Through this paper students will acquire additional knowledge of other discipline which is necessary while very few universities being offered interdisciplinary/cross-disciplinary courses.

2.WEAKNESS

It is very difficult to talk about 'weakness of the syllabus', because there was no demarcation of topic/sub-topic. Therefore, at first sight it reflects the weakness of the syllabus that is 'none of unit has been described or divided into topic/sub-topic'.

3.OPPORTUNITY

This paper provides an opportunity to students related to Introduction to Film Studies, Introduction to T.V. Studies, Media and Culture, Public Relations and Practices and Dissertation. These papers seem to unique through which students will understand the adequate knowledge of media and its various aspects.

4.THREATS

In this syllabus, there are some threats have been diagnosed. Threats refers to the external factors and it comes when students go into media professional field and after that they do not fulfil the demand of media industry. Through SWOT analysis researcher found that syllabus should be revised with balance between 'theoretical and practical'. There is lack of practical aspects has been covered by the syllabus.

Zone: West
Type of University: State
SRTM, Nanded
Table:4.3.73
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Basics of Communication		
2.News Reporting		
3.Introduction to PR & CC		
4.Advertising for Radio & TV		
5.Information Technology & Journalism		
6.Seminar		

Source: University Website

Table:4.3.74
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.ICT Application in Media		
2.Basics of Communication		
3.Print Media Design and Graphics		
4.Electronic Media		
5.Development Communication		
6.Seminar		

Source: University Website

Table:4.3.75
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.News Editing		
2.Media Research Method		
3.Radio Journalism		
4.Broadcast Journalism		
5.Media Management and Law		
6.Seminar		

Source: University Website

Table:4.3.76
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research		
2.Advertising		
3.Specialization- **(a) Film Studies** **(b) Environment Journalism** **(c) Advance Public Relations** **(d) International Communication**		
4.Advanced New Media		
5.Dissertation		
6.Seminar		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Basics of Mass Communication

The main agenda of the paper is to acquire understanding of mass communication and its process. Also, through this paper student become aware from the effects of mass media and its effects on society. Apart from this, it highlights the theoretical aspects of mass media as well as students learn the skills and practices in the field of mass media. This paper has been divided into six units. The first unit of the paper has

included the topic/sub-topic such as rise of mass communication, media as a social institution, development of media technologies, development of communication models, mass communication modernity etc. The second unit of the paper included the topic/sub-topic such as role and functions of media, theories related to mass communication, media norms etc. The third unit of the paper has highlighted the topic/sub-topic such as media content, gate-keeping. cultural production, representation, how to analysing media content etc. The fourth unit of the paper focuses to media convergence, technological dimensions, economic dimensions, socio-cultural dimension etc. The fifth unit of the paper focuses to political communication. It includes the topic/sub-topic such as media as a source of political power, modernity and political thought, public relation and propaganda, post-independence movements etc. The sixth and the last unit of the paper is focused on International and Political Communication. It focuses to NWICO, ownership, media imperialism, war and conflict etc. After reviewing the paper, researcher found that all unit gives adequate and in-depth knowledge as paper has claimed. Through this paper students will gain and understand the whole process of mass communication. Thus, these all units make strengthen the paper.

(b) Development Communication

The main agenda of the paper is to introduce role of communication in socio-economic development as well as this paper give to students about basic knowledge of communication and development. Apart from this, it also focuses how new trends of development help communication system. For this paper, there are five unit has been divided. The first unit is focused to 'Development'. For this unit, the topic/sub-topic has included such as concept and meaning of development, socio-economic approaches, various characteristics of development. The second unit of the paper highlighted on 'Development Communication'. It includes the topic/sub-topic such as concept, definitions, process, theories related to development communication. Also, it focuses the role of media in development communication, socio-cultural and economic barriers. The third unit of the paper is focused on Agricultura Communication, rural development, various approaches in agricultural communication models. The fourth unit of the paper highlighted on 'Development Support Communication'. It included the topic/sub-topic such as health, education and society, formal and non-formal education, right to education, human resource development. The fifth and the last unit of the paper has incorporated the topic/sub-topic such as 'Environment and Development'. For this unit, the topic/sub-topic included such as sustainable development, alternative to communication, issues related to development like water, shelter, food. After reviewing the paper researcher found that there are adequate and in-depth topic/sub-topic has been incorporated. Through this paper student will understand the development communication and its approaches and how to implements it for socio-economic-cultural sphere. Therefore, this all aforesaid units make strengthen the paper.

(c) Communication Research

The main agenda of the paper is to introduce the basic concept of research as well as explain to scientific research. Apart from this, students will know the various scientific method and social science research principles. Also, this paper has introduced the topic/sub-topic such as various research approaches, data analysis

method in media research. There are five unit has been divided for this unit. The first unit of the paper has incorporated the topic/sub-topic such as basic definition and elements of research, scientific approaches, various communication theories, role and importance of communication research, basic and applied research, descriptive, exploratory, experimental research etc. The second unit of the paper included the topic/sub-topic such as communication research method, survey method, case studies, focus group, sampling framework etc. The third unit of the paper has emphasised on 'Media Research'. For this unit, the topic/sub-topic has incorporated such as evaluation, feedback, feed forward, public opinion, market research in media etc. The fourth unit of the paper included the topic/sub-topic such as report writing, data analysis technique, statistical analysis, test of reliability and validity, preparation of dissertation or project report etc. The fifth and the last unit of the paper included the topic/sub-topic related to media research ethics. All unit as well as topic/sub-topic incorporated adequate and in-depth contents related to communication research. Through this paper students may understand the communication research and how to implements communication research. This unit and topics make strengthen the paper.

(d) Film Studies

This paper has been divided into four unit. The first unit of the paper has emphasised on 'Basic of Cinema'. For this unit, topic/sub-topic included such as definition of cinema, relationship in arts, music, dance, theatre etc. The second unit of the paper is focused on 'Visual Literacy'. For this unit, the topic/sub-topic included such as vocabulary of film, frame composition, film medium expression tools, uses of lighting and camera movement. The third unit of the paper is focused on 'Film styles and genres. For this unit, topic/sub-topic incorporated such as Image and Editing, different genres, image and narrative structure of film, format of fiction, non-fiction etc. The fourth unit of the paper is focused on 'film history'. It includes the topic/sub-topic such as development of film in India, Indian Cinema and veteran director, regional cinema (Specifically focused on Marathi cinema). The fifth and the last unit of the paper is focused on 'Film Studies'. For this unit topic/sub-topic included such as film appreciation, censorship, film institutions, film society movements etc. After reviewing the paper researcher found that all unit has covered-up the adequate and in-depth topic/sub-topic. Through this paper students may understand the film studies with theoretically and practically as well as getting specialization in film studies. This all unit as well as topic/sub-topic make strengthen the paper.

(e) Environment Journalism

This paper has been divided into six unit. The first unit of the paper is focused on 'Environment and Development'. For this unit, topic/sub-topic included such as basic of concepts of environment, local and global issue related to environment, sustainable development etc. The second unit of the paper is focused on 'National Perspective'. For this unit, topic/sub-topic incorporated such as India's natural environment policy, Role of NGOs, Environment protection, public interest and awareness related to environment. The third unit of the paper is focused on 'Climate Change'. For this unit, topic/sub-topic included such as global warming, climate change, IPCC, Kyoto protocols, how to reporting for climate change etc. The fourth unit of the paper highlighted to 'Biodiversity'. For this unit, topic/sub-topic included such as definition of biodiversity, natural habits, issues related to diversity, how to reporting for bio-

diversity. The fifth unit of the paper is focused on 'Water pollution and Waste management. The sixth and the last unit of the paper emphasised on 'Environment and Energy'. For this unit, topic/sub-topic has incorporated such as energy and development, environment pattern, renewable energy, issues related to health and safety. After reviewing the paper researcher found that very few universities have offered environment journalism (for specialization paper). This paper has incorporated adequate and In-depth contents related to environment. Through this paper students may learn and understand the environment journalism. Hence, this unit as well as topic/sub-topic make strengthen the paper.

(f) International Communication

There are five unit has been divided for this paper. The first unit of the paper has included the topic/sub-topic such as various dimensions of international communication like socio-economic-cultural, NWICO, disparities between internal, regional and international etc. The second unit of the paper has incorporated such as communication and human rights, various international news agencies, critical aspect of western news value. The third unit of the paper highlighted the topic/sub-topic such as impact of ICT on news flow, role of UNESCO and news flow, MacBride commission's report etc. The fourth and the last unit of the paper included the topic/sub-topic such as various issues related to international communication and interactive media system, globalization and its effects on media system, international media institutions and organization etc. After reviewing the syllabus of different universities, it found that very few universities have offered 'International Communication for specialization' with adequate and In-depth contents. This paper gives a chance to students to understand International communication and to get specialization in International communication. Thus, all unit as well as topics/sub-topics have been covered make strengthen the paper.

(g) Advance New Media

The agenda of the paper is to encouraging students and evaluated on the basis of understanding of social involvement as well as social media campaigning. Also, this paper encouraging students towards demonstrating skills and interest related to new media. Apart from this, this paper also emphasized on in-depth study of cyber media like ethnography study of social-media. For this paper, there are four unit has been divided. The first unit of the paper included the topic/sub-topic such as mapping the characteristics of new media, basic principles of new media, issues facing by users to representation and reproduction, new media economy etc. The second unit of the paper highlighted the topic/sub-topic such as understanding new media technology, distinguish between analogue and digital media, different kind of social media platforms etc. The third unit of the paper included the topic/sub-topic such as Impact of new media on Mass communication and Journalism, role of Journalism in the era of new media, new trends of online Journalism, how to writing for new media. Similarly, the fourth and the last unit of the paper included the topic/sub-topic such as ethical issues related to online Journalism, ICT and Social inclusion, Cyber culture etc. This paper has covered-up the adequate and In-depth contents of New Media. Through this paper students may learn the skills related to new media and online Journalism. Thus, all unit as well as topic/sub-topic make strengthen the paper.

2.WEAKNESS

(a) Basics of Public Relations and Corporate Communication

The main agenda of the paper is to deal with adequate work and functions of PR & CC. But the unit of the paper is focused on basics concepts and definition of public relations and corporate communication. This paper supposed to important in media studies, so this paper should be highlighted with adequate and in-depth contents of public relations and corporate communication. For this paper, there are five unit has been divided. The first unit of the paper is focused on corporate communication and its concept and scope. Also, it includes how to image building through PR & CC. The second unit of the paper included the topic/sub-topic such as types of business communication, verbal communication, cross-culture communication. The third unit of the paper is focused on understanding of corporate communication, employee communication, how to writing for media. Similarly, fourth unit of the paper is focused on brand promotion in corporate communication and crisis communication. Fifth and the last unit of the paper highlighted on definition and scope of public relations, work and functions of public relations in India. Also, this paper has highlighted on concepts and definition of public relations and corporate communication. According to the researcher, this paper should be revised and updated with adequate and acquaint contents related to public relations and corporate communication.

(b) Advertising for Radio and TV

Swami Ramanand Teertha Marathwada University (SRTM), Nanded being offered paper of advertising for Radio and TV., but the unit of the paper has highlighted to knowing importance of advertising in Media and effect of the advertising on society as well as types of advertising. In this paper, there is no separate discussion about advertising for radio and advertising for TV. The paper has divided into five unit. The first unit of the paper is focused on origin, development and meaning of advertising. It included the topic/sub-topic such as advertising agencies, structure of ad-agency. The second unit of the paper highlighted about role of advertising. It included the topic/sub-topic such as types of advertising, steps of advertising planning, role of advertising. The third unit of the paper is focused on advertising design and principles. It included the topic/sub-topic such as types of advertising, background of advertisement. The fourth unit of the paper is focused on advertisement layout. It focuses to advertising design, types of design, principles of good layout as well as principles of good advertisement. Last unit of the paper highlighted to role and effect of advertisement. It included the topic/sub-topic such as negative and positive effect of advertisement. It also focuses to advertising media mad its development.

(c) Introduction Technology and Journalism

The main agenda of the paper is to introduce information technology and improvement in Journalism as well as how to uses and access IT in Journalism. But the unit of the paper mostly focused on Introduction of computer and its work and functions. The paper has been divided into five unit. The first unit of the paper is focused on fundamentals of computers and Information Technology. For this unit, topic/sub-topic has included such as Introduction to computer, ASCII, UNICODE,

computer configuration, MODEM, TCP/IP, FTP etc. The second unit of the paper highlighted to computer hardware and software. For this unit, the topic/sub-topic has included such as hardware of computers, types of memory, computer software, operating system etc. The third unit of the paper has included about operating system. In this unit, topic/sub-topic included such as Introduction to operating system, types of operating system, UNIX, LINUX, Android, Control Panel, Recycle Bin etc. Similarly, the fourth unit of the paper highlighted to search engine, its functions, famous search engine. The last unit of the paper is focused on Internet, Emails, mobile communication. For this unit, the topic/sub-topic included such as concepts and meaning of Internet, history of Internet, Application of the Internet etc.

(d) Basics of Communication

The main agenda of the paper is to understand early communication system of India, to know and understand the work culture of print media as well as relation between print media and folk media. But the unit has deviated from its agenda. In this paper unit has included such as models and theory related to communication. Cinema from beginnings to talkies, studio system etc. For this paper, there are five unit has been divided. The first unit of the paper is focused on nature and process of human communication, functions of communication, verbal and non-verbal communication etc. The second unit of the paper highlighted to basics models and theories related to communication. The third unit included the topic/sub-topic such as nature and process of mass communication, media of mass communication. Similarly, fourth unit of the paper is focused to mass media, history of mass media, Journalism, tabloids and yellow Journalism, news agencies in India. The fifth and the last unit of the paper highlighted to cinema, from beginnings to talkies, studio system et cetera. In addition, it includes the topic/sub-topic such as impact of cinema on society. After reviewing the syllabus, it found that there is no relation between paper's main agenda and the units of the paper. Most of the units as well as topic/sub-topic has deviated from the main agenda of the paper. Thus, due to this reason it makes weakens the paper.

(e) ICT Application in Media

The main agenda of the paper is to introduce information, ICT and its management to the students as well as to aware about the security. It is also focusing to makes students capable to applying the ICT. But the all unit of the paper focuses to the basic computer knowledge along with uses and access. There is no relation between ICT and Media. This first unit of the paper is focused on 'information Management'. This unit has followed the topic/sub-topic such as data vs. information, basic file system, hierarchical file system, logical file system etc. The second unit of the paper is focused to information exchange. It has followed the topic/sub-topics such as LAN, WAN, MAN, tools and technology, electronic mails, document sharing, USB Net Setter. The third unit of the paper is focused on security. It highlighted the topic/sub-topics such as authentication and authorization of Network security, definition of security, E-mail security, types of virus, web security etc. The fourth unit of the paper is focused to 'Internet Standards and Internet Security'. In this unit, the topic/sub-topics included such as standardization process, LAB, Standard categories, NIC, ISO etc. The fifth unit of the paper highlighted to cyber Journalism and cyber law. It has included the topic/sub-topics such as Introduction to cyber law, case studies, Cyber Journalism, Electronic News. Sixth unit of the paper is focused to social Networking.

For this unit, the topic/sub-topics has followed such as social quotient, social Networking site etc. The seventh and the last unit of the paper focuses to Hacking and its procedure. For this, the topic/sub-topic has followed such as hacking method, types of hacking as well as advantage of hacking.

(f) Electronic Media

There are four unit has been divided for this paper. The first unit highlighted to 'Introduction to Radio'. The second unit of the paper is focused on 'Introduction to Television'. The third unit focuses to 'Comparing TV and Radio'. Similarly, fourth and the last unit of the paper highlighted to 'Introduction to New Media'. All units have incorporated to basic historical background of TV, Radio and New Media. For this paper, researcher's opinion is, for master's level, this paper supposed to very important and through this paper students may choose their interest of area as well as they enhance and enrich their interest of area. This paper should be revised and should be included adequate and in-depth topic/sub-topic related to all aspects of electronic media. Thus, after reviewing the all units, the topic/sub-topic reflects the weakness of the paper.

(g) Media Research Method

The main agenda of the paper is to introduce students to understanding research approaches as well as tools and techniques. Also, students will understand the scope and technique of media research. There are five unit has been divided for this paper. The first unit is focused on 'What is Research'. For this unit, topic/sub-topic has been included such as characteristics of scientific research, relevance and nature of media research, research procedure, hypothesis, elements of research. The second unit of the paper highlighted to 'Quantitative research method'. This unit incorporated the topic/sub-topic such as interpreting quantitative data, field observation, focus group, intensive interviews. The third unit of the paper has focused on 'Quantitative research methods. For this unit, the topic/sub-topic has been incorporated such as various methods of research such as content analysis, survey research, longitudinal research, descriptive research, experimental research etc. The fourth unit of the paper has focused on 'Sampling'. For this unit, topic/sub-topic included such as population and sample, probability and non-probability, Introduction to Statistic etc. The fifth unit of the paper highlighted to 'Allied Issues'. It includes the topic/sub-topic such as research ethics, research report writing, bibliography. In this paper, the unit has deviated from its own path and followed basic of research while some topic/sub-topic incorporated adequate and in-depth. After reviewing the paper, researcher's opinion is, this research methodology paper should be followed step-by-step research method, methodology, sampling method and then highlighting to media research, its procedure and how-to implication of it etc. Due to scattered of unit, it reflects weakness of the paper.

(h) Media Management and Media Law

This paper has incorporated basic media management and basic media law. But all unit are emphasised on basic introduction of media management and media law. There are five unit has been divided for this paper. The first unit of the paper is focused on 'contemporary media scenario'. For this unit, topic/sub-topic has been

included such as digital technology, new technology, consumer behaviour. The second unit of the paper is focused on 'Introduction to Media Management'. For this unit, topic/sub-topic has been incorporated such as organizational structure of print media, human resource management, ownership of media houses etc. The third unit of the paper has emphasised on 'Economics of print and electronic media'. For this paper, topic/sub-topic has been included such as legal and financial aspects of media management, revenue generation strategy, production costs, advertising strategy etc. The fourth unit of the paper is focused on 'constitution of India'. For this paper, topic/sub-topic included such as freedom of speech, fundamental rights, procedure of legislative and parliamentary reporting. The fifth and the last unit of the paper highlighted to history of media laws, various acts of media etc. According to researcher, for master's level programme this paper should be introduced with adequate and in-depth topic/sub-topic related to media management and media law also both of paper should be offered separately. So, after reviewing the paper researcher found that there is only introductory part of media management as well as media laws related topics have been incorporated. That's why through this paper students will not achieve adequate and in-depth knowledge and understanding in media management and media law. Thus, this all unit and topic/sub-topic reflect the weakness of the paper.

3.OPPORTUNITY

(a) Print Media Design and Graphics

The main agenda of the paper is to introduce print media and develop designing skills to students. Apart from this, it also introduces Graphics skills. This paper is based on 'Hands-On Training' and all units has followed it. There are ten unit has been divided. The first unit is focused on 'Introduction to Print Media'. For this unit, the topic/sub-topic has been included such as basics of print media, style, newspaper contents etc. The second unit of the paper highlighted to 'Designing'. For this unit, the topic/sub-topic included such as line, shapes, drawing technique, design principles, design process, Graphics standard, display process etc. The third unit of the paper is focused on 'Document'. Similarly, fourth unit of the paper highlighted to 'Graphics Applications', fifth unit focuses to 'CorelDraw', seventh unit is focused on 'Photoshops'. Eighth unit of the paper is focused on 'Adobe InDesign'. Ninth unit of the paper highlighted to 'Adobe Effects' and tenth unit of the paper is focused on HTML, DHTML, XML etc. This paper gives an opportunity to students to understand the skills related to aforesaid topic/ sub-topic has discussed. In media professional field this paper will be very useful. So, through this paper students may find theirs interest of area and enhance and enrich skills of interest.

(b) News Editing

The main agenda of the paper is to enhancement and improve the language skills as well as it highlights what skills is require for a sub editor. There are six unit has been divided for this paper. The first unit of the paper is focused on 'Newsroom'. For this unit, the topic/sub-topic included such as organization of a traditional newspapers, structure of an editorial department, edition planning, editors as a policy maker etc. The second unit highlighted to 'role of a sub-editor'. For this unit, the topic/sub-topic has been incorporated such a function of a sub-editor, role of editor for news -desk,

basic editing tools, sorting and selection of news etc. The third unit of the paper emphasises on 'Copy and Schedule'. For this unit, topic/sub-topic included such as fact checking for accuracy, how to correcting language, types of headlines, writing headlines etc. The fourth unit of the paper is focused on 'Newspaper Design'. For this unit, topic/sub-topic has been incorporated such as functions of design, integration of content and presentation, principles of newspaper design, page organization etc. The fifth unit of the paper highlighted to 'Photojournalism'. For this unit, topic/sub-topic has been incorporated such as concept of photojournalism, power of visual, attribute of photography, attribute of a news photo etc. The sixth and the last unit of the paper is focused on 'Convergent Newsroom'. For this unit, topic/sub-topic included such as new media and convergence, impact on newsroom, change in media management etc. After reviewing the paper, all units along with topic/sub-topic have incorporated which is based on 'Hands-on Training'. Through this paper, students will gain skills related to their interest of area and also it will be very useful for those students who willing to go into media professional field. Therefore, this paper gives an ample opportunity to students to enhance and enrich skills related to field of interest.

(c) Radio Journalism

The main agenda of the paper is to introduce the terminology and concept of Radio Broadcast. Also, it gives to students to understand the Indian Radio Industry as well as create awareness of development of Radio Broadcasting and Current Trends. There are five unit has been divided for this paper. The first unit of the paper is focused on 'Production Technology'. It includes the topic/sub-topic such as audio recording, editing software, Internet Radio, Webcasting-Podcasting etc. The second unit of the paper highlighted to 'All Indian Radio (AIR)/Akaswani. For this unit, the topic/sub-topic incorporated such as National network, external services, news service division, local radio station, contemporary programming strategy etc. The third unit of the paper is focused to Private radio station, types of channels, ownership and management of a private radio station, various ownership radio channel etc. The fourth unit of the paper is focused on 'Radio Programme Formats'. For this unit, the topic/sub-topic included such as formats of fiction as well as non-fiction, RJ, talk shows etc. The fifth and the last unit of the paper is focused on 'Radio Advertising'. For this unit, topic/sub-topic incorporated such as advantage, disadvantage, types of programme etc. After reviewing the paper, researcher found that all unit along with topic/sub-topic included In-depth, adequate. It gives an opportunity to students to enrich their skills as well interest of area. Therefore, this paper will be very useful to students those who willing to go into media professional field.

(d) Broadcast Journalism

The main agenda of the paper is to understand the development of broadcast Journalism as well as students learn require skills and Techniques for broadcast Journalism. Through this paper students may learn how to handle media equipment. There are six unit has been divided for this paper. The first unit of the paper highlighted to 'overview of TV industry'. For this unit, the topic/sub-topic included such as doordarshan, SITE, future trends for broadcasting Journalism etc. The second unit of the paper is focused on 'Media Literacy'. For this unit, topic/sub-topic has been incorporated such as historical background of broadcast Journalism, Media Habits, current events etc. The third unit of the paper highlighted to 'Television

News'. For this unit, topic/sub-topic included such as how to write script for TV news, various types of TV news bulletins, how to write script for news magazine, basics of TV news production etc. The fourth unit of the paper is focused on 'TV Interview'. For this paper, topic/sub-topic incorporated such types of Interviews, Vox-pop, formats a TV Interview, camera set-up etc. The fifth unit of the paper highlighted to 'News Channels'. For this paper, topic/sub-topic has been included such as various Indian as well as International news channels, TV news operations, news room structure. The sixth and the last unit of the paper is focused on 'Impact of TV on society'. For this paper, topic/sub-topic included such as fiction, non-fiction format for TV programme, role and effect of TV on society. These all unit included the adequate and in-depth topic/sub-topics. Thus, this paper gives an opportunity to students to understand broadcast journalism and may learn skills which is require for broadcast journalism. This paper will be very useful for those who willing to pursue their career in the field of broadcast journalism.

(e) Advertising

The main agenda of the paper is to introduce the basic concepts of adverting as well as understanding the media economics. Also, this paper emphasised on how to write adverting for different kind of product. This paper has been divided into six unit. The first unit of the paper is focused on 'Basic of Advertising'. For this unit, topic/sub-topic has been included such as International advertising scenario, advertising industry in India, social and cultural context of advertising, advertising ethics etc. The second unit of the paper emphasised on 'Advertising and Marketing Communication'. For this unit, topic/sub-topic has been included such as integrated communication, marketing mix, advertising strategy, advertising sales promotions, brand management, brand equity etc. The third unit of the paper is focused on 'Types of Advertising'. This unit has covered-up the topic/sub-topic such as advertising for different categories, structure for ad agency, types of ad agency etc. The fourth unit of the paper highlighted to 'Advertising planning and Execution'. For this unit, topic/sub-topic has been incorporated such as brand positioning, situation analysis, consumer behaviour etc. The fifth unit of the paper highlighted to 'Advertising Creativity'. It includes the topic/sub-topic such as elements of advertising, advertising and visual, advertising and appeals, uses of graphics in advertising etc. The sixth and the last unit of the paper emphasised on 'copywriting'. For this unit, topic/sub-topic included such as writing ad copy, types of body copy and headlines, slogan, writing for brochures etc. After reviewing the paper, researcher found that all unit as well as topic/sub-topic which is covered-up based on 'Hands-on Training'. Through this paper students may learn and enhance skills related to advertising. This paper will be very useful for those who want to pursue their career in advertising field.

(f) Advance Public Relations

There are six unit has been divided for this paper. The first unit of the paper has emphasised on 'Understanding PR'. For this unit, topic/sub-topic included such as definition, distinguish public relations, advertising and propaganda, ethics related to public relations etc. The second unit of the paper is focused on 'Role of Public Relations in various sectors. For this unit, topic/sub-topic has been incorporated such as corporate, hospitals, professional associations, NGOs, trade and commercial organizations etc. The third unit of the paper highlighted to 'Types of Public

Relations'. In this unit, topic/sub-topic included such as communication audit, role and responsibility of public relations, PR consultancy etc. The fourth unit of the paper is focused on 'PR tools. For this unit, topic/sub-topic has been incorporated such as house journal, trade fairs, media publicity, campaign movements etc. The fifth and the last unit of the paper emphasised on 'Media Relation as a PR functions. For this unit, topic/sub-topic included such as media publicity and public relations, how to organizing press conference, how to writing press release etc. The sixth and the last unit of the paper emphasised on 'Social media'. For this unit, topic/sub-topic has been included such as micro blogging sites, tools for information dissemination etc. This paper based on 'Hands-on training', so it gives an ample opportunity to students to understand public relations tools and techniques in advance way. Through this paper students may learn the skills related to public relations as well as how to implements it in practically.

(g) Dissertation

Through dissertation students will practise the basic research. Some universities being offered and some do not offered dissertation. However, through this, student will acquaint to the research process and it will also be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

(h)News Reporting

The main agenda of the paper is to understand the news reporting as well as to understand the news value. Through this paper students will learn about news reporting techniques. This paper has been divided into five unit. The first unit of the paper is focused on basic importance and purpose of news, accuracy, clarity and balance of news. Also, it includes the nature of news. Similarly, the second unit of the paper included the topic/sub-topic such as quality of news reporting as well as work and responsibility of a news reporting. The third unit of the paper focuses about news value and news sources, changing paradigm of news, news beats as well as beat mapping. The fourth unit is focused on how to news gathering and source of a news. The fifth and the last unit of the paper focuses on how to writing news reports. It included the topic/sub-topic such as inverted pyramid, types of leads, various writing technique. It also focuses on changing trends in news writing and news style.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Department of Journalism and Mass Communication, SRTM University, Nanded. Threats refers basically the external factors and it comes when students will go into professional field and they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: Central
Type of University: State
Name of University: MCNUJC, Bhopal
Table:4.3.77
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Socio Economic Polity	1.Art of Photography 2.Art of Anchoring 3.Art, Culture & Lifestyle Communication 4. Communication Skills 5.Cyber Communication 6.Writing for New Media 7.Mobile Communication 8.Writing on Current Affairs 9.Business Journalism	
2.Media Language: Structure, Style, Translation		
3.Origin and Growth of Media		

Source: University Website

Table:4.3.78
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Art and Craft of Reporting (Print Media)	1.Art of Photography 2. Art of Anchoring 3.Art, Culture & Lifestyle Communication 4. Communication Skills 5.Cyber Communication 6.Writing for New Media 7.Mobile Communication 8.Writing on Current Affairs 9.Business Journalism	
2.Communication for Development		
3.Media Laws & Ethics		
4.Mass Communication: Concepts and Process		

Source: University Website

Table:4.3.79
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Art & Craft of Editing (Print Media)	1.Art of Photography 2. Art of Anchoring 3.Art, Culture & Lifestyle Communication 4. Communication Skills 5.Cyber Communication 6.Writing for New Media 7.Mobile Communication 8.Writing on Current Affairs 9.Business Journalism	
2.Reporting and Editing for Electronic Media		
3.Advertising: Principles and Practices		
4.Radio Programme Production **Or** **Basic Computer Application**		

Source: University Website

Table:4.3.80
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Mass Communication Research	1.Art of Photography 2. Art of Anchoring 3.Art, Culture & Lifestyle Communication 4. Communication Skills 5.Cyber Communication 6.Writing for New Media 7.Mobile Communication 8.Writing on Current Affairs 9.Business Journalism	
2.Media Management		
3.Issue Oriented Writing		
4.TV and Video Programme Production **Or** **Public Relations and Corporate Communication**		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Introduction to Socio-Economic Polity

For this paper, there are five unit has been divided. The first unit of the paper has emphasised on 'Indian Constitution: Basic Characteristics'. For this unit, topic/sub-topic included such as basic Indian constitution, fundamentals rights as well as directive principles of state policy, election, emergency and amendments in Indian constitution. The second unit has emphasised on 'political system and parliamentary proceedings. For this unit, topic/sub-topic included such as various political systems, procedures of parliamentary and legislative of India, Indian Judicial system etc. The third unit of the paper has emphasised on 'Historical culture and society'. For this unit, topic/sub-topic included such as characteristics and stages of Indian History, Indian culture and its elements, different ideology like secularism, communalism, fundamentalism etc. The fourth unit of the paper has emphasised on 'Introduction to Indian and world Economy'. For this unit, topic/sub-topic has been incorporated such as Indian Economy, Per Capita Income, Currency devaluation, various issues related to Indian Agriculture, world economy, WTO etc. The fifth and the last unit of the paper highlighted to 'Current Affairs: Issues and Scenario'. For this unit, topic/sub-topic has been included such as Indian Foreign Policy, United Nations and SAARC, Brief History of International Politics, various events of National and International etc. If look into the other universities' syllabus it found that there are few universities being offered paper on 'Socio-Economic' for media courses. After reviewing the paper, researcher found that it included the adequate and in-depth topic/sub-topic related to socio-economic. Through this paper students may understand the national-International Socio-Economic policy and procedures. Therefore, all unit as well as topic/sub-topic make strengthen the paper.

(b) Origin and Growth of Indian Media

For this paper, there are five unit has been covered-up. The first unit of the paper emphasise on characteristics of Pre-Independence India Press. The topic/sub-topic has incorporated such as Bengal Gazette, Role of legend Journalists in freedom movement, Introduction of legend Journalists during freedom movements. The second unit of the paper emphasise on Characteristics of Post-Independence regional language press. For this unit, topic/sub-topic included such as status of regional press after Independence, Status of National Hindi Newspapers after Independence, Development and Growth of Hindi News agencies. The third unit of the paper is focused on characteristics of English Language Press. In this unit, topic/sub-topic included such as nature and growth of English newspapers, characteristics and growth of English news agencies. The fourth unit of the paper highlighted to history of electronic media. For this unit, topic/sub-topic has incorporated such as development of Radio, TV, Public and Private News channels, development of cable Industry in India. The fifth and the last unit of the paper focuses to history and development of film and traditional media. In this unit, topic/sub-topic included such as beginning of Indian Cinema, development of feature films, documentary, commercial films, role and status of traditional media and its relevance in that time. Through this paper

students may understand the growth and development of Indian media. Therefore, all unit as well as topic/sub-topic make show the strengthen of the paper.

(c) Science of Human Communication

For this paper, there are five unit has been covered-up. The first unit of the paper emphasised on concepts of Human Communication. For this unit, topic/sub-topic included such as concepts of socialization and its process, basic introduction of communication and its elements, role of communication to build society. The second unit of the paper is focused on communication process. For this unit, topic/sub-topic included such as Introduction to Johri Windows, Concepts and process of Mass Communication, Mutual Understanding between listening, speaking and writing. The third unit of the paper highlighted to models of human communication. For this unit, topic/sub-topic included basic and essential models related to communication such as Aristotle Models, SMR Model, David Barlo Model etc. The fourth unit of the paper focuses on types of communication. In this units, topic/sub-topic incorporated such as verbal and non-verbal communication, audio-visual communication, communication process for small group of masses, communication process for big group of masses. The fifth and the last unit of the paper is focused on mass communication and its multidimensions. For this unit, topic/sub-topic included such as spiritual communication, Institutional Communication, Mobile Communication, Mobile Communication, New Media Communication etc. Through this paper students may understand the overall communication process. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(e) Communication for Development(C4D)

For this paper, there are five unit has been covered-up. The first unit of the paper emphasised on 'Development and Sustainable Development'. In this unit, topic/sub-topic has been incorporated such as concept of development and sustainable development and related issues. Also, students having chance to participate in debates on various environmental issues, sustainable development, gender development as well as introduction about various institutions like UNDP, FAO, UNICEF etc. The second unit of the paper focuses on 'Theories of Development'. In this unit, topic/sub-topic included such as Modernization Theory, Development Paradigms, Dependency Theory, Five Years of Plan of India, Gandhian Thoughts. The third unit of the paper emphasised on 'Development Communication'. In this unit, topic/sub-topic has been included such as concept of development communication, emphasise on Danial learner's work 'Passing of Traditional Society', Schramms' work 'Communication and National Development', EM Roger's work 'Diffusion of Innovation'. The fourth unit of the paper focuses on 'Alternative to Development Communication'. In this unit, topic/sub-topic has been incorporated such as participatory development communication, Paulo Freire Approach, various communication strategies such as SITE, Kheda Project, Jhabua, Project etc. The fifth and the last unit of the paper emphasised on 'Contemporary issues and Development Communication'. In this unit, topic/sub-topic included such as Role of Media in development, various awareness campaign, Health Communication, communication strategies for agriculture, education, literacy etc. This paper incorporated the adequate and in-depth topic/sub-topics on development communication. Through this paper students may understand

various communication strategies for development processes. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(f) Media Laws and Ethics

For this paper, there are five unit has been covered-up. The first unit of the paper emphasised on 'Important Laws Provisions and Media'. In this unit, topic/sub-topic included such as fundamentals rights, freedom of speeches, Articles 19(1) and 19(2), directive principles of state, provisions to declare emergency. The second unit of the paper is focused on 'Specified Press Laws(A)'. In this unit, topic/sub-topic incorporated such as contempt of Court, laws of defamations, provisions of penal code, how to deal with obscenity. The third unit of the paper is focused on 'Specified Press Law(B)'. In this unit, topic/sub-topic has been incorporated such as official secret Act 1923, Right to Information Act 2005, Book and Press & Registration Act 1867, working Journalist Act, Cinematography Act 1953 etc. The fourth unit of the paper emphasised on various media laws. In this unit, topic/sub-topic included such as Information Technology Bills, Cyber Law Act, Intellectual Property Rights etc. The fifth and the last unit of the paper highlighted to 'Media and Social Responsibility'. For this unit, topic/sub-topic included such as Social Responsibility of Media, Relation between media and gender, media and caste perspective, media and ideological perspective, guidelines of Press Council of India (PCI). Through this paper students may understand various media laws and provisions. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(g) Mass Communication: Concepts and Process

For this paper, there are five unit has been covered-up. The first unit of the paper emphasised on 'An Introduction to Model of Communication'. For this unit, topic/sub-topic included such as functions of communications models, classifications of various models such as structure model, functional model, behaviour model etc. Also, emphasise on Importance of Models in communication process. The second unit of the paper emphasise on 'Models and Theories of Mass Communication'. For this unit, topic/sub-topic included such as various models of communication, various theories of communication. The third unit of the paper emphasise on 'concept and role of media'. In this unit, topic/sub-topic included such as concept of social group, folk media, masses and public, types of media, characteristics of audience, social responsibility of media, western formation of media, participatory media, developmental media etc. The fourth unit of the paper focuses on 'Media and Mass Communication'. For this unit, topic/sub-topic included such as characteristics of media persons, quality requirement to become a media person, how to reach and leave impact through media. The fifth and the last unit of the paper highlighted to 'Ethics and Alternative Media'. For this unit, topic/sub-topic included such as code of ethics and moral values in media, role of alternative media, parallel media and social media. Through this paper students may understand various Mass Communication concept, functions and strategies for development processes. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(h) Mass Communication Research

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Communication Research'. In this unit, topic/sub-topic included such as nature and significance of communication research, various steps of communication research, types of research, area of communication research. The second unit of the paper is focused on 'Research Design and Methodology'. For this unit, topic/sub-topic has been incorporated such as define population, hypothesis, variables, sampling technique, data collection sources, research design, experimental and field research, panel research. The third unit of the paper focuses on 'Methods and Tools of Data Collection'. In this unit, topic/sub-topic included such as Research Methods, Research Tools, Reliability and validity of Research. The fourth unit of the paper highlighted to 'Processing and Displaying Data'. For this unit, topic/sub-topic included such as tabulation and classification of data, various statistics of research, basic steps of data analysis, function of SPSS. The fifth and the last unit of the paper has emphasised on 'Planning Research Proposal' and Research Report Writing'. In this unit, topic/sub-topics included such as planning of research proposal, basic elements of report writing, how to write executive summary of research, Ethical Perspective of Research. Through this paper students may understand the various steps and processes of communication research. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(i) Media Management

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Management and its functions and principles'. For this unit, topic/sub-topic included such as basic concept of Management and Importance of Management, functions and principles of Management, understanding Media as an Industry and Professionals. The Second unit of the paper focuses on 'Ownership of Media'. In this media, understand ownership patterns of Mass Media. The third unit of the paper has emphasised on 'Type of Media Organization'. In this unit, the topic/sub-topic included such as types of media organizations, functions of Government Media Organizations. The Fourth unit of the paper focuses on 'Functional Management of Media'. In this unit, topic/sub-topic included such as organizational structure of various media, audiences of print and electronic media, advertising and public relations for audiences. The fifth and the last unit of the paper is focused on 'Challenges and Growth'. In this unit, topic/sub-topic included such as present issues and challenges of media management, starting process and functions of media venture. Through this paper students may understand the various steps and processes of media management. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(j) Public Relation and Corporate Communication

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Public Relation concept'. In this unit, topic/sub-topic included such as importance, significance and development of public relations in India, different public relations organizations and its process, various public relations tools, various types of public relations etc. The second unit of the paper is focused on 'Public Relations Organizations'. In this unit, topic/sub-topic included such as set-up and structures of

public relations, news agency, public information bureau, IPRA, PRSA, PRCI etc., overseas public relations organizations, ethics in public relations, responsibility and duties of public relations practitioners etc. The third unit of the paper highlighted to 'Corporate Communication-I'. In this unit, topic/sub-topic has been incorporated such as importance of corporate communication, new trends of corporate communication, image building and management, understanding how to build corporate identity etc. The fourth unit of the paper is focused on 'Corporate Communication-II'. In this unit, topic/sub-topic included such as CSR, Social Communication, Public Service Communication, Crisis Management and communication, types of crisis, process of crisis communication. The fifth and the last unit of the paper focuses on 'Business Communication'. In this unit, topic/sub-topic included such as importance of business communication, process of verbal and non-verbal communication for business etc. Through this paper students may understand the skills and process of public relations and corporate communication. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

2.WEAKNESS

(a) Basic Computer Application

According to researcher, at Masters level paper should be Introduced of New Media paper with adequate contents. For this paper, there are five unit has been divided. The first unit of the paper is focused on 'Computer Fundamentals'. The second unit of the paper focuses on 'MS Office Automation Tools'. The third unit of the paper focuses on 'MS Excel and MS power point'. The fourth unit of the paper highlighted to 'Introduction to Internet'. The fifth and the last unit of the paper focuses on 'Introduction to Adobe Photoshop'. All units of the paper have incorporated the basic topic/sub-topic related to computer. In this paper new media topic/sub-topic should be considered. Hence, all unit as well as topic/sub-topic make show the weakness of the paper.

3.OPPORTUNITY

(a) Media Writing: Structure, Style and Translation

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Essentials of Media Writing'. It includes the topic/sub-topic such as understanding Hindi/English grammar, characteristics for newspapers and magazine, elements for radio writing, essential elements for TV. The second unit of the paper highlighted to 'News and Feature writing skills. For this unit, topic/sub-topic included such as concepts and elements of news, how to write Intros and headlines, how to write feature Articles as well as simple news stories. The third unit of the paper has emphasised on 'paraphrasing and Translation'. It includes the topic/sub-topic such as how to translate for different news items, elements for creative writing etc. The fourth unit of the paper highlighted to 'Translating Journalistic Content (For Business)'. For this unit, topic/sub-topic has been incorporated such as translation for different business news items, how to write headlines for business news as well as how to write business article. The fifth and the last unit of the paper highlighted to 'Translating Journalistic content (For Sports)'. For this unit, topic/sub-topic incorporated such as how to translate for different sports news items, how to write headlines for different

sports news items as well as basic elements for sports news writing. This paper has incorporated the entire elements of media writings. Through this paper students may learn skills as well as gain knowledge related to media writings. It gives an ample opportunity to students those who willing to go into media professional field.

(b) Art and Craft of Editing (Print Media)

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on Art of Editing'. For this unit, topic/sub-topic included such as concepts and significance of editing, responsibility and tools of a copy editor, understanding symbols for editing, restructuring of story. The second unit of the paper has been incorporated topic/sub-topic such as various kinds of printing press, hands-on-skills of Quark Xpress, In-Design, Coral Draw, Photoshop, layout designing, colour printing and its process, printing papers and its types. The third unit of the paper focuses on 'Editing of Newspapers'. For this unit, topic/sub-topic included such as how to editing of local newspapers, how to editing of weekend newspaper, supplements, understanding of new trends of magazine journalism. The fourth unit of the paper emphasised on 'Layout and Designing'. For this unit, topic/sub-topic included such as principles of layout designing, relation between writing, editing and designing, planning and designing of front page, importance of dummy, photo editing. Fifth and the last unit of the paper has focused on 'Online Magazine Editing'. For this unit, topic/sub-topic included such as writing and editing skills for online magazine, new trends of online magazine, elements of creativity of online magazine. Through this paper students may learn skills and craft of editing for print media. All units have emphasised on 'Hands-on-Training' skills. It gives an ample opportunity to students those who willing to go into media professional field.

(c) Reporting and Editing for Electronic Media

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Basics of News for Electronic Media'. In this unit, topic/sub-topic included such as various sources of TV news, understanding news value, duties and functions of news reporter, basic process of reporting and editing principles. The second unit of the paper is focused on 'Reporting and Editing for Radio'. In this unit, topic/sub-topic included such as quality requirement for radio news reporter as well as functions of radio news room. Also, focuses on duties and responsibility of a news editor, types of radio news bulletin, headlines pitching technique for radio news. Third unit of the paper is focused on 'Reporting for Television'. In this unit, topic/sub-topic included such as quality requirement for TV reporters, functions of TV news channels, concept and technique of live reporting. Fourth unit of the paper emphasised on 'Editing and Presentation of TV news'. In this unit, topic/sub-topic has been incorporated such as role and responsibility of TV news editors, highlights TV news room environment, types of TV news bulletin, importance of graphics in TV news. The fifth and the last unit of the paper emphasised on 'Web Media'. For this unit, topic/sub-topic included such as characteristics of Web Media, Media Convergence and Digital Technology, Popular Indian Web Portals, Structure of Web Newsrooms. Through this paper students may learn skills of editing and reporting processes for electronic media. All units have emphasised on 'Hands-on-Training' skills. It gives an ample opportunity to students those who willing to go into media professional field.

(d) Advertising: Principles and Practice

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Basic of Advertising'. In this unit, topic/sub-topic included such as definition, function and importance of advertising, history and development of advertising, role of advertising in society, advertising and social responsibility. The second unit of the paper has emphasised on 'Advertising agency and Media Planning'. For this unit, topic/sub-topic included such as structure and functions of advertising agency, types of advertising agencies, media planning, media strategies, media mix, media scheduling technique. The third unit of the paper is focused on 'Creativity in Advertising'. In this unit, topic/sub-topic included such as creativity concepts of advertising, Thoughts process for creativity, advertising appeal, visualization, layout design and its principles. Fourth unit of the paper focuses on 'Copywriting'. In this unit, topic/sub-topic included such as copywriting purpose and its various types, how to write effective copy, how to write copy for various media. The fifth and the last unit of the paper is focused on 'Advertising Campaign Planning'. For this unit the topic/sub-topic has been incorporated such as concept and importance of advertising campaign, planning and managing of advertising campaign, importance of research in advertising, types of advertising research etc. Convergence and Digital Technology, Popular Indian Web Portals, Structure of Web Newsrooms. Through this paper students may learn skills of advertising and its processes. All units have emphasised on 'Hands-on-Training' skills. It gives an ample opportunity to students those who willing to go into media professional field.

(e) Radio Programme and Production

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Radio Profile'. In this unit, topic/sub-topic included such as Radio as an oral medium, Role of Radio in Social Changes, Alternative Radio. The second unit of the paper is focused on 'Types of Radio Programme'. In this unit, topic/sub-topic included such as categories of Radio programmes, audience specific programmes such as programmes for youth, women, children centric etc. Also, acquainted to students with specialized programmes, interactive broadcast programmes. The third unit of the paper focuses on 'Radio Programme and Planning & Production'. In this unit, topic/sub-topic included such as Radio Programme Planning and its process, various equipment for Radio Production. The fourth unit of the paper has emphasised on 'Writing for Radio'. For this unit, topic/sub-topic has been incorporated such as Basic principles of Writing, how to conduct interviews for Radio, how to write ad for radio, script preparation for radio programme. The fifth and the last unit of the paper is focused on 'Radio Production'. In this unit, topic/sub-topic included such as Radio set-up, Production elements for Radio Programme etc. Through this paper students may learn processes of Radio Programme Production. All units have emphasised on 'Hands-on-Training' skills. It gives an ample opportunity to students those who willing to go into media professional field.

(f) TV and Video Programme Production

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'fundamentals of TV and video production'. In this unit, topic/sub-topic included such as overview process of video production, pre-production,

production and post-production, camera applications and its functions, basics shots and compositions, camera movement and camera angles, Importance of lighting in TV and video production. The second unit of the paper is focused on 'Technical aspects of TV and Video Production'. In this unit, topic/sub-topic included such as uses of camera lenses, electronic news gathering, EFP,multi-camera set-up, overview of master control room, audio control room, vision mixer panel etc. The third unit of the paper emphasised on 'Programmes Production Techniques'. In this unit, topic/sub-topic included such as duties and responsibility of programme director, producer and editor, role of camera persons, floor manager, role of scriptwriter, graphics writer etc. The fourth unit of the paper emphasised on 'Developing of TV script'. In this unit, topic/sub-topic included such as norms of video and TV writing, sources of writing of script, types and characteristics of TV and Video Script, visualization process writing for TV news and other programmes. The fifth and the last unit of the paper is focused on 'Audio-Video Editing Techniques'. In this unit, topic/sub-topic included such as process and principles of video editing, techniques of non-linear editing, post-production elements such as audio effects, voice over, graphics and animation etc. Through this paper students may learn skill and techniques of 'TV and Video programme Production'. All units have emphasised on 'Hands-on-Training' skills. It gives an ample opportunity to students those who willing to go into media professional field.

(g) Hands-on-Training Skills

This syllabus has also emphasised on specific skills such as 'Art of Photography', 'Art of Anchoring', 'Art, Culture and Life Style Communication', 'Communication Skills', 'Cyber Communication', 'Writing for New Media', 'Mobile Communication', 'Mobile Communication', 'Writing on Current Affairs', 'Business Journalism'.

(h) Art and Craft of Reporting (Print)

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Reporting and Reporters'. For this unit, topic/sub-topic has been incorporated such as concept of reporting and advanced reporting, functions and quality of reporters, functions of foreign Bureaus or correspondents. The second unit of the paper is focused on 'Craft of News Writing and Sources'. For this unit, topic/sub-topic included such as News Identifying, Treatment of news, structure of news, writing style of different kind of Intro's and Headlines, Various news sources. The third unit of the paper focuses on various kind of writing such as how to do Articles, Columns, Editorial writing, Reviews, features etc. The fourth unit of the paper highlighted to Beat Reporting. In this unit, topic/sub-topic included such as how to reporting for government, how to do political reporting, legal reporting as well as how to do special reporting such as business reporting, sports reporting, science reporting etc. The fifth and the last unit of the paper focuses on 'Contemporary Reporting'. In this unit, topic/sub-topic included such as modern trends of reporting, how to do sting operation and its functions etc. Through this paper students may understand the art and craft of reporting and processes for print media. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

(i) Issues Oriented Writing

For this paper, there are five unit has been covered-up. The first unit of the paper has emphasised on 'Political Views' In this paper topic/sub-topic has been incorporated such as views of Indian Social Thinkers, views of Indian Political Thinkers, to know election process and election reform system, major national and regional political parties. The second unit of the paper focuses on 'National Security'. For this unit, topic/sub-topic included such as India's relationship with other countries, aware of challenges of India's Internal security, Terrorism, Cyber security, strength and limitation of Indian Army. The third unit of the paper is focused on 'Economic Issues'. For this unit, topic/sub-topic included such as economic growth, Gross National Product, Inflation, Recession etc., National Budgeting planning, economic reforms etc. The fourth unit of the paper is focused on 'Social Issues'. In this unit, topic/sub-topic included such as unemployment, issues related to Tribal Society, Child Rights etc. The fifth and the last unit of the paper focuses on 'Gender Issues'. In this unit, topic/sub-topic included such as women and society, gender equality, gender discrimination. Through this paper students may understand the skills of how to write on specific issues and its process. Hence, all unit as well as topic/sub-topic make show the strengthen of the paper.

4.THREATS

There are no threats (Except dissertation; if Communication Research is being offered as a paper, then it should also be offered dissertation as a credit paper) seems to reflects in the syllabus that which offered by the Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal. Threats refers basically the external factors and it comes when students go into professional field and they unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: North-East
Type of University: State
Name of University: Gauhati University, Assam
Table:4.3.81
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introducing to Communication and Mass Media	1.Advertising 2.Social Sciences for Journalism 3.Public Relations 4.Telgu Journalism	
2.Reporting & Editing-1		
3.Basics of Electronic Media		
4.Practical		

Source: University Website

Semester: Second
Table:4.3.82

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting & Editing-2	1.Integrated Marketing Communication 2.Publishing 3.Corporate and Organizational Communication 4.Magazine and Photo Journalism	
2.Media Law and Ethics		
3.Media Industry and Management		
4.Practical		

Source: University Website

Table:4.3.83
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Theory & International Communication	1.Electronic Media 2.Print Media	1. Freelance Journalism
2.Communication Research Methods and Applications		
3.Information and Communication Technologies and New Media		
4.Practical		

Source: University Website

Table:4.3.84
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Socio Economic Affair	1.Electronic Media-2 2.Print Media-2 3.Project Report 4.Writing for advertising and Public Relations	
2.Development and Rural Communication		
3.Digital Journalism		
4.Practical		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Reporting and Editing-1

This paper has been divided into five unit. The first unit introduces the overall concept of news and news process. The second unit included how to generate ideas, developing stories and different types of reporting. The third unit highlighted on editing process of news reporting, role and function of editor. The fourth unit focused on Understand the tool, technique and skills related to news reporting and editing. The fifth and the last unit included the basic principles of page design and page layout, understanding visual values for news. This paper has covered the various dimensions of news reporting. Through this paper students will get advantages to understand the entire process of news reporting and learn skills and interest at university level. When students will go into media field, this paper would be very helpful.

(b) Basic of Electronic Media

This paper has been divided into five unit. The first unit of the paper is focused on introduction to broadcasting, emerging trends in radio broadcasting. The second unit of the paper included all aspects related to radio programme production. The third unit highlighted to television programme production. The fourth unit included the programme format, how to write proposal and script. The fifth and the last unit is focused on shot division, editing, TV news production. This paper provides basic knowledge related to electronic media. Through this paper students will learn the skills how to make programme for TV and Radio.

(c) Public Relations

This paper has been divided into five unit. The first unit of the paper is focused on concept of public relations, scope and its dimensions. The second unit of the paper included PR publics, PR process etc. The third unit highlighted to various element of PR. The fourth unit is focused on structure and relations of PR. The fifth and the last

unit of the paper is concentrated on PR 2.0. This paper provides various aspects of Public relations. Through this paper students will get adequate and in-depth knowledge related to PR.

(d) Reporting and Editing-2

For this paper, there are five unit has been covered. The first unit of the paper included the different issues such as consumer, agriculture, development etc. The second unit is focused on editorial writing: Concepts and Types. The third unit highlighted on how to write feature writing, book and film review. The fourth unit included the whole process of printing press. The fifth and the last unit focused on basic principles of newspaper management. This paper has covered the all kinds of elements related to news reporting and editing. Through this paper students will know and understand the adequate knowledge regarding news reporting and editing. This paper makes strengthen the syllabus.

(e) Media Industry and Management

This paper has been divided into five unit. The first unit of the paper is focused on functions of organizational structure of different media, particularly of newspaper & TV. The second unit of the paper highlighted on understanding media industry, ownership pattern. The third unit of the paper focused on economic of different media. The fourth unit highlighted to strategy, execution and planning of programme production. The fifth and the last unit included the administration and programme management in media. This paper provides the proper understanding of media industry. Through this paper students will understand the proper functions of inner and outer media industry.

(**f) Integrated Marketing Communication**

This paper has been divided into five unit. The first unit introduce the basic concepts of Integrated Marketing Communication, vertical and horizontal marketing system. The second unit of the paper is focused in marketing objectives and product and brand strategies. The third unit of the paper highlighted to various advertising models. The fourth unit included the social marketing. The fifth and the last unit has covered the market and marketing research. All unit provide adequate knowledge related to marketing and its allied field such as advertising. Through this paper students will understand the marketing and advertising strategies.

(g) Corporate and organizational Communication

This paper has been divided into five unit. The first unit has covered the nature and types of organizations second unit included the organizational structure, process and types of communication. The third unit highlighted the organizational culture and development. The fourth unit is focused on CSR. The fifth unit included the concept of public information and how to disseminating information to Central Govt. and State Govt. This paper provides the in-depth knowledge related to corporate and its organization. Through this paper students will gain knowledge and skills of corporate communication.

(h)Communication Theory and International Communication

This paper has been divided into five unit. The first unit introduce the development the communication theory and mass communication society. The second unit included the different school of media and culture. The third unit is focused on news flow in different media. The fourth media highlighted democratization of communication and concept of globalization. The fifth unit included the regional cooperation. This paper provides in-depth and adequate knowledge related to communication theory, models and different school of media and culture. Very few universities being offered this paper with broader aspects of communication theory, models and their different dimensions.

(i)Communication Research Method and Applications

This paper has been divided into five unit. The first unit has covered the research method in social sciences, development of media research and types of media research. The second unit included the elements of research such as types of variables, concepts and construct, types of method. The third unit is focused on sampling procedure and overall sampling framework. The fourth unit included the statistical uses in research. The fifth and the last unit has covered the different area of research in media. This paper has covered the in-depth and adequate knowledge regarding research. Very few universities have covered up this type of paper. Through this paper students will gain and understanding research and media research.

(j)Information and communication Technology and New Media

This paper widely covered the ICT and New Media. Basically, most of universities covers ICT under the new media paper. But here both have been separately discussed. This paper has been divided into five unit. The first unit has covered the evolution of ICTs and New Media and basic introduction and development of internet. The second unit has discussed the concept of information society and information revolution. The third unit has covered the theories of social media, diffusion of innovation and social exchange. The fourth unit included the new media and society, Impact of new media on communication. The fifth unit highlighted to cyber security. This paper has covered the all aspects of ICTs and New Media. Through this paper students will explore the adequate knowledge related to new media and ICT.

(k)Development and Rural Communication

Through this paper students will acquire the whole area of development and communication. This paper has been divided into five unit. The first unit has covered the concepts of development and related theories. The second unit has covered the various models of development. The third unit highlighted to the nature and concepts of development communication and what is the role of different media in development. The fourth unit is focused on rural communication and social change. The fifth unit included the communication extension such as agriculture. Through this paper students will know and understand the in-depth and adequate knowledge related to development communication. This paper makes strengthen the syllabus.

2.WEAKNESS

(a) Introduction to Communication and Mass Media

This paper has covered the models and theories related to media. However, the paper' purpose is to introduce the students with proper basic concepts of communication and mass media. Also, there is no adequate models and theories have been covered. Models and theories should be taught as how to implement these models and theories. According to researcher this paper appears slightly weak. It should be revised and updated. After overviewing the syllabus, researcher found that there is no much weakness appears in the papers offered for the course mass communication and Journalism. The syllabus has covered the paper with in-depth and adequate topic/sub-topic. Also, maintain the 'theoretical and practical'.

3.OPPORTUNITY

(a) Advertising

This paper has been divided into five unit. The first unit is focused to evaluation and growth of advertising, classification and types of advertising. The second unit included the Ad agency management and types of agencies. The third unit highlighted to the types of copy, types of layout. The fourth unit is focused on various models related to advertising. The fifth unit is focused on media laws and ethics in advertising. This paper provides basic overall knowledge related to advertising. Through this paper students will learn skills through which hands-on training method.

(b) Social Sciences and Journalism

This paper gives an ample opportunity to students to acquire in-depth knowledge in the field of social science which would be helpful in journalistic career. Through this paper students will know about functions and responsibility about states and central government, various government policies for development, our economy and issues related to planning. In addition, for this paper, topic has been covered such as various dimensions of Indian society and what is the effect of globalization on Indian society as well as our relationship with neighbouring country. Very few universities being offered elective subject on social science and Journalism. This is a unique paper offered by the university.

(c) Regional Journalism

If look into the syllabus of other universities'; very few universities being offered journalism paper in regional language. Through this paper students will get advantage to do get job in regional language media. In this paper, the unit has divided into five unit. The first unit has covered the basic history and development of Assam's regional Journalism. The second unit is focused to compare between prior Assam journalism's content and design and contemporary status of the same. The third unit highlighted on reporting news, design and editing. The fourth unit highlighted to translation, language and style. How to edit and design magazine. The fifth unit included the overview of Assam media such as Radio, TV, Newspapers etc. This paper gives an opportunity to students to make understanding about regional and local media.

(d) Publishing

Through this paper students will understand the whole process of publishing. In this paper there are five unit has been included. The first unit is focused about basic elements of publishing and types of publication. The second unit has covered the printing process and printing machine. The third unit highlighted on typography and its dimensions. The fourth unit included the publication and digitalization. The fifth unit is focused on publication and new media. This paper has covered the overall process of publication. Very few universities have covered these types of paper.

(e) Magazine and Photo Journalism

This paper has been divided into five unit. The first unit has covered the introductory part of magazine journalism, types of Journalism. The second unit is focused on writing process for magazine and how to write article and feature for magazine. The third unit is focused on content and writing style for different kinds of magazine and editing approaches. The fourth unit has covered the different dimensions of photography. The fifth unit highlighted on technical aspects related to photo journalism. Through this paper students will get adequate and in-depth knowledge related to whole process of magazine and photo journalism.

(f) Electronic Media-1 & 2

For this paper there are five unit has been covered. The first unit has covered TV production process. The second unit has covered the various dimensions of camera. The third unit is focused on how to write script for fiction and non-fiction. The fourth unit highlighted on TV news reporting and structure and process of news production. The fifth unit has covered the all stages of post-production. Through this paper students will learn and understand the entire process of electronic media. When students will go into media professional field, it would be very helpful to students. This provides an ample opportunity to students to learn and enhance their skills as well as interest through this in respective field.

(g) Print Media-1& 2

This paper has been divided into five unit. The first unit of the paper has covered the major trends of print journalism, Threats and Opportunities to newspapers. The second unit of the paper highlighted on contemporary practices of newspapers such as how to write lead news. The third unit has covered the functions of desk. The fourth unit focused on news editing. The fifth unit has covered the relationship between press and sociology. This paper has covered the in-depth and adequate functions of print media. Through this paper students may understand the proper work and function of print media at department level. This paper will help to students to learn the skills through 'hands-on training' method.

(h) Freelance Journalism

Very few universities have covered the paper on freelance Journalism. For this paper, there are five unit has been divided. The first unit is focused on writing process for freelance Journalism and different genres for media writing. The second unit is

focused on how to write news for newspapers. The third unit highlighted on how to write for specialized audience. The fourth unit has covered the uses of visual in magazines and how to write and edit article, story, news for magazine. The fifth and the last highlighted to how to choose topic for freelance writing and content development for newspaper. This paper provides the entire process of how to do freelancing Journalism. This paper provides an opportunity to students those who unwilling to work in media professional field, but willing to write as a freelance writer. This paper provides whole process regarding Freelance Journalism.

(i) Socio-Economic Affairs

If look into the others' universities syllabus, it is rarely found this type of paper that is, on Socio-Economic Affairs. This paper has been divided into five unit. The first unit is focused on basic structure and understanding of Indian constitution. The second unit highlighted on society, social justice, empowerment of marginalized section. The third unit is focused on economic issues and policies, development issues. The fourth unit is focused on understanding Indian economy and human development, concepts and trade issues. The fifth and the last unit has covered the current issues related to socio, economic and political. This paper provides the essential and adequate knowledge related to Socio, Economic and political which is very important for any journalists. This paper gives an ample opportunity to understand the Socio-Economic and political affairs.

(j)Digital Journalism

As we know Journalism facing challenges from new media. Hence, students should be taught about New media and digital Journalism. This paper has been divided into five unit. The first unit has covered the various dimensions of convergent Journalism. The second unit is focused on Journalist' role in new media or digital era. The third unit highlighted on content development for new media or digital media as well as audience analysis. The fourth unit is focused on how to create and design web pages. The fifth and the last unit included the media laws and ethics for digital media. In today circumstances this paper should be necessary to keep in the syllabus of mass communication and Journalism. Paradigm of Journalism has shifted towards digital. Therefore, this paper is very important. This paper gives an ample opportunity to students to understand the basic process and functions related to Digital Media.

(k)Writing for Advertising and Public Relations

This paper provides hands-on training in Advertising and Public Relations. This paper has been divided into five unit. The first unit included the 'How to write persuasive writing' for different media. The second unit is focused on 'copy writing skills for different media'. The third unit highlighted on various types of writing for different media. The fourth unit has covered the various aspects of PR and writing approaches of PR. The fifth unit included the 'how to write for NGOs and Generating news coverage and how to pitching. It provides adequate knowledge and skills through hands-on training method. This syllabus separately provides the theoretical and practical paper for advertising and public Relations.

(l)Practical

If look into the other's universities syllabus, few universities being offered practical paper in each semester. Apart from theoretical paper students will have an opportunity to learn their skills and enrich their interest with practicality. This paper makes strengthen the syllabus for external factors. Through this paper students will face market challenges easily.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Department of Mass Communication and Journalism, Gauhati University, Assam except in this syllabus there is no dissertation offered to students while it is important part of syllabus through which students may enhance their understanding regarding research. Threats refers basically the external factors and it comes when students go into professional field and they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: North
Type of University: Private
Dev Sanskrit Vishwavidyalaya, Haridwar
Table:4.3.85
Semester: First

Core Course	Elective Course	Interdisciplinary Course
1.Introduction to Communication	1.Media Management 2. Traditional Media	1.IDC (from other discipline) 2. Value based course
2. History of Media		
3. Writing for Media (Practical)		
4.Basics of Photography (Practical)		

Source: University Website

Table:4.3.86
Semester: Second

Core Course	Elective Course	Interdisciplinary Course
1.Introduction to Communication Research	1.Page Make Up and Layout Designing 2. Political Reporting	1.IDC (from other discipline)
2. Reporting & Editing		
3. Television Production		
4.Advertising & Public Relations		
5.Reporting & Editing (Practical)		
6.Television Production (Practical)		

Source: University Website

Table:4.3.87
Semester: Third

Core Course	Elective Course	Interdisciplinary Course
1.Devlopment of Communication	1.International Communication/ MOOC 2. Audio-Video Editing	
2. Advance Theories of Communication and Research		
3. Radio Production		
4.New Media-1		
5.Radio Production (Practical)		
6.New Media (Practical)		
7.Research Project-1		
8.Seminar-1		

Source: University Website

Table:4.3.88
Semester: Fourth

Core Course	Elective Course	Interdisciplinary Course
1.New Media-2	1.Documentary and Film Production 2.Cinema Studies	1.Basics of Photography 2.Introduction to Journalism
2. Media Laws & Ethics		
3. New Media (Practical)		
4.Research Project-2		
5.Seminar-2		
6.Internship		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) History of Media

For this paper the following unit has been covered:

(1) Newspapers

(2) Cinema

(3) Radio

(4) T.V. and New Media

This paper introduces about emergence and evolution of press in India. Also, demarcation of phases of different media such as Newspapers, Radio, T.V. Cinema. It will help student to know the historical background of Indian media.

(b) Writing for Media (Practical)

In this paper media is demarcated into different medium and for particular medium how to write, this is the main purpose of this paper. Through this paper students may know and understand the basic structure of language for different kinds of medium. In addition, they will be taught how to enrich their writing skills for different kinds of format. It will be fruitful for students when they will go into media professional field.

(c) Media Management

For this paper the following unit has been covered:

(1) Introduction
(2) Media Business
(3) Media Structure
(4) Media Marketing

Through this paper students will know and understand the concepts of media managements in a wider term. This paper is designed in structured and step-wise that makes strengthen the paper. Also, students enhance the knowledge and understanding about media companies, media business and marketing strategies etc.

(d) Advanced Theories of Communication and Research

For this paper the following unit has been covered:

(1) Historical Perspectives
(2) Advanced theories of Communication
(3) New Trends in Communication Research
(4) Applied Research in Media Research.

Apart from Introduction to Communication Research, University also being offered communication research in an advanced way. Very few Universities being offered this type of course. Most of Communication Research paper followed Social Science Research. There are less focuses on particular Communication Research. This a great initiative by the Department of Journalism and Mass Communication, Dev Sanskrit Vishwavidyalaya, Haridwar. Through this paper, students may know and understand the research methodology of Media/Communication research. In current situation, applied research in media is necessary. Through this paper students may know and understand the advancement of research in different fields of media.

(e) Development Communication

In this paper the following topic has been covered-up:

(1) Understanding Development

(2) Development Planning in India
(3) Development Communication
(4) Development Message and Implementation

Through this paper students will know and understand the concept of C4D. Apart from the theoretical Knowledge, students also may learn the skill how media play a vital role in development as well as students will also know and understand the various communication strategies and steps of development. This paper provides in-depts knowledge in terms of C4D.

(f) Radio Production

For this paper the following unit has been covered-up:

(1) Introduction to Radio
(2) Technical aspect of Radio Production
(3) Radio Program
(4) Skills for Radio Presentation

Department being offered two paper for Radio production viz. theoretical and practical. On the one hand theoretical aspect of Radio provide basic needs and concepts for Radio production while practical paper provides 'hands-on training' related to Radio production. The balance between 'Theoretical and Practical' makes strengthen the Radio production paper. Students will learn and enhance the skills in Radio production.

(g) New Media-2

For this paper the following unit has been covered-up:

(1) Basics of Web Media
(2) Reporting and Writing for Web
(3) Web News Production
(4) Webcasting

Basically, this paper provides students about web Journalism. Through this paper students may learn the skills of writing and editing for online Journalism.

(h) Media Laws & Ethics

For this paper the following unit has been covered:

(1) Constitution and Other Laws
(2) Media Law-1
(3) Media Law-2
(4) Media Ethics

Through this paper student will know and understand the various guidelines regarding journalism and concerned media. In addition, students introduce with the concepts of media laws and ethics.

2. WEAKNESS

(a) New Media-1

For this paper the following unit has been covered:

(1) Concept of New Media
(2) New Media as News Media
(3) Social Media
(4) Application of New Media
(5) Application of New Media

For this paper, mostly unit focuses on Introductory background of New Media. This paper seems to outdated in current media scenario. It should be covered with practicality and updated accordance with new wave of new media trends in media scenario. There is no one unit has covered of Animation, Graphics etc. New Media paper should be more concentrated on 'Hands-on Training' based.

(b) Advertising and Public Relations

In this paper, there is lack of emphasise on Advertising aspect. In this paper, there are basic introductory part has been covered while it is diversified and market-oriented subject. Therefore, it should be introducing to students with in-depth and acquaint of APR. In this paper only introduce the students about concepts and objectives of APR. Apart from adequate and in-depth knowledge, advertising paper should also be based upon 'Hands-on Training' as in other subject viz. 'News reporting & Editing', T.V. & Radio production'. This paper should be updated.

(c) Introduction to Communication

This paper has introduced the various theories and models, that is the good sign of the well-designed syllabus, how these models and theories should implement on Indian communication and media perspective. Researcher observed that, many teachers just explain the models and theories. But for enhance the critical thinking how, when, why etc also should be discussed. Not even Dev Sanskrit Vishwavidyalaya but also in all the syllabus in which 'Introduction to Communication' are introducing should be emphasised more upon 'models and theories' through 'how to apply' manner.

(d) Traditional Media

For this paper the following unit has been covered-up:

(1) Basic Concepts
(2) Tribal Media
(3) Folk Theatre
(4) Usage of Traditional Media

Most of content has followed the basic introduction and kinds of traditional media in India. Researcher's opinion is, this traditional media paper should be clubbed with

cultural studies. In Mass Communication syllabus, cultural studies should be more focused. Apart from this, in traditional media paper, performing arts should be added as a practical where student should perform the diversified cultural form of India. students can perform their own region culture from which they belong. This paper should be renamed as 'Traditional and Performing Art'.

3. OPPORTUNITY

(a) Television Production

For this this paper the following unit has been covered-up:

(1) Production Basics
(2) Camera Set-up, Set Design and Make-up
(3) Production Process
(4) Audio-Video Editing

This paper gives an opportunity to students to know the pre and post production of Television. Through 'Hands-on Training' students may learn and understand the skills and techniques of T.V. Production. When students will go into professional field, it will be helpful to understand the T.V. Newsroom situation.

(**b) Radio Production (Practical)**

Through this paper students may learn and understand the skills and exposure of voice modulation, tempo, pitch etc. This paper gives an opportunity to students to train themselves for Radio presenter, RJ etc. It will train the student accordance with market needs.

(c) Basics of Photography

Through this paper students may learn about process and production of Visual Communication. Through 'Hands-on Training' students may know and understand the technical aspects of the photography. In addition, students may learn various genres of photography also.

(d) International Communication, Audio-Video Editing, Documentary and Film Production, Cinema Studies

Apart from the core subject, also elective subject being offered to students. By opting these elective paper students enhance their skills in respective filed of specialization.

(e) Seminar and Internship

Through seminar students will developed their interest in different field of media. For which they communicate their understanding through presentation. Also, this seminar will help students to learn how to write report. On the other hand, doing Internship at the end of semester is the key to know and understand the media scenario through hands-on-training. It might be possible to covert internship into a Job. The students may go for internship in any national or regional media houses. The internship time

period will be of minimum four weeks. After internship students will have to be submitted their internship report certificate and on the basis of this certificate their performance will be evaluated.

(f) Research Project-1 & 2

After having introductory classes of Communication Research methodology, students will take up individual research projects-1 on which they were having class on research methodology. For research projects, three chapter must be included:

(1) Introduction
(2) Review of Literature
(3) Research Methodology

As we know, in previous semester half part of the research has been done by the students for their research project-1, so for the research projects-2, student will take up rest of work related to research and would be submitted by the students.

4.THREATS

There is no much threats seems to reflects in the syllabus that which offered by the Department of Journalism and Mass Communication, Dev Sanskrit Vishwavidyalaya, Haridwar. Threats basically the external factors and it comes when students go into professional field and they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: North
Type of University: Private
Galgotias University, Greater Noida
Table:4.3.89
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Mass Communication		
2.Mass Media History		
3.News Editing		
4.News Reporting		
5.Lab Journal Production-1		

Source: University Website

Table:4.3.90
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Themes, Theory and Issues in Communication		
2.Public Relations		
3.Advertisements		
4.Media Laws		
5.Lab Journal Production-2		

Source: University Website

Table:4.3.91
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication	1.Web Journalism 2.Introduction to Multimedia 3.International Communication	
2.Radio, TV, Film and Video		
3.Communication Research		
4.Lab Journal Production-3		

Source: University Website

Table:4.3.92
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Feature Writing and magazine Editing	1.Business Journalism 2.Visual Media Production 3.Corporate Communication	
2.Technical Writing and Documentation		
3.Dissertation/Viva-Voce/Internship		
4.Lab Journal Production-4		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Introduction to Mass Communication

This paper has been divided into six modules. The first module introduces about concepts of mass communication and different types of communication. The second module included different models of communication. The third module highlighted to different theory and concepts of psychology related to media. Continuously the fourth module highlighted to media effect. Similarly, the fifth module included the news flow and gatekeeping and the last module of the paper highlighted on current issues of communication. This paper theoretically makes strengthen. Through this paper students will understand the concepts of communication.

(b)News Editing

This paper has been divided into six modules. The first module introduces to students about organizational structure of editorial department. The second module of the paper highlighted on various dimensions of writings. The third module highlighted to analysis of news and facts-figures. The fourth module give introduction about how to write headlines and types of headlines. The fifth module highlighted to editing tools and techniques and the last module included page making, design, type set up etc. This paper provides adequate knowledge about various dimensions of news editing.

(c)Themes, Theories and issues in Communication

This paper has been divided into six modules. The first module introduces to students about socio-psychological aspects of communication. The second module of this syllabus highlighted to political communication and its effects on democracies. The third module included such as Intercultural communication and cultural effects of media. The fourth module included linguistic approach and visual language. The fifth module highlighted to different aspects of International communication. The sixth and the last module highlighted to current issues in mass communication. This paper provides sound and adequate theoretical knowledge related to different aspects of communication.

(d)Media Laws

This paper has been divided into six modules. The first module introduces to students about historical perspective of mass media laws in India. The second module of this syllabus included various articles related to freedom of expression by constitutional provisional. The third module highlighted to different laws such as court of contempt, defamation etc. The fourth module of the syllabus included various act related to press. The fifth module highlighted on provision to restrict media under in Indian penal code, Freedom of Information bill, Right to information act,2005.

(e) Development Communication

This paper has been divided into six modules. The first module introduces to students about concepts and definition of development. The second module included the models of development. The third module highlighted to concepts and process of development communication. The fourth module included the development communication policy. Fifth module of this syllabus highlighted to types of different development approach. The sixth and last module included such as ethical perspective of development, sustainable development etc. This paper provides adequate and in-depth knowledge related to various dimensions of development and how and what role of communication for development. This paper makes strengthen the syllabus.

(f) Introduction to Multimedia

For this paper there are six modules have been covered. The first modules introduce to definitions of multimedia. The second modules introduce to multimedia file format, communication protocol etc. The third module of this paper highlighted on 2D and 3D. The fourth module highlighted on multimedia production. The fifth module included how multimedia application uses in different sector such as business, education etc. The sixth and the last module concentrated on 'project' which would be made by students. This is a hands-on training approach for this module. Very few universities being offered separate paper on multimedia. This paper makes strengthen the syllabus.

(g) Corporate Communication

This paper has been divided into six modules. The first modules introduce to students about basics communication, definition and types of communication. The second module included the corporate communication, definition and historical perspective. The third module highlighted to various tools of corporate communication. The fourth module included the different functions of corporate communication. The fifth module of this paper included how communication's role to building corporate reputation, corporate identity and corporate brands. The sixth and last module of this paper highlighted to organizational system of corporate communication, strategic and issues of corporate communication. Beyond the advertising and public relations paper; corporate communications paper is rarely kept as a separate paper by the most of universities in their syllabus. Through this paper students will understand the adequate knowledge and skills of corporate communication.

(h) Communication Research

This paper has been divided into six modules. The first module introduces to students about Introduction to research, aspect of research. The second module of the paper is focused on selection of topic, relevance of the topic. The third module of the paper included types of research method and sampling. The fourth module highlighted on uses of statistics in research. The fifth module included research in various field of media. The sixth and the last module of this paper is focused on how to write research report writing. After overviewing the paper, researcher found that through this paper students will get adequate and in-depth knowledge of research as well as communication research. This paper makes strengthen the syllabus.

(i)International Communication

This paper has been divided into six modules. The first module introduces the political, economic and cultural dimensions of International communication. The second module focused on communication and organization and their structure. The third module highlighted on impact of news information technology and NWICO. The fourth module is focused on UNESCO and NWICO, MacBride commission report etc. The fifth module included the issues in international communication and media system. The sixth and the last module of the paper is concentrated on globalization and their effect on media system. This paper has covered the entire area of international communication. Through this paper students will understand the international communication through in-depth and adequate knowledge. This paper makes strengthen the syllabus.

2.WEAKNESS

(a)Public Relations

This paper has been divided into six modules. But all the modules highlighted the basic about public relation while this is a market-oriented paper. Hence this paper should be covered at high degree of level. Also, this paper should be offered 'practical' in public relations or how to implement this public relation in professionals. This paper makes weaken the syllabus because there is lack of adequate topic/sub-topic has been covered up.

(b)Advertising

This paper has been divided into six modules. But all the modules highlighted the basic introductory part of advertising. This is a very demanding and marketing-oriented paper. Hence it should be covered with in-depth and adequate knowledge of advertising. Also, this paper should be offered 'practical' paper through which students may learn the skills of how to implement it in market or professional fields. This paper makes weaken the syllabus because there is lack of adequate topic/sub-topic has been covered up.

(c) Radio, TV, Film and Video

This paper has covered the Radio, TV, Film and Video in a single syllabus while all have various dimensions. In this paper has not been covered the all four fields. The paper has been divided into six modules. But all the modules highlighted the basic introductory part of Radio, TV, Film and film. This paper should be merged the two paper such as TV and Radio. This paper failed to provides adequate and in-depth knowledge related to different fields which is aforesaid mentioned.

(d) Web Journalism

As university has claimed that they offered web Journalism; but after overviewing it is found that this paper has followed most of computer application and its uses. This paper should be covered contemporary ongoing issues and current requirement. In

current situation, it is a very important paper for mass communication students. This paper merely introduces basic and introductory part of web journalism.

3.OPPORTUNITY

In each semester student would get to published lab journal. This is an opportunity for students to apply their skills and knowledge of Journalism for this lab journal. Very few universities being published departmental level journal. Apart from this the following some papers gives an opportunity to students through which they will learn their skill and acquire relevant knowledge.

(a) News Reporting

This paper has been divided into six modules. The first module introduces the news definition, its elements and types of news reporting. The second module is focused on news story structure. The third module highlighted on different beats of news reporting. The fourth module included how to reporting for speeches, conferences and events. The fifth module is focused on reporting for various fields such as development issues, agricultural, health etc. The sixth and last module is concentrated on interpretative and investigative reporting. Through this paper students will familiarize with various dimensions of news reporting. When students will go into media professional field, it will be very helpful to students.

(b) Feature Writing and Magazine Editing

This paper has been divided into six modules. The first module introduces the feature and fiction writing, distinguish between feature and news reports. The second module is focused on writing feature and types of magazine. The third module highlighted on how to write feature and article for general interest. The fourth module of the paper included magazine design and cover, content. The fifth module of the paper highlighted on how to editing for magazine. The sixth and the last module included the magazine format and production techniques. This paper gives hands on training in feature writing and magazine editing. Through this paper students will learn the skills and enhance knowledge related to feature writing and magazine editing.

(c) Technical Writing and Documentation

This paper has been divided into six modules. The first module introduces the concepts of technical writing and other form of writing. The second module included how to create technical document. The third module of the paper highlighted on roles and responsibility of writers and document format. The fourth module is focused on style of technical writing and writing process. The fifth module included technical editing process and language style and uses. The sixth and the last module included online editing process. Through this paper students will aware from technical writing and learn the skills of how to write technical writing and what is the entire process. In contemporary technical situation, it would be beneficial for students. It gives a unique paper and opportunity to students.

(d) Business Journalism

This paper has been divided into six modules. The first module of the paper is focused on features of Indian economy and economic reforms. The second module included planning, economic and social status. The third module highlighted on stock market and its functions. The fourth module included the Government policy, money supply and Inflation. The fifth module is focused to overview the economic Journalism in India and analysis of business Journalism. The sixth and the last module concentrated on preparing business letters, annual reports etc. Very few universities being offered business Journalism paper under mass communication paper. It gives an ample opportunity to students to understand the adequate knowledge and skills related to business Journalism. Through this paper students will seek career in the field of business Journalism.

(e) Visual Media Production

This paper has been divided into six modules. The first module of the paper introduces the concepts of visual media and basic introduction of tools and techniques related to visual production. The second module included the lighting, camera and basic function of a microphone. The third module is focused on pre-production, production and post production as well as how to draw story board. The fourth module of the paper highlighted on editing and graphics. The fifth module is focused on concept mapping, technical writing and shot division. The sixth and the last module of the syllabus highlighted on different types of software. Very few universities being offered this type of paper which is a based on hands-on training and market oriented. Through this paper students will explore the various dimensions of production of media with practical.

(f) Dissertation

Through dissertation students will practise the basic research. Some universities being offered and some do not offered dissertation. However, through this student will acquaint to the research process and it will be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

(g) Internship

Incorporating of internship as a credit paper is most important part of the syllabus. Through internship students will have to learn related to professional field. Doing intern at any organization, students may explore their interest and passion of specific field and enhance their skills accordingly through hands-on training.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Department of Journalism and Mass Communication, Galgotias University, Greater Noida. Threats basically refers to the external factors and it comes when students go into professional field and they are not fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between ‘Theoretical’ and ‘Practical’.

Zone: North
Type of University: Private
Name of University: Sharda University, Greater Noida
Table:4.3.93
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Society, Culture and Religion		
2.Communication: Process, Models and Theories		
3. Social Study Media and Contemporary Issues		
4. Evolution of Journalism Mass Communication and Technological Revolution		
5. International and Intercultural Communication		
6. Writing for Media		
7. Journalism Concepts and Practices: Newsgathering Techniques and Developing Stories Ideas		

Source: University Website

Table:4.3.94
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication		
2. Media Law and Ethics		
3. Photography and Visual Communication		
4. Radio News and Programme Production		
5. Social Media and Mobile Journalism		
6. Economic Business and Data Journalism		

Source: University Website

Table:4.3.95
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media and Communication Research		
2. Advertising Public Relations and Corporate Communication		
3. Media Management Business and Economics		
4. Specialized Writing and Reporting		
5. Multimedia Journalism		
6. Television News and Programme Production		

Source: University Website

Table:4.3.96
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
Specialization	**1.Master s Project / Thesis**	
1. Print Journalism	**2. On Job Training / Internship**	
2. Broadcast Journalism		
3. Digital Media and Multimedia Journalism		
4. Advertising Public Relations and Corporate Communication		
5. Development Communication		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Media Society, Culture and Religion

- It emphasises on the study of media in the context of society, culture and various religion.
- Communication: Process, Models and Theories
- It focuses on the conceptual aspects of theories and models of communication.
- Social Study Media and Contemporary Issues
- It highlights society, culture and ongoing issues facing by masses.
- Evolution of Journalism, Mass Communication and Technological Revolution
- It includes the topic such as growth of Journalism and Mass Communication as well as different aspects of printing technologies, radio and TV broadcasting technology

(b)International Intercultural Communication

- It emphasises on to make understanding of Mass Communication and how to establish rapport with communication amongst different countries and cultural groups.

(c)Development Communication

- It focuses on sustainable development goals policies and various plans of government for national development as well as what's the role of media for it.

(d) Media Laws and Ethics

- It focuses on legal and ethical aspects Journalism and Mass Communication.

(e) Media and Communication Research

- It focuses on adequate aspects of research which can be used in media and journalism research. Through this paper, students enabling to learn existing scenario of media and forecasting scopes and challenges.

(f) Advertising, Public Relations and Corporate Communication

- It includes the concepts, principles and method of Advertising, Public Relations and Corporate Communication. Through this paper students may understand and learn skills related to Advertising, Public Relations and Corporate Communication.

(g) Media Management, Business and Economics

- It focuses on functions of media organizations and its managements systems as well as business models.

2.WEAKNESS

At first, it is very difficult to talk about 'Weakness of the Syllabus', because there is no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of the syllabus has been deeply described or demarcated into topic/sub-topic'. Only 'one-line description' has been described about the unit which has been incorporated for the paper. It seems that, most of the paper has covered adequate and in-depth and thus, there is less chance to found of weakness of syllabus.

3.OPPORTUNITY

(a) Writing for Media

- It focuses on 'Hands-on-Training'. Through this paper, students may learn writing skills for various kinds of media platforms.

(b) Journalism Concepts and Practices: Newsgathering Techniques and Developing stories and Ideas

- It focuses on adequate and required skills for how to gather news and uses of various tools for gathering news

(c) Photography and Visual Communication

- It emphasises on various aspects of photography and its technical aspects as well as making understanding of visual communication.

(d) Newspaper: Layout Design and Production

- It focuses on how to prepare dummy for newspaper. Also this paper emphasises on its newspaper's elements as well as process of Quark Xpress, InDesign, Photoshop and Other software.

(e) Radio News and Programme Production

- It highlights towards Radio production and broadcasting and it gives an opportunity to students to writing and reporting for Radio programme.

(f) Economic Business and Data Journalism

- Through this paper, students may learn how to become a data journalists and data analyst. It provides 'Hands-on-training'.

(g) Specialized Writing and Reporting

- It emphasises on Journalistic skills of writing and reporting of a news story for various media platforms.

(h) Multi-Media Journalism

- It focuses on multimedia journalism production as well as its whole process. This paper is based on 'Hands-on-Training'.

(i) TV News and Programme Production

- It focuses on practical training. Through this paper students enabling to understands process of TV studio.

(j) Specialization:

- Print Journalism
- Broadcast Journalism
- Digital Media and Multimedia Journalism
- Development Communication

(k) Elective Paper:

- Master's level Project/Thesis
- Internship

If look into the various Mass Communication and Journalism syllabus, it is found that very few universities are providing Specialization paper for a programme. Providing Specialization will be helpful to become a specialized journalist in that subjects which have been opted by the students as an elective paper.

Doing Internship at the end of fourth semester is mandatory for all students. As we know that for getting jobs, internship is most important part. Through internship students may learn about real scenario of media in professional field. Doing intern at any organization, students may explore their interest and passion of specific field and enhance their skills through hands-on training. It also gives an opportunity to make personal contact.

4.THREATS

There is no much threats seems to reflects in the syllabus that which offered by the Sharda University, Greater Noida. Threats refers the external factors and it comes when students go into professional field and they unable to stand themselves of the actual demand of the media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: North
Type of University: Private
University Name: Noida International University, Greater Noida
Table:4.3.97
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Communication		
2. Media Laws and Ethics		
3. Reporting and Writing		
4. Editing		
5. Photo journalism		
6. Communication Skills		
7. Lab Journal production		

Source: University Website

Table:4.3.98
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1. Media Research		
2. **Mass Communication Theory**		
3. **Radio Journalism**		
4. **Introduction to film studies**		
5. **Advertising Marketing**		
6. **New Media Journalism**		
7. **Lab Journal production**		
8. **Lab: Radio Documentary production**		

Source: University Website

Table:4.3.99
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1. Development Communication	Elective-1 Business Journalism Elective-2 Introduction to design concepts	
2. Television Journalism	Open Elective: 1.Video news production 2.Photo Feature production	
3. Corporate Communication		
4. Soft Core: Environmental Communication		

Source: University Website

Table:4.3.100
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1. Media and Society	Elective-1 Magazine journalism	
2. Media Management	Elective-2 Technical Writing	
3.Internship		
4. Dissertation		
5. Short Film Production		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Introduction to Communication

There are five unit has been divided. The first unit of the paper has incorporated the topic/sub-topics such as definition and scope of communication, types of communication, characteristics of verbal and non-verbal communication. The second unit of the paper included the topic/sub-topics such as various communication models. The third unit of the paper included the topic/sub-topic such as nature and scope of journalism, responsibility of a journalists, trends in Journalism. The fourth unit of the paper has incorporated the topic/sub-topic such as globalization and media industry, communication of news, cultural imperialism, impact of media in India. The fifth and the last unit of the paper has incorporated topic/sub-topic such as Indian media and socio-political-economic status, technological impact on Indian media.

(b) Media Laws and Ethics

There are five unit has been divided for this paper. The first unit of the paper has emphasised on 'Press Freedom'. In this unit, topic/sub-topic included such as salient features of Indian constitutions, concept of press freedom, freedom of speech and

expression, censorship etc. The second unit of the paper has incorporated the topic/sub-topic such as concepts of courts act 1971, provision of Indian penal code as well as provision of sedition, official secret act, right to information act, cyber laws etc. The third unit of the paper included the topic/sub-topic such as 'Media Acts'. For this unit, topic/sub-topic included such as press and registration act, working journalists act, cinematography ac. Fourth unit of the paper emphasise on 'Media Ethics'. In this unit, topic/sub-topic included such as professional ethics, ethical situations and conflicts, chequebook journalism, self-regulation etc. The fifth and the last unit of the paper has emphasised on 'Regulatory bodies' and media ethics. In this unit, topic/sub-topic included press council and commissions of India.

(c) Media Research

There are five unit has been divided. The first unit of the paper has emphasised on 'Research Process'. In this unit, topic/sub-topic has incorporated such as scope and nature of communication research, characteristics of scientific research, understanding basic and applied research. The second unit of the paper has emphasised on 'Research procedure'. For this unit, topic/sub-topic included such as research topic selection, how to write reviews of literature, data collection procedure and its analysis and how to interprets of data. The third unit of the paper has emphasised on 'Research Approaches'. For this unit, topic/sub-topic included such as elements of research, qualitative research method, content analysis, quantitative method. The fourth unit of the paper emphasise on 'Data Analysis'. In this unit, topic/sub-topic included such as Introduction to statistics, techniques of communication research, various measurements statistics like central tendencies, frequency, reliability, correlation etc. The fifth and the last unit of the has focused on 'Report Writing'. For this unit, topic/sub-topics included such as how to write research projects, research findings, ethics in research, major trends in communication research.

(d) Mass Communication Theory

There are five unit has been divided. The first unit of the paper has emphasised on 'Introduction to Mass Communication Theory'. In this unit, topic/sub-topic included such as concepts and redefining mass communication, scientific perspective on mass communication. The Second unit of the paper is focused on 'Normative Theories'. For this unit, topic/sub-topic included such as emergence of normative theories of media, four theories of press, participatory and developmental theories etc. The third unit of the paper has emphasised on 'Limited Effects Theories'. For this unit, topic/sub-topics included such as two-step flow theory of mass communication, information flow theory, functional analysis approaches, diffusion innovation theory etc. The fourth unit of the paper is focused on 'theories and role of media in everyday life'. For this unit, topic/sub-topic included such as cultural theory, Marxist theories, political economy theories, social construction of reality. The fifth and the last unit of the paper is focused on 'Media and Audience'. For this unit, topic/sub-topic included such as uses and gratification theory, agenda setting theory etc.

(e)Introduction to film studies

There are five unit has been divided. The first unit of the paper has emphasised on 'film history'. In this unit, topic/sub-topic included such as development of cinema as

medium of Indian cinema, regional and alternative cinema. The second unit of the paper is focused on 'Film aesthetics'. For this unit, topic/sub-topics included such as grammar and language of film, critics of film, censorship of Indian films, impact of globalization on Indian cinema. The third unit of the paper has emphasised on 'Film Theory'. In this unit, topic/sub-topics included such as soviet cinema, French new wave, Italian Neo-realism, Japanese film etc. The fourth unit of the paper has focused on 'World Cinema'. For this unit, topic/sub-topic included such as film of Vittorio de sica, D.W. Griffith, Godard, Alfred Hitchcock etc. The fifth and the last unit of the paper has emphasised on 'Indian film'. For this unit, topic/sub-topic included such as film of Ritwik Ghatak, Shyam Benegal, Mrinal Sen, parallel cinema Vs. Commercial Cinema.

(f)Advertising Marketing

There are five unit has been divided. The first unit of the paper has emphasised on 'Evolution of Advertising'. For this unit, topic/sub-topic included such as evolution of advertising, types of advertising, advertising agency system etc. The second unit of the paper is focused on 'Ads-Production'. For this unit, topic/sub-topic included such as headline, slogans, fundamentals of layout, advertising and persuasive communication, Ad copy themes and appeals, types of appeals. The third unit of the paper has emphasised on 'Advertising campaign'. In this unit, topic/sub-topic included such as execution and evaluation, campaign budget, Ads creation, media planning and media mix. The fourth unit of the paper is focused on 'Advertising Audience'. For this unit, topic/sub-topics included such as socio-demographic profile, Advertising and economy, Audience segmentation etc. The fifth and the last unit of the paper has emphasised on 'Advertising Ethics'. For this unit, topic/sub-topics ethical and moral issues in advertising, code of conduct in advertising.

(g)Development Communication

There are five unit has been divided. The first unit of the paper is focused on 'concepts of development'. In this unit, topic/sub-topics included such as various approaches of development, economic growth theories, dominant and alternative paradigm of development, various models of development. The second unit of the paper is focused on 'Social Change'. For this unit, topic/sub-topic included such as various themes of social change, factors of social change, role of communication for social change, concepts of modernization and post modernization. The third unit of the paper has emphasised on 'Development Communication'. For this unit, topic/sub-topics included such as development communication policies and practices in India, development communication in India, role of folk media and ICT in development. The fourth unit of the paper is focused on 'development perspectives. In these unit, topic/sub-topics included such as ethical perspectives of development, women in development, gender and development, sustainable development etc. The last unit of the paper i.e. fifth unit of the paper has emphasised on 'Reporting development issues. For this unit, topic/sub-topic included such as how to write on development issues and how to write for various media such as TV, Radio, Newspapers etc.

(h)Corporate Communication

There are five unit has been divided. The first unit of the paper has emphasised on 'Basic concepts of corporate communication'. For this unit, topic/sub-topics included such as definition of corporate communication, origin of corporate communication, public relations and propaganda, functions of corporate communication, various public relation agencies. The second unit of the paper is focused on 'process of corporate communication'. In this unit, topic/sub-topics included such as various tools of public relations and its process, shareholders, market communication, various agencies etc. The third unit of the paper is focused on 'building of corporate identity'. In this unit, topic/sub-topics included such as various concepts and variables of corporate, making styles of home journals etc. The fourth unit of the paper is focused on 'Media Relations'. In this unit, topic/sub-topic included such as press briefs, ethical aspects of media relations, role of ICT in corporate communication etc. The fifth and the last unit of the paper has emphasised on 'strategy and management of corporate communication'. For this unit, topic/sub-topics included such as campaigning planning, crisis communication and management, various issues of corporate communication etc.

(i)Media and Society

There are five unit has been divided. The first unit of the paper is focused on 'Mass Media and Society'. In this unit, topic/sub-topic included such a critical analysis and role of media, impact of media on society, media and social responsibility. The second unit of the paper has emphasised on 'media and democracy'. For this unit, topic/sub-topics included such as public sphere, right to information, freedom of speeches, role of media as a watchdog etc. The third unit of the paper is focused on 'public interest and mass media'. In this unit, topic/sub-topics included such as media content analysis, role of serving public, role of media in social movements etc. The fourth unit of the paper is focused on 'media ownership'. For this paper, topic/sub-topics included such as media and contents, internal and external threats of media ownership, social classes issues etc. The fifth and the last unit of the paper has emphasised on 'media credibility'. For this unit, topic/sub-topic included such as various factors of media credibility, role of media in social responsibility.

2.WEAKNESS

There is no weakness has been diagnosed. Noida International University, Greater Noida has maintained the in-depth and adequate theoretical as well as practical papers. This syllabus has freed from the internal threats.

3.OPPORTUNITY

(a)Reporting and Writing

There are five unit has been divided. The first unit of the paper has emphasised on 'Understanding News'. For this paper, the topic/sub-topics included such as definitions of news, various types of news, news elements, principles of news writing etc. The second unit of the paper is focused on 'Interview'. In this unit, topic/sub-topics included such as stages of interview, types of interview, how to conduct

interview, methods of writing for interviews. The third unit of the paper is focused on 'Specialised Reporting'. In this unit, topic/sub-topics included such as how to reporting for court, parliament, life style etc. The fourth unit of the paper has emphasised on 'feature writing'. For this unit, topic/sub-topic included such as types of feature writings, principles of feature writing, how to write creative. The fifth and the last unit of the paper is focused on 'trends of reporting'. For this unit, topic/sub-topics included such as media advocacy, data journalism etc.

(b)Editing

There are five unit has been divided. The first unit of the paper has emphasised on 'requirements of editing'. In this unit, topic/sub-topics included such as principles and functions of editing, functions of editorial department, role and responsibility of editor, sub-editor etc. The second unit of the paper is focused on 'English News'. In this unit, topic/sub-topic included such as in-depth grammar for English news writing, current trends of journalistic writing foe English news. The third unit of the paper has emphasised on 'Editing Process'. For this unit, topic/sub-topics incorporated such as proof reading, copy testing etc. The fourth unit of the paper is focused on 'headline writing'. For this unit, topic/sub-topics included such as significance of editorial, types of headlines, functions and role of headlines, technical aspects of headlines. The fifth and the last unit of the paper is focused on 'newspaper designing'. For this unit, topic/sub-topics included such as layout principles, types of printing technology etc.

(c) Photo Journalism

There are five unit has been divided. The first unit of the paper has emphasised on 'Introduction to Photography'. For this unit, topic/sub-topics incorporated such as aesthetics of photography, types of camera, types of lenses etc. The second unit of the paper is focused on 'Picture Structure'. For this unit, topic/sub-topics included such as third rules of compositions, camera editing process, elements of compositions etc. The third unit of the paper has emphasised on 'Key Concepts of Photo Journalism'. For this unit, topic/sub-topics included such as depth of field, shutter speed, understanding lights etc. The fourth unit of the paper has emphasised on 'Concepts of Photo Journalism'. In this unit, topic/sub-topics included such as how to use photos in newspapers, visual power understanding, photo editing etc. The fifth and the last unit of the paper is focused on 'Photo-Features'. In this unit, topic/sub-topics included such as how-to capturing emotions, essentials elements of photo capturing etc.

(d)Communication Skills

There are three unit has divided. The first unit of the paper has emphasised on 'Communication'. In this unit, topic/sub-topics included such as process of communication, various models for communication. The second unit of the paper has focused on 'levels of communication'. For this unit, topic/sub-topics included such as different types of communication such as verbal and non-verbal communication, body language, functions of communication etc. The third unit of the paper is focused on art of public speaking, art of business writing, how to improve communication etc.

(e) Lab Journal Production (both semester)

Students will necessary to bring-out lab-journal within the deadline of the department. For this, all students shall actively associate in publishing the lab journal. It is mandatory for each student.

(f) Radio Production

There are five unit has been divided. The first unit of the paper has emphasised on 'development of radio broadcasting'. For this unit, topic/sub-topics included such as evolution and development of radio in India, current status of radio, broadcasting formats etc. The second unit of the paper is focused on 'types of programme'. In this unit, topic/sub-topics included such as interview, discussion, features, agriculture programme etc. The third unit of the paper has emphasised on 'development of radio'. For this unit, topic/sub-topics included such as evolution and development of radio in India, organizational structure of radio, types of radio programmes etc. The fourth unit of the paper is focused on 'writing for radio'. For this unit, topic/sub-topics included such as principles of script writing, formats of script, how to editing for radio etc. The fifth and the last unit of the paper is focused on 'programme production'. For this unit, topics/sub-topics included such as handling of various equipment, create audio effects etc.

(g) New Media Journalism

There are four unit has been divided. The first unit of the paper is focused on 'information and current technologies. For this unit, topic/sub-topics included such as new pattern of information traffic, its implication on society, emergence of new media etc. The second unit of the paper is focused on 'Web Journal'. For this unit, topic/sub-topics has incorporated such as origin and development of web journalism, digitization and convergence, web broadcasting etc. The third unit of the paper has emphasised on 'Writing and Editing for the web'. For this unit, topic/sub-topics included such as various tools of news gathering, principles of web writing, types of online advertisements. The fourth and the last unit of the paper has emphasised on 'themes and issues of web journalism'. For this unit, topic/sub-topics included such as internet security, socio-political and ethical issues, cyber law and ethics etc.

(h) Television Journalism

There are five unit has been divided**.** The first unit of the paper is focused on 'development of TV'. In this unit, topic/sub-topics included such as evolution of TV in India, current trends of TV, formats of TV production, trends and formats of news bulletin etc. The second unit of the paper has emphasised on 'Understanding TV programme production'. For this unit, topic/sub-topics included such as grammar and language of TV and films, shoot composition, various camera movements etc. The fifth and the last unit of the paper is focused on 'production process'. In this unit, topic/sub-topics included such as production process, various stages of production, planning and execution of production etc. The fourth unit of the paper has emphasised on 'Management for TV production'. In this unit, topic/sub-topics included such as multi camera production, floor management, ethics for programme production. The fifth and the last unit of the paper is focused on 'post-production'. In this unit,

topic/sub-topics included such as editing grammar, elements of editing, process of audio-video mixing.

(i) Electives paper

Through this paper students may learn technical skills and gain hands-on-training skills. It will be benefited when student will go into the media professional fields.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Noida International University, Greater Noida. Threats refers basically the external factors and it comes when students go into professional field and they could not stand themselves of demand of the media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: South
Type of University: Private
University Name: Reva University, Bengaluru
Table:4.3.101
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1. Principles of Mass Communication		
2.Advance Reporting and Editing		
3.Development Communication		
4.Communication Theories		
5.Visual Communication		
6.Journal Production		

Source: University Website

Table:4.3.102
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research Method	1.Fundamental of Photography 2.Magazine Production and Writing Techniques	
2.Media Laws and Media Management	1.Business Journalism 2.Sports Journalism	
3.Radio Production		
4.International Communication		

Source: University Website

Table:4.3.103
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.TV production	1.New Media 2.Documentry and New Production	
2.Public Relations and Corporate Communication	1.Branding and Marketing Research 2.Political Communication	
3.Principles and Practices of Advertising		
4.Media and Society		
5.Internship		

Source: University Website

Table:4.3.104
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Event Management		
2.Film Studies		
3.Environmental Communication		
4.Technical Writing		
5.Digital Media Marketing		
6.Placement Training		

Source: University Website

SWOT Analysis

1.STRENGTH

(a)Elective Subject:

Department offered elective subject with core(main) subjects. Through this subject, students may enhance their skills and may gain adequate knowledge of diversified field of media. Although, there is no broadly discussion about the syllabus and no demarcation into topic/sub-topic, but when look into the elective subjects, it makes strengthen the subjects.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there is no demarcation of topic/sub-topic. So, at first sight it seems that 'none of unit of the syllabus has deeply described or demarcated into topic/sub-topic'.

3.OPPORTUNITY

The elective subjects will help students to enhance pragmatic as well as critical thinking towards media. When students will go into media professional field, 'Hands-On Training' approach which is taught under the elective subjects will be helpful to enrich their skills of interest.

4.THREATS

The students or any institutions may face challenges of threats when students unable to stand themselves with the demand of media industry. If look into the syllabus, most of the unit(s) of this syllabus has covered and maintained the gap between 'theoretical and practical'. But, none of the unit of this syllabus has demarcated into topic or sub-topic. In short, if talk about the theoretical and practical, there are no much threats appears because syllabus has maintained the balance with practical and theoretical contents.

Zone: East
Type of University: Private
University Name: Centurion University of Technology and Management

Table:4.3.105
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research Methods	1.Animation 2.Radio Jockeying	
2.Introduction to Print and Electronic Media		

Source: University Website

Table:4.3.106
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Society, Media and Communication	1.TV Anchoring 2.Fasion Photography	
2.Cultural Studies		

Source: University Website

Table:4.3.107
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advanced Digital Media	1.Camera Operator 2.Video Editor	
2.Digital Media Platforms		

Source: University Website

Table:4.3.108
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Film Studies	1.Web Content Development 2.Sound Engineer 3.Adobe Tools and Illustration	
2.Advertising and Public Relations		
3.Dissertation		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Communication Research Methods

The man agenda of this paper is to introduce basic concept of research as well as explain to scientific research. Apart from this, students will know the various scientific method and social science research principles. Also, this paper is introduced the topic/sub-topic such as various research approaches, data analysis method in media research. There are five unit has been divided for this paper. The first unit of the paper has incorporated the topic/sub-topic such as basic definition and elements of research, scientific approaches, various communication theories, role and importance of communication research, basic and applied research, descriptive, exploratory, experimental research etc. The second unit of the paper included the topic/sub-topic such as communication research method, survey method, case studies, focus group, sampling framework etc. The third unit of the paper has emphasised on 'Media Research'. For this unit, the topic/sub-topic incorporated such as evaluation, feedback, feed forward, public opinion, market research in media etc. The fourth unit of the paper included the topic/sub-topic such as report writing, data analysis technique, statistical analysis, test of reliability and validity, preparation of dissertation or project report etc. The fifth and the last unit of the paper included the topic/sub-topic related to media research ethics. All unit as well as topic/sub-topic has incorporated adequate and in-depth contents related to communication research. Through this paper students may understand the communication research and how to implements communication research. The all unit as well as topics make strengthen the paper.

(b)Society, Media and Communication

There are five unit has been divided. The first unit of the paper is focused on 'Mass Media and Society'. In this unit, topic/sub-topic included such a critical analysis and role of media, impact of media on society, media and social responsibility. The second unit of the paper has emphasised on 'media and democracy'. For this unit, topic/sub-topics included such as public sphere, right to information, freedom of speeches, role of media as a watchdog etc. The third unit of the paper is focused on 'public interest and mass media'. In this unit, topic/sub-topics included such as media content analysis, role of serving public, role of media in social movements etc. The fourth unit of the paper is focused on 'media ownership'. For this paper, topic/sub-topics included such as media and contents, internal and external threats of media ownership, social classes issues etc. The fifth and the last unit of the paper has emphasised on 'media credibility'. For this unit, topic/sub-topic included such as various factors of media credibility, role of media in social responsibility.

(c) Cultural Studies

There are five unit has been divided. The first unit of the paper has emphasised on cultural studies, theories, various methods of cultural studies. The second unit of the paper has incorporated topic/sub-topics such as relation of music and culture, culture and globalization, technology and culture etc. The third unit of the paper has included the topic/sub-topics such as cultural stigma, exploring culture and its bodies etc. The fourth unit of the paper has incorporated the topic/sub topic such as class and gender, critical approaches etc. The fifth and the last unit of the paper is focused on post-modernism theory, post-colonial studies, cyber culture etc.

(d) Film Studies

This paper has been divided into four unit. The first unit of the paper emphasised on 'Basic of Cinema'. For this unit, topic/sub-topic included such as definition of cinema, relationship in arts, music, dance, theatre etc. The second unit of the paper is focused on 'Visual Literacy'. For this unit, the topic/sub-topic included such as vocabulary of film, frame composition, film medium expression tools, uses of lighting and camera movement. The third unit of the paper is focused on 'Film styles and genres. For this unit, topic/sub-topic incorporated such as Image and Editing, different genres, image and narrative structure of film, format of fiction, non-fiction etc. The fourth unit of the paper is focused on 'film history'. It includes the topic/sub-topic such as development of film in India, Indian Cinema and veteran director, regional cinema (Specifically focused on Marathi cinema). The fifth and the last unit of the paper is focused on 'Film Studies'. For this unit topic/sub-topic included such as film appreciation, censorship, film institutions, film society movements etc. After reviewing the paper researcher found that all unit has covered-up the adequate and in-depth topic/sub-topic. Through this paper students may understand the film studies with theoretically and practically as well as getting specialization in film studies. This all unit as well as topic/sub-topic make strengthen the paper.

(e) Advanced Digital Media

The main agenda of this paper is to encouraged students and evaluated on the basis of understanding of social involvement as well as social media campaigning. Also, this paper encourages students towards demonstrating skills and interest related to new media. Apart from this, this paper has also emphasised on in-depth study of cyber media like ethnography study of social-media. For this paper, there are four unit has been divided. The first unit of the paper included the topic/sub-topic such as mapping the characteristics of new media, basic principles of new media, issues facing by users to representation and reproduction, new media economy etc. The second unit of the paper highlighted the topic/sub-topic such as understanding new media technology, distinguish between analogue and digital media, different kind of social media platforms etc. The third unit of the paper included the topic/sub-topic such as Impact of new media on Mass communication and Journalism, role of Journalism in the era of new media, new trends of online Journalism, how to writing for new media. Similarly, the fourth and the last unit of the paper included the topic/sub-topic such as ethical issues related to online Journalism, ICT and Social inclusion, Cyber culture etc. This paper has covered-up the adequate and In-depth contents of New Media. Through this paper students may learn skills related to new media and online Journalism. Thus, all unit as well as topic/sub-topic make strengthen the paper.

(f) Introduction to Print and Electronic Media

There are five unit has been divided. The first unit of the paper is focused on characteristics of print media, various forms of reporting, basic elements of news story etc. The second unit of the paper is focused on news sources, media system (global and national), in-depth reporting, curtain eraser writing, reporting trends etc. The third unit of the paper has incorporated topic/sub-topics such as various editing process, planning and process of editing. The fourth unit of the paper has highlighted to radio programme production, various formats of radio programme, use technology for radio production etc. The fifth and the last unit of the paper has included the topic/sub-topics such as various TV programme production and its multi stages

2.WEAKNESS

There is no weakness has been diagnosed. In this syllabus which is offered by the Centurion University of Technology and Management has maintained in-depth and adequate theoretical as well as practical papers. This syllabus has freed from the internal threats.

3.OPPORTUNITY

(a) Advance Public Relations

There are six unit has been divided for this paper. The first unit of the paper has emphasised on ‘Understanding PR’. For this unit, topic/sub-topic included such as definition, distinguish public relations, advertising and propaganda, ethics related to public relations etc. The second unit of the paper is focused on ‘Role of Public Relations in various sectors. For this unit, topic/sub-topic has been incorporated such as corporate, hospitals, professional associations, NGOs, trade and commercial

organizations etc. The third unit of the paper highlighted to 'Types of Public Relations'. In this unit, topic/sub-topic included such as communication audit, role and responsibility of public relations, PR consultancy etc. The fourth unit of the paper is focused on 'PR tools. For this unit, topic/sub-topic has been incorporated such as house journal, trade fairs, media publicity, campaign movements etc. The fifth and the last unit of the paper has emphasised on 'Media Relation as a PR functions. For this unit, topic/sub-topic included such as media publicity and public relations, how to organizing press conference, how to writing press release etc. The sixth and the last unit of the paper has emphasised on 'social media'. For this unit, topic/sub-topic included such as micro blogging sites, tools for information dissemination etc. This paper is based on 'hands-on training', so it gives an ample opportunity to students to understand public relations tools and techniques in advance way. Through this paper students may learn skills related to public relations as well as how to implements in practically.

(b) Elective Subjects

Centurion University of Technology and Management being offered various elective papers which is based on 'hands-on-training' method. Through this paper students may learn skills of various media. Theses elective paper gives an opportunity to students to enrich their skills and interest accordingly industry.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by the Centurion University of Technology and Management. Threats refers basically the external factors and it comes when students go into professional field and they unable to stand themselves of the demand of the media industry. Through SWOT analysis, researcher found that syllabus has maintained the balance between 'Theoretical' and 'Practical'.

Zone: East
Type of University: Private
Amity University, Kolkata
Table:4.3.109
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Mass Communication Theory and Practices	1.Advance Communication Skills	
2.Photography Concepts and Practices	2.Self-Development and Interpersonal Skills	
3.Vizualization and Media Design	3.Foreign Business Language	
4.Writing and Analysis for Print	4.Outdoor Activity Course	

Source: University Website

Table:4.3.110
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advance Media Research	1.Basic Video Editing	
2.Basics of New Media	2.Country Report	
3.Media Design and Production	3.International Management Practices	
4.Public Relations	4.Managing Cultures	
5.Radio Production	5.Trends, Management and Environment of Commercial Research	
6.Specialized Reporting	6.Foreign Business Language	
7.TV Journalism		

Source: University Website

Table:4.3.111
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advance New Media	1.Advertising, Planning and Strategy	
2.Television Production	2.Corporate Communication	
3.Minor Projects	3.Current Affairs and Media Analysis	
4.Internship	4.Mass Media Industry	
	5.News Room Practices	
	6.Writing for Magazine	
	7. Professional Communication Skills	

Source: University Website

Table:4.3.112
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication	1.Advance Live News Management	
2.Media Ethics, Laws and Regulations	2.Business Journalism	
3. Dissertation	3.Event Planning and Strategy	
	4Media Globalization	
	5.Print Media Marketing and Circulation	
	6.Foreign Business Language	
	7. Professional Communication Skills	

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussed the syllabus and its topic/sub-topics by this university, but if overviewing the syllabus, the topic such as media economics, media criticism, advance media research, advance research analytical skills has been incorporated. This paper seems to provide adequate knowledge and skills to students. This paper makes strengthen the syllabus. Apart from this, Amity University, Kolkata also offered interdisciplinary/cross-disciplinary paper. Through this paper students will acquire additional knowledge of other discipline which is necessary while very few universities being offered interdisciplinary/cross-disciplinary courses.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the syllabus', because there is no demarcation of topic/sub-topic. Therefore, at first sight it reflects the weakness of the syllabus that is 'none of unit has been described or divided into topic/sub-topic.

3.OPPORTUNITY

This paper provides an opportunity to students related to Introduction to Film Studies, Introduction to T.V. Studies, Media and Culture, Public Relations and Practices and Dissertation. These aforesaid papers seem to unique through which students will understand the adequate knowledge of media and its various aspects.

4.THREATS

In this syllabus, there are threats reflects. Threats refers to the external factors and it comes when students go into media professional field and after that they do not fulfil the demand of the media industry. Through SWOT analysis researcher found that syllabus should be revised the syllabus with 'theoretical and practical' balanced. There is lack of practical aspects has been covered by the syllabus.

Zone: West
Type of University: Private
Manipal University, Jaipur
Table:4.3.113
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Theory and Practice of Communication		
2.Writing Skills		
3.Introduction to Mass Media		
4.Current Affairs and Media Issues		
5.Computer Application		

Source: University Website

Table:4.3.114
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting		
2.Advertising		
3.Radio Journalism		
4.Photo Journalism		
5.Media Laws and Management		

Source: University Website

Table:4.3.115
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Editing		
2.TV Journalism		
3.Public Relations		
4.Communication Research		
5.Communication Technology		

Source: University Website

Table:4.3.116
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media Production		
2.Electronic Media Production		
3.Cyber Journalism		
4.Development Journalism		
5.Practical		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) Writing Skills

This paper provides writing skills for different media such as radio, television, print media etc. Through this paper students will learn the skills of creative writings related to various dimensions of media. Very few universities being offered paper on writing Skills. This paper will be helpful to students to enrich the writing skills.

(b) Current Affairs

If look into the syllabus of different universities very few universities being offered paper on ‘current affairs and media issues. This paper has widely covered the current affairs and media related issues. This paper has covered the topic ranging from Indian constitution, major political parties in India, status of media persons in India. Apart from this, it has covered the major current international, national, regional

development, important issues covering by various media etc. This paper makes strengthen the syllabus.

(c) Public Relations

This paper has covered the various dimensions of public relations. It has covered the topic such as public relations-concepts and definitions, PR tools and method, corporate communication-concept and scope etc. Through this paper students will acquire the skills related various aspects of public relations.

(d) Print Media Production

This paper highlighted on various aspects of print media production which is ranging from printing process to photography for newspapers and magazines. This paper provides adequate knowledge of print media production. This paper has maintained the balance between 'theoretical and practical' aspects of print media production. The students who willing to shape their career in the field of print media, for those students it will be very helpful.

(e)Electronic Media Production

This paper has been divided into four part: Radio Production. Production, Elements of T.V. pre-production, production and web production. This paper provides the students about different dimensions of television production with in-depth and adequate knowledge and skills.

(f) Cyber Journalism

This paper has extended and updated version of new media paper. It containing new social media, dynamics of social media networks, novelty, strength and weakness, multi-media storytelling on individual and group etc. Through this paper students will acquire knowledge related to cyber Journalism.

(g) TV Journalism

In this paper the topic or sub-topic has been covered such as organizational structure of news channel, studio set-up, pre-production, production, post production etc. This paper provides the in-depth and adequate knowledge and skills related to T.V. Journalism.

2.WEAKNESS

The main weakness has been diagnosed that is 'there is no specific unit has been demarcated by name under the aegis of topic or sub-topic has been covered. In addition, the following weakness of the syllabus has been detected:

(a) Theory and Practices of Communication

This paper highlighted the basic and superficial knowledge related to 'theories and models of communication'. This paper not provides how to implement this models and theories and how these models are going to propagating by the media in contemporary situation.

(b) Introduction to Mass Media

At first sight it seems that this paper emphasises on different kinds of media. But when researcher overview the syllabus, it is found that it talks about only for radio and print media. Cinema is a major elements of mass media, but there is no highlight on it. Also, other mass media were ignored in this syllabus.

(c) Computer Application

There is no separate paper being offered for new media. This university being offered computer application paper that which slightly focused on new media that is not fulfil the gap of new media paper. However, in computer application paper students introducing about computer. At master's level., this paper should be emphasised on create web page, blog, HTML etc.

(d) Advertising

In this paper there is no various dimensions of advertising has been covered. After overviewing the syllabus, it seems that it merely highlighted to the basic and fundamentals of advertising. This paper should be based on creative and hands-on training method. Advertising is a market-oriented subject for all time. Hence, syllabus should be prepared accordance with demand of the market.

(e) Media Laws and Media Management

Most of universities being offered Media Laws and Ethics as a separate paper, but this university has merged it with media management. Although media laws and ethics paper are very diversified and dynamic in itself while in this paper just introduce students about basic introduction and historical background of media laws. On the other hand, for media management paper, there is no in-depth highlighting and focusing on it. This syllabus introduces students about media management and its concepts, need and scope. Through this paper, students could not acquire adequate knowledge related to media laws and media management.

(f) Development Communication

After reviewing the paper, it found that the topic/sub-topic has been covered such as development studies while the core paper is based on development communication. Actually, this paper should be reflected on 'communication for development' or what is the role of communication for development. There is contradiction between core paper and topic/sub-topic of the same paper.

(g) Communication Technology

Most of the paper highlighted on basic of computer as well as role of computer in various mass media. According to the researcher this paper should be based on ICT (How technology helpful to disseminating information). This paper containing the topic 'printing technology' while this is not the core area of the paper.

(h) Communication Research

This paper has not been well designed and not containing step-wise contents related to research. At Master's level, research paper should be emphasised on basic research which must be followed step-wise contents of research. In this paper, most of content has been followed by 'Types of Research'. The types of research are knowing necessary, but first of all fundaments of research must be cleared to students. For beginners, 'Variables of Research' must be cleared. But there are less talking about 'variables' in this paper. Communication Research paper should be ranging from Introduction to How to write report writing.

3.OPPORTUNITY

(a) Reporting

Through this paper students will learn the skills about how to do reporting for various kinds of media. This paper is focused on how to conduct interview and also containing types of interview, spot coverages, follow-up stories and also how to reporting for different beat. This paper provides the students to enrich their skills and interest before go into media professional field.

(b) Radio Journalism

Very few universities being offered separate paper on radio journalism with various aspects of radio journalism. This paper provides adequate and In-depth knowledge related to radio journalism. This paper has covered the contents such as characteristics of radio writing style, writing radio news, types of bulletins, types of interview for news gathering etc. Through this paper students will acquire skills and understand the minor to major elements of radio journalism. However, who willing to go into radio journalism, it will be very helpful?

(c) Photo Journalism

This paper provides the adequate knowledge and skills related to photo journalism. It contains the topic/sub-topic such as concepts of photo journalism, how to use photograph in newspapers, photo features, stories and essay etc. This paper emphasises on hands-on training method for photo journalism. This paper will be helpful to students who willing to shape their career in photo journalism.

(d) Editing

This paper highlighted to the process of editing particularly 'Print Editing'. In this paper topic or sub-topic has been covered such as need and purpose of editing,

principal of editing, Headlines and its type, headlines significance and function, news production principal and design etc. Through this paper students will enrich the skills of editing through 'hands-on training' method.

(e) Practical

For this paper the following unit has been covered:

(a) Experimental Lab Journals
(b) Basic photography and photo-editing skills
(c) Test of Typing and Using page making software
(d) Presentation skills
(e) Electronic Media Production

Apart from the theoretical paper the university being offered separate practical paper for each skills-based paper. Through this paper students will learn the skills of their interest.

4.THREATS

It should be understanding very clearly the difference between vocational, traditional and professional education. If any university being offered the courses in Mass communication, they should think about course structure. In this syllabus there is none of critical thinking paper has been incorporated. Hands-on training course may provide vocational training. Also, in this syllabus there is no paper for internship and dissertation being offered. Both are very important segment of any syllabus of master's course of programme. Through internship students will shape their career in media professional while through dissertation students will learn 'how to do research or research projects'.

Zone: West
Type of University: Private
PACIFIC University, Udaipur
Table:4.3.117
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Principles of Mass Communication		
2.Development of Media		
3.Print Media-1(Reporting & Editing)		
4.Electronic Media (Radio and T.V.)		
5.Advertising and Public Relations		
6.Practical		

Source: University Website

Table:4.3.118
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication		
2.Communication Research		
3.Media Laws and Ethics		
4.International Communication		
5.Media Management		
6.Practical		

Source: University Website

Table:4.3.119
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Print Media-2		
2.Radio		
3.Television		
4.Advertising		
5.Public Relation and Corporate Communication		
6.Practical		

Source: University Website

Table:4.3.120
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.New Media Applications		
2.Inter-Cultural Communication		
3.Specialization		
4.Dissertation		
5.Practical		

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of syllabus the topic such as print media-1(Reporting and Editing) and Print media-2 seems to provides adequate knowledge and skills related to print media. Through this paper students will learn the skills in the field of print media. This paper makes strengthen the syllabus. Apart from this, this university being offered international communication paper to the students through this paper they may understand international communication and role of media.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there is no demarcation of topic/sub-topic. So, at first sight it seems that the weakness of the syllabus is 'none of unit of syllabus has been divided into topic/sub-topic'.

3.OPPORTUNITY

After overviewing the syllabus there is no any specific topic/ sub-topic found through which students will get opportunities except in all four-semester university being offered practical paper. It makes bridge between 'theoretical and practical' knowledge. Practical knowledge will help students to enrich skills through hands-on training method.

4.THREATS

The students or an institution will face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, most of the unit of this syllabus has covered up the h theoretical and practical paper being offered in all four semesters. But there is none of elective/interdisciplinary subjects being offered. Students will face challenge in media professional field because syllabus is not designed well. Also, there is no demarcation of the unit under which these topics/sub-topics has to be kept.

Zone: West
Type of University: Private
NIMS University, Rajasthan

Table:4.3.121
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Basics Principles of communication and Mass Communication		
2.History of Mass Media		
3.News Reporting and Editing		
4.Media Laws		

Source: University Website

Table:4.3.122
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Research		
2.Development Communication		
3.Public Relation and Advertising		
4.Radio Journalism		

Source: University Website

Table:4.3.123
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advanced and Specialized Reporting		
2.Advance Editing, Designing and Printing		
3.TV Journalism		
4.Computer in Mass Media		

Source: University Website

Table:4.3.124
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Internet and Web Journalism		
2.Photo Journalism, Film and Animation		
3.Dissertaion		
4.Specialization in Media Production		

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of syllabus the topic such as News Reporting and Editing and Advanced Specialized reporting seems to provides adequate knowledge and skills related to print media. Through this paper students will learn the skills in the field of print media. This paper makes strengthen the syllabus. Apart from this, this university being offered Computer in Mass Media paper to the students; through this paper they may understand uses and application of computer and their role in mass media.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there is no demarcation of topic/sub-topic. So, at first sight it seems that the weakness of the syllabus is 'none of unit of syllabus has been divided into topic/sub-topic'.

3.OPPORTUNITY

This paper provides an opportunity to students to gain skills related to media such Advance Editing, Designing and Printing, Photo Journalism, Film and Animation and specialization in Media production. This paper bridging the gap between 'theoretical and practical'.

4.THREATS

The Students or an institution will face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, it has covered the theoretical and practical paper and bridging theoretical and practical. Apart from this, there is none of elective/interdisciplinary subjects being offered. Students will face challenge from this syllabus when students will go into media professional field because syllabus is not designed well. Also, there is no demarcation the unit under which topic/sub-topic being offered.

Zone: Central
Type of University: Private
Amity University, Raipur
Table:4.3.125
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Mass Communication Theory and Practices	**1.Advance Communication Skills**	
2.Photography Concepts and Practices	**2.Self-Development and Interpersonal Skills**	
3.Vizualization and Media Design	**3.Foreign Business Language**	
4.Writing and Analysis for Print	**4.Outdoor Activity Course**	

Source: University Website

Table:4.3.126
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advance Media Research	1.Basic Video Editing	
2.Basics of New Media	2.Country Report	
3.Media Design and Production	3.International Management Practices	
4.Public Relations	4.Managing Cultures	
5.Radio Production	5.Trends, Management and Environment of Commercial Research	
6.Specialized Reporting	6.Foreign Business Language	
7.TV Journalism		

Source: University Website

Table:4.3.127
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Advance New Media	1.Advertising, Planning and Strategy	
2.Television Production	2.Corporate Communication	
3.Minor Projects	3.Current Affairs and Media Analysis	
4.Internship	4.Mass Media Industry	
	5.News Room Practices	
	6.Writing for Magazine	
	7. Professional Communication Skills	

Source: University Website

Table:4.3.128
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Development Communication	1.Advance Live News Management	
2.Media Ethics, Laws and Regulations	2.Business Journalism	
3. Dissertation	3.Event Planning and Strategy	
	4Media Globalization	
	5.Print Media Marketing and Circulation	
	6.Foreign Business Language	
	7. Professional Communication Skills	

Source: University Website

SWOT Analysis

1.STRENGTH

There is no broadly discussed about the syllabus and its topic/sub-topics by this university, but if overviewing the syllabus, the topic has been incorporated such as media economics, media criticism, advance media research, advance research analytical skills. This paper seems to provide adequate knowledge and skills to students. This paper makes strengthen the syllabus. Apart from this, Amity University, Jaipur also offered interdisciplinary/cross-disciplinary paper. Through this paper students will acquire additional knowledge of other discipline which is necessary while very few universities being offered interdisciplinary/cross-disciplinary courses.

2.WEAKNESS

It is very difficult to talk about 'weakness of the syllabus', because there is no demarcation of topic/sub-topic. Therefore, at first sight it reflects the weakness of the syllabus that is 'none of unit has been divided into topic/sub-topic.

3.OPPORTUNITY

This paper provides an opportunity to students related to Introduction to Film Studies, Introduction to T.V. Studies, Media and Culture, Public Relations and Practices and Dissertation. These papers seem to unique through which students will understand the adequate knowledge of media and its various aspects.

4.THREATS

In this syllabus, there are threats reflects. Threats refers to external factors and it comes when students go into media professional field and after that they do not fulfil the demand of media industry. Through SWOT analysis researcher found that syllabus should be revised and 'theoretical and practical' balanced. There is lack of practical aspects has been covered by the syllabus.

Zone: Central
Type of University: Private
Oriental University, Indore
Table:4.3.129
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Basics of Communication		
2.News Reporting		
3.Introduction to PR & CC		
4.Advertising for Radio & TV		
5.Information Technology & Journalism		
6.Seminar		

Source: University Website

Table:4.3.130
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.ICT Application in Media		
2.Basics of Communication		
3.Print Media Design and Graphics		
4.Electronic Media		
5.Development Communication		
6.Seminar		

Source: University Website

Table:4.3.131
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.News Editing		
2.Media Research Method		
3.Radio Journalism		
4.Broadcast Journalism		
5.Media Management and Law		
6.Seminar		

Source: University Website

Table:4.3.132
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Communication Research		
2.Advertising		
3.Specialization- **(a) Film Studies** **(b) Environment Journalism** **(c) Advance Public Relations** **(d) International Communication**		
4.Advanced New Media		
5.Dissertation		
6.Seminar		

Source: University Website

SWOT Analysis

1.STRENGTH

(a) News Reporting

This main agenda of this paper is to understand the news reporting as well as to understand the news value. Through this paper students will know about news reporting techniques. This paper has been divided into five unit. The first unit of the paper is focused on basic importance and purpose of news, accuracy, clarity and balance of news. Also, it includes nature of news. Similarly, the second unit of the paper included the topic/sub-topic such as quality of news reporting as well as work and responsibility of a news reporting. The third unit of the paper focuses on news value and news sources, changing paradigm of news, news beats as well as beat mapping. The fourth unit is focused on how to news gathering and source of a news. The fifth and the last unit of the paper focuses on how to writing news reports. It included the topic/sub-topic such as inverted pyramid, types of leads, various writing technique. It also focuses on changing trends in news writing and news style.

(b) Basics of Mass Communication

The main agenda of this paper is to acquire understanding of mass communication and its process. Also, through this student become aware from the effects of mass media and its effects on society. Apart from this, it highlights the theoretical aspects of mass media as well as students learn the skills and practices in the field of mass media. This paper has been divided into six units. The first unit of the paper has included the topic/sub-topic such as rise of mass communication, media as a social institution, development of media technologies, development of communication models, mass communication modernity etc. The second unit of the paper included the topic/sub-topic such as role and functions of media, theories related to mass communication, media norms etc. The third unit of the paper highlighted to the topic/sub-topic such as media content, gate-keeping. cultural production, representation, how to analysing media content etc. The fourth unit of the paper focuses to media convergence, technological dimensions, economic dimensions, socio-cultural dimension etc. The fifth unit of the paper focuses to political communication. It includes the topic/sub-topic such as media as a source of political power, modernity and political thought, public relation and propaganda, post-independence movements etc. The sixth and the last unit of the paper is focused on International and Political Communication. It focuses to NWICO, ownership, media imperialism, war and conflict etc. After reviewing the paper, researcher found that all unit gives adequate and in-depth knowledge as paper has claimed. Through this paper students will gain and understand the whole process of mass communication. Thus, these all units make strengthen the paper.

(c) Development Communication

The main agenda of this paper is to introduce the role of communication in socio-economic development as well as this paper give to students about basic knowledge of communication and development. Apart from this, it also focuses on how new trends of development help communication system. For this paper, there are five unit has been divided. The first unit is focused to 'Development'. For this unit, the topic/sub-topic has included such as concept and meaning of development, socio-economic approaches, various characteristics of development. The second unit of the paper highlighted on 'Development Communication'. It includes the topic/sub-topic such as concept, definitions, process, theories related to development communication. Also, it focuses the role of media in development communication, socio-cultural and economic barriers. The third unit of the paper is focused on Agricultura Communication, rural development, various approaches in agricultural communication models. The fourth unit of the paper highlighted on 'Development Support Communication'. It included the topic/sub-topic such as health, education and society, formal and non-formal education, right to education, human resource development. The fifth and the last unit of the paper has incorporated the topic/sub-topic such as 'Environment and Development'. For this unit, the topic/sub-topic included such as sustainable development, alternative to communication, issues related to development like water, shelter, food. After reviewing the paper researcher found that there are adequate and in-depth topic/sub-topic has been incorporated. Through this paper student will understand the development communication and its approaches and how to implements it for socio-economic-cultural sphere. Therefore, this all aforesaid units make strengthen the paper.

(d) Communication Research

The main agenda of this paper is to introduce basic concept of research as well as explain to scientific research. Apart from this, students will know the various scientific method and social science research principles. Also, this paper introduced the topic/sub-topic such as various research approaches, data analysis method in media research. There are five unit has been divided for this unit. The first unit of the paper has incorporated the topic/sub-topic such as basic definition and elements of research, scientific approaches, various communication theories, role and importance of communication research, basic and applied research, descriptive, exploratory, experimental research etc. The second unit of the paper included the topic/sub-topic such as communication research method, survey method, case studies, focus group, sampling framework etc. The third unit of the paper has emphasised on 'Media Research'. For this unit, the topic/sub-topic incorporated such as evaluation, feedback, feed forward, public opinion, market research in media etc. The fourth unit of the paper included the topic/sub-topic such as report writing, data analysis technique, statistical analysis, test of reliability and validity, preparation of dissertation or project report etc. The fifth and the last unit of the paper included the topic/sub-topic related to media research ethics. All unit as well as topic/sub-topic incorporated adequate and in-depth contents related to communication research. Through this paper students may understand the communication research and how to implements communication research. This unit and topics make strengthen the paper.

(e) Film Studies

This paper has been divided into four unit. The first unit of the paper has emphasised on 'Basic of Cinema'. For this unit, topic/sub-topic included such as definition of cinema, relationship in arts, music, dance, theatre etc. The second unit of the paper is focused on 'Visual Literacy'. For this unit, the topic/sub-topic included such as vocabulary of film, frame composition, film medium expression tools, uses of lighting and camera movement. The third unit of the paper is focused on 'Film styles and genres. For this unit, topic/sub-topic has incorporated such as Image and Editing, different genres, image and narrative structure of film, format of fiction, non-fiction etc. The fourth unit of the paper is focused on 'film history'. It includes the topic/sub-topic such as development of film in India, Indian Cinema and veteran director, regional cinema (Specifically focused on Marathi cinema). The fifth and the last unit of the paper is focused on 'Film Studies'. For this unit topic/sub-topic included such as film appreciation, censorship, film institutions, film society movements etc. After reviewing the paper researcher found that all unit has covered-up the adequate and in-depth topic/sub-topic. Through this paper students may understand the film studies with theoretically and practically as well as getting specialization in film studies. This all unit as well as topic/sub-topic make strengthen the paper.

(f) Environment Journalism

This paper has been divided into six unit. The first unit of the paper is focused on 'Environment and Development'. For this unit, topic/sub-topic included such as basic of concepts of environment, local and global issue related to environment, sustainable development etc. The second unit of the paper is focused on 'National Perspective'. For this unit, topic/sub-topic has incorporated such as India's natural environment

policy, Role of NGOs, Environment protection, public interest and awareness related to environment. The third unit is focused on 'Climate Change'. For this unit, topic/sub-topic included such as global warming, climate change, IPCC, Kyoto protocols, how to reporting for climate change etc. The fourth unit of the paper highlighted to 'Biodiversity'. For this unit, topic/sub-topic included such as definition of biodiversity, natural habits, issues related to diversity, how to reporting for bio-diversity. The fifth unit of the paper is focused on 'Water pollution and Waste management. The sixth and the last unit of the paper has emphasised on 'Environment and Energy'. For this unit, topic/sub-topic incorporated such as energy and development, environment pattern, renewable energy, issues related to health and safety. After reviewing the paper researcher found that very few universities were offered environment Journalism (for specialization paper). This paper has incorporated adequate and In-depth contents related to environment. Through this paper students may learn and understand the environment Journalism. Hence, this unit as well as topic/sub-topic make strengthen the paper.

(g) International Communication

There are five unit has been divided for this paper. The first unit of the paper included the topic/sub-topic such as various dimensions of international communication like socio-economic-cultural, NWICO, disparities between internal, regional and international etc. The second unit of the paper has incorporated such as communication and human rights, various international news agencies, critical aspect of western news value. The third unit of the paper highlighted the topic/sub-topic such as impact of ICT on news flow, role of UNESCO and news flow, MacBride commission's report etc. The fourth and the last unit of the paper included the topic/sub-topic such as various issues related to international communication and interactive media system, globalization and its effects on media system, international media institutions and organization etc. After reviewing the syllabus of different universities, it found that very few universities were offered 'International Communication' paper for specialization with adequate and In-depth contents. Through this paper students have a chance to understand International Communication and to get specialization in International Communication. Thus, all unit as well as topics/sub-topics that have been covered make strengthen the paper.

(h) Advance New Media

The main agenda of this paper is to encouraging students and evaluation on the basis of understanding of social involvement as well as social media campaigning. Also, this paper encouraging students towards demonstrating skills and interest related to new media. Apart from this, this paper also emphasized on in-depth study of cyber media like ethnography study of social-media. For this paper, there are four unit has been divided. The first unit of the paper included the topic/sub-topic such as mapping the characteristics of new media, basic principles of new media, issues facing by users to representation and reproduction, new media economy etc. The second unit of the paper highlighted the topic/sub-topic such as understanding new media technology, distinguish between analogue and digital media, different kind of social media platforms etc. The third unit of the paper included the topic/sub-topic such as Impact of new media on Mass communication and Journalism, role of Journalism in the era of new media, new trends of online Journalism, how to writing for new media.

Similarly, the fourth and the last unit of the paper included the topic/sub-topic such as ethical issues related to online Journalism, ICT and Social inclusion, Cyber culture etc. This paper has covered-up the adequate and In-depth contents of New Media. Through this paper students may learn skills related to new media and online Journalism. Thus, all unit as well as topic/sub-topic make strengthen the paper.

2.WEAKNESS

(a)Basics of Public Relations and Corporate Communication

The main agenda of this paper is to deal with adequate work and functions of PR & CC. But the unit of the paper is focused on basics concepts and definition of public relations and corporate communication. This paper supposed to important in media studies, so this paper should be highlighted with adequate and in-depth contents of public relations and corporate communication. For this paper, there are five unit has been divided. The first unit of the paper is focused on corporate communication and its concept and scope. Also, it includes how to image building through PR & CC. The second unit of the paper included the topic/sub-topic such as types of business communication, verbal communication, cross-culture communication. The third unit of the paper is focused on understanding of corporate communication, employee communication, how to writing for media. Similarly, fourth unit of the paper is focused on brand promotion in corporate communication and crisis communication. Fifth and the last unit of the paper highlighted on definition and scope of public relations, work and functions of public relations in India. Also, this paper highlighted on concepts and definition of public relations and corporate communication. According to the researcher, this paper should be revised and updated with adequate and acquaint contents related to public relations and corporate communication.

(b) Advertising for Radio and TV

Oriental University, Indore being offered paper of advertising for Radio and TV., but the unit of the paper highlighted to knowing importance of advertising in media and effect of the advertising on society as well as types of advertising. In this paper, there is no separate discussion about advertising for radio and advertising for TV. The paper has been divided into five unit. The first unit of the paper is focused on origin, development and meaning of advertising. It included the topic/sub-topic such as advertising agencies, structure of ad-agency. The second unit of the paper highlighted about role of advertising. It included the topic/sub-topic such as types of advertising, steps of advertising planning, role of advertising. The third unit of the paper is focused on advertising design and principles. It included the topic/sub-topic such as types of advertising, background of advertisement. The fourth unit of the paper is focused on advertisement layout. It focuses to advertising design, types of design, principles of good layout as well as principles of good advertisement. Last unit of the paper highlighted to the role and effect of advertisement. It included the topic/sub-topic such as negative and positive effect of advertisement. It also focuses to advertising media mad its development.

(c) Introduction Technology and Journalism

The main agenda of this paper is to introduce information technology and improvement in Journalism as well as how to uses and access IT in Journalism. But the unit of this paper mostly focused on Introduction of computer and its work and functions. The paper has been divided into five unit. The first unit of the paper is focused on fundamentals of computers and Information Technology. For this unit, topic/sub-topic has included such as Introduction to computer, ASCII, UNICODE, computer configuration, MODEM, TCP/IP, FTP etc. The second unit of the paper highlighted to computer hardware and software. For this unit, the topic/sub-topic included such as hardware of computers, types of memory, computer software, operating system etc. The third unit of the paper is focused on operating system. In this unit, the topic/sub-topic included such as Introduction to operating system, types of operating system, UNIX, LINUX, Android, Control Panel, Recycle Bin etc. Similarly, the fourth unit of the paper highlighted to search engine, its functions, famous search engine. The last unit of the paper is focused on Internet, Emails, mobile communication. For this unit, the topic/sub-topic included such as concepts and meaning of Internet, history of Internet, Application of the Internet etc.

(d) Basics of Communication

The main agenda of this paper is to understand early communication system of India, to know and understand work culture of print media as well as relation between print media and folk media. But the unit has been deviated from its agenda. For this paper, unit has been included such as models and theory related to communication. Cinema from beginnings to talkies, studio system etc. For this paper, there are five unit has been divided. The first unit of the paper is focused to nature and process of human communication, functions of communication, verbal and non-verbal communication etc. The second unit of the paper highlighted to basics models and theories related to communication. The third unit included the topic/sub-topic such as nature and process of mass communication, media of mass communication. Similarly, fourth unit of the paper has focused to mass media, history of mass media, Journalism, tabloids and yellow Journalism, news agencies in India. The fifth and the last unit of the paper highlighted to cinema, from beginnings to talkies, studio system et cetera. In addition, it includes the topic/sub-topic such as impact of cinema on society. After reviewing the syllabus, it is found that there is no relation between main agenda of the paper and the units of the paper. Most of the units as well as topic/sub-topic have deviated from its main agenda. Thus, due to this reason it makes weaken the paper.

(e) ICT Application in Media

The main agenda of the paper is to introduce information and ICT and its management to the students as well as to aware about the security. It is also focusing to makes students capable to applying the ICT. But the all unit of the paper focuses to the basic computer knowledge along with uses and access. There is no relation between ICT and Media. The first unit of the paper is focused o 'information management'. This unit has followed the topic/sub-topic such as data vs. information, basic file system, hierarchical file system, logical file system etc. The second unit of the paper is focused to information exchange. It has followed the topic/sub-topics such as LAN, WAN, MAN, tools and technology, electronic mails, document sharing, USB Net Setter. The third unit of the paper has focused on security. It highlighted the topic/sub-topics such as authentication and authorization of Network security,

definition of security, E-mail security, types of virus, web security etc. The fourth unit of the paper is focused on 'Internet Standards and Internet Security'. In this unit, the topic/sub-topics included such as standardization process, LAB, Standard categories, NIC, ISO etc. The fifth unit of the paper highlighted to cyber Journalism and cyber law. It included the topic/sub-topics such as Introduction to cyber law, case studies, Cyber Journalism, Electronic News. Sixth unit of the paper has focused to social Networking. For this unit, the topic/sub-topics has followed such as social quotient, social Networking site etc. The seventh and the last unit of the paper focuses to Hacking and its procedure. For this, the topic/sub-topic has followed such as hacking method, types of hacking as well as advantage of hacking.

(f) Electronic Media

There are four unit has been divided for this paper. The first unit highlighted to 'Introduction to Radio'. The second unit of the paper is focused on 'Introduction to Television'. The third unit focuses to 'Comparing TV and Radio'. Similarly, fourth and the last unit of the paper highlighted to 'Introduction to New Media'. All units have incorporated to basic historical background of TV, Radio and New Media. For this paper, researcher's opinion is, for master's level, this paper supposed to very important and through this paper students may choose as well as enhance and enrich their interest of area. This paper should be revised and incorporating adequate and in-depth topic/sub-topic related to all aspects of electronic media. Thus, after reviewing all unit as well as included topic/sub-topic reflects the weakness of the paper.

(g) Media Research Method

The main agenda of this paper is to introduce students to understanding research approaches as well as tools and techniques. Also, students will understand the scope and technique of media research. There are five unit has been divided for this paper. The first unit is focused on 'What is Research'. For this unit, topic/sub-topic has been included such as characteristics of scientific research, relevance and nature of media research, research procedure, hypothesis, elements of research. The second unit of the paper highlighted to 'Quantitative research method'. This unit incorporated the topic/sub-topic such as interpreting quantitative data, field observation, focus group, intensive interviews. The third unit of the paper is focused on 'Quantitative research methods. For this unit, the topic/sub-topic has incorporated such as various methods of research such as content analysis, survey research, longitudinal research, descriptive research, experimental research etc. The fourth unit of the paper is focused on 'Sampling'. For this unit, topic/sub-topic included such as population and sample, probability and non-probability, Introduction to Statistic etc. The fifth unit of the paper highlighted to 'Allied Issues'. It includes the topic/sub-topic such as research ethics, research report writing, bibliography. In this paper, the unit is scattered and followed basic of research while some topic/sub-topic has incorporated which is adequate and in-depth. After reviewing the paper, researcher's opinion is research paper should be followed every steps of research, research method, methodology, sampling method and then highlighting the media research, its procedure and how-to implication of it etc. Due to scattered of unit, it reflects the weakness of the paper.

(h) Media Management and Media Law

This paper has incorporated basic media management and basic media law. But all unit emphasised on basic introduction of media management and media law. There are five unit has been divided for this paper. The first unit of the paper is focused on 'contemporary media scenario'. For this unit, topic/sub-topic included such as digital technology, new technology, consumer behaviour. The second unit of the paper is focused on 'Introduction to Media Management'. For this unit, topic/sub-topic has incorporated such as organizational structure of print media, human resource management, ownership of media houses etc. The third unit of the paper has emphasised on 'Economics of print and electronic media'. For this paper, topic/sub-topic has included such as legal and financial aspects of media management, revenue generation strategy, production costs, advertising strategy etc. The fourth unit of the paper is focused on 'constitution of India'. For this paper, topic/sub-topic included such as freedom of speech, fundamental rights, procedure of legislative and parliamentary reporting. The fifth and the last unit of the paper highlighted to history of media laws, various acts of media etc. According to research, for master's level programme, this paper should be introduced with adequate and in-depth topic/sub-topic related to media management and media law also both of papers should be offered separately. So, after reviewing the paper researcher found that there is only introductory part of media management as well as media law's related topic have been incorporated. That's why through this paper students will not achieve adequate and in-depth knowledge and understanding in media management and media law. Thus, all unit and topic/sub-topic reflect the weakness of the paper.

3.OPPORTUNITY

(a) Print Media Design and Graphics

The main agenda of this paper is to introduce print media and develop the designing skills in students. Apart from this, it also introduces Graphics skills. This paper is based on 'Hands-On Training' and all units has followed it. There are ten unit has been divided. The first unit is focused on 'Introduction to Print Media'. For this unit, the topic/sub-topic has been included such as basics of print media, style, newspaper contents etc. The second unit of the paper highlighted to 'Designing'. For this unit, the topic/sub-topic included such as line, shapes, drawing technique, design principles, design process, Graphics standard, display process etc. The third unit of the paper is focused on 'Document'. Similarly, fourth unit of the paper highlighted to 'Graphics Applications', fifth unit focuses to 'CorelDraw', seventh unit has focused on 'Photoshops'. Eighth unit of the paper has focused on 'Adobe InDesign'. Ninth unit of the paper highlighted to 'Adobe Effects' and tenth unit of the paper has focused on HTML, DHTML, XML etc. This paper gives an opportunity to students to understand the skills related to aforesaid topic/ sub-topic has discussed. In media professional field this paper will be very useful. So, through this paper students may find theirs interest of area and enhance and enrich skills of interest.

(b) News Editing

The main agenda of the is to enhancement and improvement of the language skills as well as highlights what skills is require for a sub editor. There are six unit has been divided for this paper. The first unit of the paper is focused on 'Newsroom'. For this unit, the topic/sub-topic included such as organization of a traditional newspapers,

structure of an editorial department, edition planning, editors as a policy maker etc. The second unit highlighted to 'role of a sub-editor'. For this unit, the topic/sub-topic has incorporated such a function of a sub-editor, role of editor for news -desk, basic editing tools, sorting and selection of news etc. The third unit of the paper has emphasised on 'Copy and Schedule'. For this unit, topic/sub-topic included such as fact checking for accuracy, how to correcting language, types of headlines, writing headlines etc. The fourth unit of the paper has focused on 'Newspaper Design'. For this unit, topic/sub-topic has incorporated such as functions of design, integration of content and presentation, principles of newspaper design, page organization etc. The fifth unit of the paper highlighted to 'Photojournalism'. For this unit, topic/sub-topic has incorporated such as concept of photojournalism, power of visual, attribute of photography, attribute of a news photo etc. The sixth and the last unit of the paper has focused on 'Convergent Newsroom'. For this unit, topic/sub-topic included such as new media and convergence, impact on newsroom, change in media management etc. After reviewing the paper, all units along with topic/sub-topic have incorporated which is based on 'Hands-on Training'. Through this paper, students will gain skills in their interest of area and also it will be very useful for those students who willing to go into media professional field. Therefore, this paper gives an ample opportunity to students to enhance and enrich their skills in respective field of interest.

(c) Radio Journalism

The main agenda of the paper is to introduce the term and concept of Radio Broadcast. Also, it gives to students to understand the Indian Radio Industry as well as create awareness of development of Radio Broadcasting and Current Trends. There are five unit has been divided for this paper. The first unit of the paper is focused on 'Production Technology'. It includes the topic/sub-topic such as audio recording, editing software, Internet Radio, Webcasting-Podcasting etc. The second unit of the paper highlighted on 'All Indian Radio (AIR)/Akaswani. For this unit, the topic/sub-topic has incorporated such as National network, external services, news service division, local radio station, contemporary programming strategy etc. The third unit of the paper is focused to private radio station, types of channels, ownership and management of a private radio station, various ownership radio channel etc. The fourth unit of the paper is focused on 'Radio Programme Formats'. For this unit, the topic/sub-topic included such as formats of fiction as well as non-fiction, RJ, talk shows etc. The fifth and the last unit of the paper is focused on 'Radio Advertising'. For this unit, topic/sub-topic incorporated such as advantage, disadvantage, types of programme etc. After reviewing the paper researcher found that all unit along with topic/sub-topic incorporated adequately and In-Depth. It gives an opportunity to students to enrich their skills as well as enhance their interest of area. Therefore, this paper will be very useful to students those who willing to go into media professional field.

(d) Broadcast Journalism

The main agenda of the paper is to understand the development of broadcast Journalism as well as students may learn require skills and Techniques for broadcast Journalism. Through this paper students may learn how to handle media equipment. There are six unit has been divided for this paper. The first unit of the paper highlighted to 'overview of TV industry'. For this unit, the topic/sub-topic included

such as doordarshan, SITE, future trends for broadcasting Journalism etc. The second unit of the paper is focused on 'Media Literacy'. For this unit, topic/sub-topic has incorporated such as historical background of broadcast Journalism, Media Habits, current events etc. The third unit of the paper highlighted to 'Television News'. For this unit, topic/sub-topic included such as how to write script for TV news, various types of TV news bulletins, how to write script for news magazine, basics of TV news production etc. The fourth unit of the paper has focused on 'TV Interview'. For this paper, topic/sub-topic incorporated such types of Interviews, Vox-pop, formats a TV Interview, camera set-up etc. The fifth unit of the paper highlighted to 'News Channels'. For this paper, topic/sub-topic has included such as various Indian as well as International news channels, TV news operations, news room structure. The sixth and the last unit of the paper is focused on 'Impact of TV on society'. For this paper, topic/sub-topic included such as fiction, non-fiction format for TV programme, role and effect of TV on society. These all unit included adequate and in-depth topic/sub-topics. Thus, this paper gives an opportunity to students to understand broadcast journalism and may learn skills which is require for broadcast journalism. This paper will be very useful for those who wants to pursue their career in the field of broadcast journalism.

(e) Advertising

The main agenda of the paper is to introduce basic concepts of adverting and understand the media economics. Also, this paper emphasised on how to write adverting for different kind of product. This paper has been divided in six unit. The first unit of the paper is focused on 'Basic of Advertising'. For this unit, topic/sub-topic included such as International advertising scenario, advertising industry in India, social and cultural context of advertising, advertising ethics etc. The second unit of the paper emphasised on 'Advertising and Marketing Communication'. For this unit, topic/sub-topic included such as integrated communication, marketing mix, advertising strategy, advertising sales promotions, brand management, brand equity etc. The third unit of the paper has focused on 'Types of Advertising'. This unit has covered-up the topic/sub-topic such as advertising for different categories, structure for ad agency, types of ad agency etc. The fourth unit of the paper highlighted on 'Advertising planning and Execution'. For this unit, topic/sub-topic has incorporated such as brand positioning, situation analysis, consumer behaviour etc. The fifth unit of the paper highlighted on 'Advertising Creativity'. It includes the topic/sub-topic such as elements of advertising, advertising and visual, advertising and appeals, uses of graphics in advertising etc. The sixth and the last unit of the paper emphasised on 'copywriting'. For this unit, topic/sub-topic included such as writing ad copy, types of body copy and headlines, slogan, writing for brochures etc. After reviewing the paper researcher found that all unit as well as topic/sub-topic which is covered-up based on 'Hands-on Training'. Through this paper students may learn and enhance skills related to advertising. This paper will be very useful for those who willing to pursue their career in advertising field.

(f) Advance Public Relations

There are six unit has been divided for this paper. The first unit of the paper emphasised on 'Understanding PR'. For this unit, topic/sub-topic included such as definition, distinguish public relations, advertising and propaganda, ethics related to

public relations etc. The second unit of the paper is focused on 'Role of Public Relations in various sectors. For this unit, topic/sub-topic incorporated such as corporate, hospitals, professional associations, NGOs, trade and commercial organizations etc. The third unit of the paper highlighted to 'Types of Public Relations'. In this unit, topic/sub-topic included such as communication audit, role and responsibility of public relations, PR consultancy etc. The fourth unit of the paper is focused on 'PR tools. For this unit, topic/sub-topic incorporated such as house journal, trade fairs, media publicity, campaign movements etc. The fifth and the last unit of the paper emphasised on 'Media Relation as a PR functions. For this unit, topic/sub-topic included such as media publicity and public relations, how to organizing press conference, how to writing press release etc. The sixth and the last unit of the paper emphasised on 'Social media'. For this unit, topic/sub-topic included such as micro blogging sites, tools for information dissemination etc. This paper is based on 'hands-on training', so it gives an ample opportunity to students to understand public relations tools and techniques in advance way. Through this paper students may learn skills related to public relations as well as how to implements in practically.

(g) Dissertation

Through dissertation students will practise the basic research. Some universities being offered and some do not offered dissertation. However, through this, student will acquaint to the research process and it will be helpful in further research. It gives an opportunity to students to acquire in-depth and adequate knowledge related to various aspects of research.

4.THREATS

There are no threats seems to reflects in the syllabus that which offered by Amity University, Raipur. Threats refers basically the external factors and it comes when students go into professional field and they unable to fulfilling the demand of media industry. Through SWOT analysis, researcher found that syllabus maintain the balance between 'Theoretical' and 'Practical'.

Zone: North-East
Type of University: Private
Assam Don Bosco University, Assam
Table:4.3.133
Semester: First

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Journalism and Mass Communication	1.Economics 2.Computer Application	
2.Reporting and Editing-1		
3.Writing for Mass Media		
4.Indian Govt. and Politics and International Relations		

Source: University Website

Table:4.3.134
Semester: Second

Core Subject	Elective Subject	Interdisciplinary Subject
1.Introduction to Audio-Visual Media	1.Economic Development and Planning in India 2.Enterpreneurship Development Programme	
2.Reporting and Editing-2		
3.Advertising		
4.Public Relations and Corporate Communication		

Source: University Website

Table:4.3.135
Semester: Third

Core Subject	Elective Subject	Interdisciplinary Subject
1.Media Laws and Ethics		
2.Televison Production		
3.Radio Production		
4.Media Criticism		

Source: University Website

Table:4.3.136
Semester: Fourth

Core Subject	Elective Subject	Interdisciplinary Subject
1.Reporting and Editing-3		
2.Photo Journalism		
3.Development Communication		
4.Design and Graphics		
5.Research Project		

Source: University Website

SWOT Analysis

1.STRENGHTH

There is no broadly discussion about the syllabus and its topic/sub-topic, but if overviewing of syllabus the topic such as development communication, media criticism, TV production, Radio Production seems to makes paper strengthen. Through this paper students will gain theoretical as well as practical knowledge. Apart from this, also being offered elective subjects such as Economics, Economic Development and Planning in India, Entrepreneurship Development Programme. Through this paper students will make understanding about economics and development and how it is important for journalism.

2.WEAKNESS

It is very difficult to talk about 'Weakness of the Syllabus', because there is no demarcation of topic/sub-topic. So, at first sight it seems that the weakness of the syllabus is 'none of unit of syllabus has been divided into topic/sub-topic'.

3.OPPORTUNITY

This syllabus being offered the paper such as Reporting and Editing-1,2 &3, writing for mass media, photo journalism, design and graphics seems to make opportunities to students to learn their skills in various aspects of media. Assam Don Bosco University also being offered interdisciplinary subjects. Through interdisciplinary subjects' students will enhance critical thinking towards media. There are less opportunities seems to reflects because there is less balance between 'theoretical and practical'. However, theoretical and practical may bridge the media academia and media industry.

4.THREATS

The Students or an institution will face challenges of threats when students could not stand themselves with the demand of media industry. If look into the syllabus, there is less balance between 'theoretical and practical' appears. Apart from this, most of the unit of this syllabus has not been divided into topic or sub-topic. Also, there is no highlighting on video editing, camera / videography, internship etc content. These kinds of papers are very important in journalism or film studies. Hence, after overviewing of syllabus, there are some sort of challenges and issues will be faced by the students in media professional field.

4.3(a) 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 (to some extent) of media industry in comparison to public universities.
- Most of private universities of India being offered Elective/Interdisciplinary subjects rather than Public Universities.

CHAPTER 4

PART-B

OPINIONS TOWARDS MEDIA EDUCATION IN INDIA

Chapter 4
Part B
Opinions towards Media Education in India

4.4 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.

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

Table:4.4.1
Gender of the Respondents

Gender	Frequency	Percent	Cumulative Percent
Male	34	87.2	87.2
Female	5	12.8	100.0
Total	39	100.0	

Above Table 4.4.1 shows the gender of the respondents. For this study, total thirty-nine respondents have been selected through the assignment of disproportionate stratified sampling followed by simple random lottery method. Out of thirty-nine, thirty-four male respondents (media educators) and five female respondents (media educators) have been selected.

Table:4.4.2
Designation of the Respondents

Designation	Frequency	Percent	Cumulative Percent
Assistant Professor	31	79.5	79.5
Associate Professor	6	15.4	94.9
Professor	2	5.1	100.0
Total	39	100.0	

Above Table 4.4.2 shows the designation of the respondents. For this study, out thirty-nine media educators, thirty-one media educators are Assistant Professor, six media educators are Associate Professor and two media educators are professors.

Table:4.4.3
Availability of Media Equipment/Technical Support in the Department

Table:4.4.3(a)
Availability of Studio

Opinion	Frequency	Percent	Cumulative Percent
Yes	31	79.5	83.8
No	6	15.4	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

Above Table 4.4.3 (a) shows the Studio Availability in the department. For this question, out of thirty-nine respondents, thirty-one respondents said 'Yes" in their department Studio facility is available, six respondents said 'No'. It means he replied that in their department there is no studio facility is available while two respondents did not respond for the same.

Table:4.4.3(b)
Availability of Video Camera

Opinion	Frequency	Percent	Cumulative Percent
Yes	35	89.7	89.7
No	4	10.3	100.0
Total	39	100.0	

Above Table 4.4.3(b) shows that Availability of Video Camera in the department. Out of thirty-nine respondents, thirty-five media educators said that in their department have a Video Camera while four respondents replied that in their departments have no Video Camera.

Table:4.4.3(c)
Availability of Camera Person

Opinion	Frequency	Percent	Cumulative Percent
Yes	26	66.7	66.7
No	13	33.3	100.0
Total	39	100.0	

In Above Table: 4.4.3(c) shows that availability of Camera person who teach students regarding Camera and its applications. Out of thirty-nine, twenty-six respondents said that in their departments have Camera person while thirteen respondents replied in their departments have no Camera person who can teach students regarding Camera and its applications.

Table:4.4.3(d)
Availability of Editing Software

Opinion	Frequency	Percent	Cumulative Percent
Yes	33	84.6	86.8
No	5	12.8	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

In Above Table: 4.4.3(d) shows that availability of Editing Software through which students may learn the Editing. Out of thirty-nine respondents, thirty-three respondents said that in their department have Editing Software, five respondents replied that in their department have no Editing Software while only one respondent did not respond regarding availability of Editing Software.

Table:4.4.3(e)
Availability of Video Editor Availability

Opinion	Frequency	Percent	Cumulative Percent
Yes	24	61.5	61.5
No.	15	38.5	100.0
Total	39	100.0	

In Above Table: 4.4.3(e) shows that availability of Video Editor who teach students regarding Editing and its applications. Out of thirty-nine respondents, twenty-four respondents said that in their department have Video Editor while four respondents replied that there is no Video Editor available in their department who can teach students regarding Editing and its applications.

Table:4.4.4
Issues and Challenges of Media Education in India

Table:4.4.4(a)
Infrastructure

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.6
2	1	2.6	5.1
3	7	17.9	23.1
4	18	46.2	69.2
5	12	30.8	100.0
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4.4.4(a) shows the issues and challenges related to Infrastructure. For this question, respondents have mapped issues and challenges on the basis of rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest

issues and challenges in terms of Infrastructure towards media education. Out of thirty-nine respondents, eighteen and twelve respondents have given rating 4 and 5 respectively. It leads to biggest issues and challenges. Hence, 30 respondents (i.e. 77% respondents) accepted that Infrastructure leads to biggest issues and challenges towards media education.

Table:4.4.4(b)
Quality of Media Educators

Rating	Frequency	Percent	Cumulative Percent
1	2	5.1	5.1
2	5	12.8	17.9
3	17	43.6	61.5
4	11	28.2	89.7
5	4	10.3	100.0
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4.4.4(b) shows the issues and challenges related to quality of media educators. For this question, respondents (media educators) have mapped issues and challenges in terms of quality of media educators on the basis of rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of quality of media educators towards media education. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, seventeen respondents have given rating 3. It leads to neutral responses in terms of issues and challenges related to quality of media educators. Here, quality of media educators may be or may not be issues and challenges of media education in India. On the other hand, eleven and four respondents have given rating 4 and 5 respectively which leads to biggest issues and challenges of media education facing in India that is quality of media educators while seven respondents replied that quality of media educators are not any issues and challenges of media education in India. But, to some extent quality of educators are issues and challenges of media education in India.

Table:4.4.4(c)
Media Education Council

Rating	Frequency	Percent	Cumulative Percent
1	3	7.7	8.3
2	9	23.1	33.3
3	14	35.9	72.2
4	7	17.9	91.7
5	3	7.7	100.0
Total	36	92.3	
No Answer	3	7.7	
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

Table:4.4.4(c) shows the issues and challenges related to Media Education Council for Media Education. For this question, respondents have given rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of Media Education Council for media education in India. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, fourteen respondents have given rating 3. It leads to neutral issues and challenges related to Media Education Council for Media Education. It means may or may not be need to establishing of Media Education Council like MCI, BCI, AICTE etc for media education in India, on the other hand, ten respondents replied that due to media education council media education facing issues and challenges in India. Therefore, there is highly need to establish the media education council while twelve respondents replied that there is no big issues and challenges facing media education in India due to media education council. To some extent respondent's inclination towards no highly need to established media education council at present. For this question, three respondents did not response regarding media education council.

Table:4.4.4(d)
Gap between Media Academia and Media Industry

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.6
2	2	5.1	7.9
3	6	15.4	23.7
4	21	53.8	78.9
5	8	20.5	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4.4.4(d) shows the issues and challenges related to gap between media academia and media industry. For this question, respondents have given the rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of gap between media academia and media industry. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, twenty-one and eight respondents have given rating 4 and 5 respectively. It leads to gest issues and challenges due to gap between media academia and media industry; media education facing biggest issues and challenges. There is highly need to bridging the gap between media academia and media industry. Only three respondents replied that there is no big issues and challenges appears due to gap between media academia and media industry. A majority of respondents (i.e.74.3%) inclination towards highly need to bridge the gap between media academia and media industry. Hence, media education in India facing issues and challenges due to gap between media academia and media industry.

Table:4.4.4(e)
Outdated Syllabus

Rating	Frequency	Percent	Cumulative Percent
1	3	7.7	7.9
2	5	12.8	21.1
3	3	7.7	28.9
4	24	61.5	92.1
5	3	7.7	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4.4.4(e) shows the issues and challenges due to outdated syllabus being offered for media programmes. For this question, respondents have given the rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of outdated syllabus. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, twenty-four and three respondents have given rating 4 and 5 respectively. It leads to big issues and challenges due to outdated syllabus being offered for media programmes. Only eight respondents said that outdated syllabus is not a big issues and challenges for media education in India. Hence, majority of respondents (i.e. 69.2%) inclination towards outdated syllabus should be revised to overcome the issues and challenges.

Table:4.4.4(f)
Dilemma between Mass Communication and Journalism

Rating	Frequency	Percent	Cumulative Percent
1	6	15.4	16.2
2	19	48.7	67.6
3	4	10.3	78.4
4	5	12.8	91.9
5	3	7.7	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4.4.4(f) shows the issues and challenge due to dilemma between Mass Communication and Journalism. For this question, respondents have given rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of dilemma between Mass Communication and Journalism. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, twenty-five respondents said that there is no big dilemma to understanding of Mass Communication and Journalism while eight respondents said

that there is dilemma to understanding of the term Mass Communication and Journalism. But, majority of respondent's replied that understanding of the term 'Mass Communication and Journalism' is not a big issues and challenges towards media education in India.

Table:4.4.4(g)
Mixture of Nomenclature

Rating	Frequency	Percent	Cumulative Percent
1	2	5.1	6.1
2	4	10.3	18.2
3	18	46.2	72.7
4	9	23.1	100.0
Total	33	84.6	
No Answer	6	15.4	
Total	39	100.0	

***Rating 1= Lowest Issues & Challenge **Rating 5 = Biggest Issues & Challenges**

In the Above Table:4(g) shows the issues and challenges due to Mixture of Nomenclature being used for media courses. For this question, respondents have given rating. Rating 5 leads to biggest issues and challenges while rating 1 leads to lowest issues and challenges in terms of offering diversified nomenclature for media courses. Here, the greater number of rating reflecting more issues and challenges while smaller number of rating reflecting less issues and challenges. Out of thirty-nine respondents, eighteen respondents have shown neutral responses towards media education facing issues and challenges due to mixture of nomenclature being offered for media courses. Similarly, nine respondents replied that mixture of nomenclature being used for media courses is a big issues and challenges of media education in India while six respondents did not answer for the same. As far as concern, diversified nomenclature leads no big issues and challenges towards media education in India.

Table:4.4.5
Media Education in India at present treated as

Types of Media Education	Frequency	Percent	Cumulative Percent
Vocational	7	17.9	17.9
Professional	26	66.7	84.6
General	4	10.3	94.9
Can't Determined	2	5.1	100.0
Total	39	100.0	

Above Table 4.4.5 shows that whether media education in India treated as Vocational or Professional or General. Out of thirty-nine respondents, twenty-six respondents said that at present media education in India treated as Professional Education, four respondents said that it comes under General Education while seven respondents replied that media education in India treated as Vocational Education. For this, two respondents did not answer whether it comes under Professional or Vocational or General Education.

Table:4.4.6
Media Education in India should be treated as

Types of Media Education	Frequency	Percent	Cumulative Percent
Professional	35	89.7	89.7
General	1	2.6	92.3
Can't Determined	3	7.7	100.0
Total	39	100.0	

Above Table 4.4.6 shows that whether media education in India should be treated as Vocational or Professional or General. Out of thirty-nine respondents, thirty-five respondents said that media education in India should be treated as Professional Education while one respondent replied that it should be treated as General Education. Three respondents did not answer whether it should be treated as Vocational or Professional or General Education.

Table:4.4.7
Disciplinary issues towards Media Education in India

Agreement Scale	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	5.1	5.1
Moderate	4	10.3	15.4
Agree	21	53.8	69.2
Strongly Agree	12	30.8	100.0
Total	39	100.0	

Above Table 4.4.7 shows that disciplinary issues towards media education in India. For this question, out of thirty-nine respondents, twenty-one respondents agreed as well as twelve respondents strongly agreed that media education in India facing disciplinary issue because Some Universities/Institutions being offered media education under social science while other Universities/Institutions being offered under other discipline. Hence, there is highly need to demarcate the discipline for media education.

Table:4.4.8
Media Education in India should be considered as (under)

Types of Discipline	Frequency	Percent	Cumulative Percent
Social Science	6	15.4	15.4
Multidisciplinary	10	25.6	41.0
Interdisciplinary	14	35.9	76.9
Art and Humanities	5	12.8	89.7
Other	4	10.3	100.0
Total	39	100.0	

Above Table 4.4.8 shows that under which discipline media education should be considered. For this question, fourteen respondents said that it should be considered under the aegis of Interdisciplinary while ten respondents said it should be considered

under Multidisciplinary. A majority of respondent's inclination towards media education should be considered as Interdisciplinary.

Table:4.4.9

Universities being offered diversified ranges of media courses but the same syllabus

Agreement Scale	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.6	2.6
Moderate	5	12.8	15.4
Agree	28	71.8	87.2
Strongly Agree	5	12.8	100.0
Total	39	100.0	

Above Table 4.4.9 shows the agreement of respondents towards universities being offered diversified media courses but the same syllabus. For this question, out of thirty-nine respondents, twenty-eight respondents agreed that Universities/Institutions being offered diversified media courses but the same syllabus as well as five respondents strongly agreed on Universities/Institutions being offered diversified media courses but the same syllabus. Hence, majority of respondents agreed that Universities/Institutions being offered diversified ranges of media courses with approximately the same syllabus.

Table:4.4.10

Passiveness of media professionals or media industry towards Uplift/Improve the State of Media Education in India

Agreement Scale	Frequency	Percent	Cumulative Percent
Disagree	3	7.7	7.7
Moderate	12	30.8	38.5
Agree	20	51.3	89.7
Strongly Agree	4	10.3	100.0
Total	39	100.0	

Above Table 4.4.10 shows that Passiveness of media professional or media industry towards improve the state of media education in India. For this question, out of thirty-nine respondents, twenty respondents agreed while four respondents strongly agreed for the same. Twelve respondents showed neutral responses for that Passiveness of media professional or media industry towards improve the state of media education in India. A majority of respondents agreed that media professional or media industry showed their passiveness towards upliftment or improvement the state of media education in India.

Table:4.4.11
Significant Causes of gap between media academia and media industry

Table:4.4.11(a)
Media Students have degrees but no skills

Rating	Frequency	Percent	Cumulative Percent
1	2	5.1	5.3
2	1	2.6	7.9
3	18	46.2	55.3
4	16	41.0	97.4
5	1	2.6	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5= Biggest Cause of Gap **Rating 1 = Least Cause of Gap**

Above Table 4.4.11(a) shows that the factors of significant causes of gap between media academia and media industry. For the question, rating 5 leads to biggest cause of gap while rating 1 leads to least cause of gap. Out of thirty-nine respondents; sixteen respondents have given rating 4. It means, according to sixteen respondents, University/Institutions being offered degrees but no skills related to media and it is one of the highly significant causes of gap between media academia and media industry. On the other hand, eighteen respondents showed their neutral responses i.e. they rated 3 for the same. It means, they may be agreed or may not be agreed that lack of skills leads to significant causes of gap between media academia and media industry while seventeen respondents agreed that lack of skills is the significant causes of gap between media academia and media industry. Therefore, a question arises here whether the universities/institutions offers skills or not.

Table:4.4.11(b)
Unrevised Syllabus

Rating	Frequency	Percent	Cumulative Percent
1	2	5.1	5.3
2	1	2.6	7.9
3	9	23.1	31.6
4	22	56.4	89.5
5	4	10.3	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5= Biggest Cause of Gap **Rating 1 = Least Cause of Gap**

Above Table 4.4.11(b) shows that the factors of significant causes of gap between media academia and media industry. For the question, rating 5 leads to biggest cause of gap while rating 1 leads to least cause of gap. Out of thirty-nine respondents; twenty-two respondents have given rating 4 as well as four respondents have given rating 5. It means, unrevised syllabus plays a significant role for causes of gap

between media academia and media industry. Hence, majority of respondents' inclination towards highly need of revision of syllabus to mitigate the gap between media academia and media industry.

Table:4.4.11(c)
Media Academia is unable to meet the requirement of Media Industry

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.6
2	3	7.7	10.5
3	19	48.7	60.5
4	13	33.3	94.7
5	2	5.1	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5= Biggest Cause of Gap **Rating 1 = Least Cause of Gap**

Above Table 4.4.11(c) shows that the factors of significant causes of gap between media academia and media industry. For the question, rating 5 leads to biggest cause of gap while rating 1 leads to least cause of gap. Out of thirty-nine respondents; thirteen respondents have given rating 4 as well as two respondents have given rating 5. It means, media academia does not fulfil the actual or adequate requirement of media industry and that's why the gap between media academia and media industry occur. On the other hand, nineteen respondents showed their neutral responses for the same. Hence, a question arises here whether media academia meet the requirement of media industry or not.

Table:4.4.11(d)
Lack of intervention of media professionals into media academics

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.6
2	2	5.1	7.7
3	15	38.5	46.2
4	17	43.6	89.7
5	4	10.3	100.0
Total	39	100.0	

***Rating 5= Biggest Cause of Gap **Rating 1 = Least Cause of Gap**

Above Table 4.4.11(d) shows that the factors of significant causes of gap between media academia and media industry. For this question, respondents have given rating. Rating 5 leads to biggest cause of gap while rating 1 leads to least cause of gap. Out of thirty-nine respondents; seventeen respondents have given rating 4 as well as four respondents have given rating 5. Therefore, out of thirty-nine, twenty-one respondents are highly agreed that due to lack of intervention of media professionals leads to significant causes of gap between media academia and media industry. On the other hand, fifteen respondents showed their neutral responses for the same. Hence, majority of respondents agreed that behind the reasons of gap between media academia and media industry is lack of intervention of media professionals into media

academics. Thus, intervention of media professional into media academia may bridge this gap.

Table:4.4.11(e)
Media Education in India more emphasises on Theoretical aspects

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.6
2	5	12.8	15.8
3	14	35.9	52.6
4	14	35.9	89.5
5	4	10.3	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5= Biggest Cause of Gap **Rating 1 = Least Cause of Gap**

Above Table 4.4.11(e) shows that the factors of significant causes of gap between media academia and media industry. For this question, rating 5 leads to biggest cause of gap while rating 1 leads to least cause of gap. Out of thirty-nine respondents; fourteen respondents have given rating 4 as well as four respondents have given rating 5. Therefore, out of thirty-nine respondents, eighteen respondents highly agreed that media education in India more emphasises on theoretical aspects. On the other hand, fourteen respondents showed neutral responses for the same. Hence, majority of respondent's inclination towards media education in India more emphasises on theoretical aspects of media.

Table:4.4.12
In India, Media Education (Mass Communication /Media Studies) refers to merely 'JOURNALISM'

Rating	Frequency	Percent	Cumulative Percent
Disagree	9	23.1	23.1
Moderate	4	10.3	33.3
Agree	25	64.1	97.4
Strongly Agree	1	2.6	100.0
Total	39	100.0	

Above Table 4.4.12 shows that media education in India is considered merely Journalism. For this question, out of thirty-nine respondents, twenty-five respondents agreed that media education in India is considered or refers to merely Journalism. Hence, majority of respondents (66.7 percent) agreed that in India, media education (Mass Communication/Media Studies) refers to merely Journalism.

Table:4.4.13
Media Students are suffering from lack of 'Critical Thinking'

Agreement Scale	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	5.1	5.1
Disagree	12	30.8	35.9
Moderate	6	15.4	51.3
Agree	14	35.9	87.2
Strongly Agree	5	12.8	100.0
Total	39	100.0	

Above Table 4.4.13 shows that in India, Media Students (who opted mass communication or media studies) are suffering from lack of critical thinking. For this question, out of thirty-nine respondents, fourteen respondents agreed that media students are suffering from lack of critical thinking. Media students unable to think towards conflicts of media and society or they do not take media education as a critical pedagogy while five respondents, strongly agreed for the same. On the other hand, twelve respondents disagreed that Media Students (who opted mass communication or media studies) are suffering from lack of critical thinking. Hence, majority of respondents (48.7 percent) highly agreed for media students are suffering from lack of critical thinking. Media students do not think towards conflicts of media and society or they do not take media education as a critical pedagogy.

Table:4.4.14
Universities' passiveness towards offering allied subject like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. with media courses. Do you agree it causes behind the lack of 'Critical Thinking'?

Agreement Scale	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.6	2.6
Disagree	8	20.5	23.1
Moderate	6	15.4	38.5
Agree	14	35.9	74.4
Strongly agree	10	25.6	100.0
Total	39	100.0	

Above Table 4.4.14 shows that causes behind lack of critical thinking towards media education because most of Universities/Institutions do not offer allied subject like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. For this question, out of thirty-nine respondents, fourteen respondents (35.9 percent) agreed that ignorance of allied subject like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. is the significant causes behind lack of critical thinking towards media education in India while ten respondents (25.6 percent) strongly agreed for the same. Hence, majority of respondents (61.5 percent) highly agreed that ignorance of allied subject like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. is the significant causes behind lack of critical thinking towards media education in India. For enhancing of critical thinking towards media education in India Universities/ Institutions must think for offering aforesaid allied subject.

Table:4.4.15
Allied/Elective subject being offered with core subject at your Department

Opinion	Frequency	Percent	Cumulative Percent
Yes	11	34.4	35.5
No	20	62.5	100.0
Total	31	96.9	
No Answer	1	3.1	
Total	32	100.0	

Above Table 4.4.15 shows that Is media education departments of central university, state university and private university of all six zones being offered allied subject? For this question, out of thirty-nine respondents, twenty respondents (62.5 percent) refused for offered allied subjects by department of media education. Only, eleven respondents (34.4 percent) agreed that allied subjects being offered by the media education department. Hence, majority of respondents (62.5 percent) accepted that media education department do not offer allied subjects.

Table:4.4.16
Should be established Media Education accreditation body like MCI, BCI, AICTE etc.

Agreement Scale	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	7.7	7.7
Moderate	9	23.1	30.8
Agree	9	23.1	53.8
Strongly Agree	18	46.2	100.0
Total	39	100.0	

Above Table 4.4.16 shows that Media Education accreditation body (Media Education Council) should be established for media education in India. For this question, out of thirty-nine respondents; eighteen respondents (46.2 percent) strongly agreed that there is need to establish media education accreditation body or media education council like MCI (Medical Council of India), BCI (Bar Council of India) while nine respondents (23.1 percent) agreed for the same. Thus, majority of respondents (69.3 percent) highly agreed for media education council for accreditation should be established for media education in India.

Table:4.4.17
What approaches should be followed to construct Media Education Model in India

Table:4.4.17(a)
Should be followed 'Hands-on Training' or 'Experiential Learning Model' approach only

Rating	Frequency	Percent	Cumulative Percent
1	2	5.1	5.3
2	4	10.3	15.8
3	8	20.5	36.8
4	18	46.2	84.2
5	6	15.4	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5 = Highest Follow ** Rating 1 = Least Follow**

Above Table 4.4.17(a) shows that to what extent 'hands-on -training' or 'experiential learning model 'approach only should be followed to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, eighteen respondents (46.2 percent) and six respondents (15.4 percent) have given rating 4 and 5 respectively. Hence, majority of respondents (61.6 percent) replied that to construct media education model in India; hands-on -training' or 'experiential learning model 'approach should be highly followed.

Table:4.4.17(b)
Should be followed 'Critical Pedagogy' approach only

Rating	Frequency	Percent	Cumulative Percent
2	3	7.7	7.9
3	16	41.0	50.0
4	17	43.6	94.7
5	2	5.1	100.0
Total	38	97.4	
No Answer	1	2.6	
Total	39	100.0	

***Rating 5 = Highest Follow ** Rating 1 = Least Follow**

Above Table 4.4.17(b) shows that to what extent 'Critical Pedagogy' approach should be followed to construct media education model in India. For this question, rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, seventeen respondents (43.6 percent) have given rating 4 and two respondents (5.1 percent) have given rating 5 respectively. On the other hand, sixteen respondents (41 percent) showed neutral responses towards whether it should be followed or not. Hence, majority of respondents (48.7 percent) replied that to construct media education model in India; 'Critical Pedagogy' approach should be highly followed.

Table:4.4.17(c)
Should be followed both 'Hands-on-Training'/'Experiential Learning Model' and 'Critical Pedagogy' approach

Rating	Frequency	Percent	Cumulative Percent
3	2	5.1	5.1
4	14	35.9	41.0
5	23	59.0	100.0
Total	39	100.0	

***Rating 5 = Highest Follow ** Rating 1 = Least Follow**

Above Table 4.4.17(c) shows that to what extent 'hands-on-training'/ 'experiential learning model' and 'Critical Pedagogy' approach should be followed to construct media education model in India. For this question, respondents have given rating. rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, fourteen respondents (35.9 percent) have given rating 4 and twenty-three respondents (59 percent) have given rating 5 respectively. Hence, majority of respondents (94.9 percent) replied that to construct media education model in India; 'hands-on-training'/ 'experiential learning model' and 'critical pedagogy' approach should be highly followed.

Table:4.4.17(d)
Should be followed 'UNESCO Model Curricula' approach

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.7
2	12	30.8	35.1
3	16	41.0	78.4
4	7	17.9	97.3
5	1	2.6	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 5 = Highest Follow ** Rating 1 = Least Follow**

Above Table 4.4.17(d) shows that to what extent 'UNESCO Model Curricula' approach should be followed to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, sixteen respondents (41 percent) have given rating 3. It means, 41 percent respondent showed neutral responses towards whether UNESCO Model Curricula approach should be followed or should not to construct media education model in India while twelve respondents (30.8percent) have given rating 2 which leads to UNESCO Model Curricula Approach should least be followed to construct media education model in India. For conclusion, it is difficult to say this model approach should or should not be followed to construct media education model in India.

Table:4.4.17(e)
Should be followed 'Teaching Hospital Model' approach

Rating	Frequency	Percent	Cumulative Percent
2	2	5.1	5.4
3	4	10.3	16.2
4	27	69.2	89.2
5	4	10.3	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 5 = Highest Follow ** Rating 1 = Least Follow**

Above Table 4.4.17(e) shows that to what extent 'Teaching Hospital Model' approach should be followed to construct media education model in India. For this question, respondents have given ratings. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, twenty-seven respondents (69.2 percent) have given rating 4 and four respondents (10.3 percent) have given rating 5 respectively. Hence, majority of respondents (79.5 percent) replied that to construct media education model in India; 'teaching hospital model' approach should be highly followed.

Table:4.4.18
At present, what types of media education model/ approaches being followed by the Universities/Institutions of India
Table:4.4.18(a)
Following 'Hands-on Training'/ 'Experiential Learning Model' approach only

Rating	Frequency	Percent	Cumulative Percent
1	4	10.3	10.3
2	8	20.5	30.8
3	24	61.5	92.3
4	2	5.1	97.4
5	1	2.6	100.0
Total	39	100.0	

***Rating 5 = Highest Following ** Rating 1 = Least Following**

Above Table 4.4.18(a) shows that to what extent 'hands-on -training' or 'experiential learning model 'approach at present following to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, twenty-four respondents (61.5 percent) have given neutral responses towards whether at present aforesaid model approach is following or not while twelve respondents (30.8 percent) replied that this model approach is least following at present to construct the media education model in India. But one thing is very clear that 'hands-on -training' or 'experiential learning model 'approach is not following to some extent to construct the media education model in India. For this, only three respondents (7.7 percent) have given rating for highly following.

Table:4.4.18(b)
Following 'Critical Pedagogy' approach only

Rating	Frequency	Percent	Cumulative Percent
1	11	28.2	29.7
2	17	43.6	75.7
3	6	15.4	91.9
4	3	7.7	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 5 = Highest Following ** Rating 1 = Least Following**

Above Table 4.4.18(b) shows that to what extent 'Critical Pedagogy' approach is following to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, seventeen respondents (43.6 percent) have given rating 2 and eleven respondents (28.2 percent) have given rating 1 respectively. Hence, majority of respondents (71.8 percent) replied that 'critical pedagogy' approach is least following to construct the media education model in India, at present.

Table:4.4.18(c)
Following both 'Hands-on-Training' and 'Critical Pedagogy ' approach

Rating	Frequency	Percent	Cumulative Percent
1	1	2.6	2.7
2	10	25.6	29.7
3	21	53.8	86.5
4	4	10.3	97.3
5	1	2.6	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 5 = Highest Following ** Rating 1 = Least Following**

Above Table 4.4.18(c) shows that to what extent 'hands-on-training'/ 'experiential learning model' and 'Critical Pedagogy' approach is following to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, twenty-one respondents (53.8 percent) showed neutral responses that they cannot clearly say that whether following or not following both 'hands-on-training'/ 'experiential learning model' and 'Critical Pedagogy' approach. On the other hand, ten respondents (25.6 percent) said that both hands-on-training'/ 'experiential learning model' and 'Critical Pedagogy' approach is least following, at present. But, one thing is very clear that both hands-on-training'/ 'experiential learning model' and 'Critical Pedagogy' approach is not highly following, at present. For this, only five respondents (12.9 percent) replied for highly following aforesaid approach.

Table:4.4.18(d)
Following 'UNESCO Model Curricula ' approach

Rating	Frequency	Percent	Cumulative Percent
1	15	38.5	41.7
2	20	51.3	97.2
3	1	2.6	100.0
Total	36	92.3	
No Answer	3	7.7	
Total	39	100.0	

***Rating 5 = Highest Following ** Rating 1 = Least Following**

Above Table 4.4.18(d) shows that to what extent 'UNESCO Model Curricula' approach is following to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, twenty respondents (51.3 percent) have given rating 2 whereas fifteen respondents (38.5 percent) have given rating 1 for the same. Hence, majority of respondents (89.8 percent) replied that 'UNESCO Model Curricula' approach is least following to construct media education model in India, at present.

Table:4.4.18(e)
Following 'Teaching Hospital Model'

Rating	Frequency	Percent	Cumulative Percent
1	29	74.4	78.4
2	4	10.3	89.2
3	2	5.1	94.6
4	1	2.6	97.3
5	1	2.6	100.0
Total	37	94.9	
No Answer	2	5.1	
Total	39	100.0	

***Rating 5 = Highest Following ** Rating 1 = Least Following**

Above Table 4.4.18(e) shows that to what extent 'Teaching Hospital Model' approach is following to construct media education model in India. For this question, respondents have given rating. Rating 5 leads to highly follow while rating 1 leads to least follow. Out of thirty-nine respondents, twenty-nine respondents (74.4 percent) have given rating 1 whereas four respondents (10.3percent) have given rating 2 for the same. Hence, majority of respondents (84.7 percent) said that Teaching Hospital Model' approach is least following to construct media education model in India.

4.4.19 Spearman Correlation

Table:4.4.19(a)
Significant Variables

Independent Variables	Dependent Variables
Allied Subjects	'Critical Thinking' towards media education
Syllabus	Gap between Media Academia and Media Industry

Tables:4.4.19(a) shows that the significant variables of the study. Here allied subjects and syllabus comes under the independent variables. If allied subjects like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. would be offered then it may be leave impact on critical thinking towards media education. Similarly, if syllabus would be revised then it may be leave impact on relation between media academia and media industry. Here, both independent variables and dependent variables are showing the causes and effect relationship.

Table:4.4.19(b)
Coefficient of Correlation Chart

Range of Correlation	Interpretation
0.00-0.20	Negligible Correlation
0.21-0.40	Low Correlation
0.41-0.60	Moderate Correlation
0.61-0.80	High Correlation
0.81 and Above	Very High Correlation

Source: Correlation Coefficient Chart

Above Table 4.4.19(b) shows the Spearman correlation coefficient value. For Spearman correlation ranges of value can be varies from -1 to +1. It means a Spearman correlation is a number between -1 and +1 that indicates to what extent two variables are linearly related to each other. Here, 0 indicates that there is no relationship between two variables. If values come out greater than zero i.e. +1 then it would be called positive relationship while -1 shows that negative relationship between two variables.

Table:4.4.19(c)
Correlation between Allied Subjects and Critical Thinking towards Media Education

Spearman's rho		'Critical Thinking' towards media education	Allied Subjects
'Critical Thinking' towards media education	Correlation Coefficient	1.000	.697**
	Sig. (2-tailed)		.000
	N	39	39
Allied Subjects	Correlation Coefficient	.697**	1.000
	Sig. (2-tailed)	.000	
	N	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Above Table 4.4.19(c) shows 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 be offered allied subjects like 'Philosophy', 'Psychology', 'Sociology', 'Political

Science' etc. then it may be highly (positive) chance to enhance critical thinking towards media education.

Table:4.4.19(d)
Correlation between Syllabus and Gap between Media Academia and Media Industry

Spearman's rho		Gap between Media Academia and Media Industry	Outdated Syllabus
Gap between Media Academia and Media Industry	Correlation Coefficient	1.000	.619**
	Sig. (2-tailed)		.000
	N	38	38
Outdated Syllabus	Correlation Coefficient	.619**	1.000
	Sig. (2-tailed)	.000	
	N	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

Above Table 4.4.19(d) shows 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.

4.4(a) 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 are 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.

4.5 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.

Table:4.5.1
Gender of the Respondents

Gender	Frequency	Percent	Cumulative Percent
Male	63	54.3	54.3
Female	53	45.7	100.0
Total	116	100.0	

Above Table 4.5.1 shows the gender of the respondents. For this study, total one hundred sixteen respondents have been selected through the assignment of disproportionate stratified sampling followed by simple random lottery method. Out of one hundred sixteen, sixty-three male respondents (media students) and fifty-three female respondents (media Students) have been selected.

Table:4.5.2
Age Ranges of the Respondents

Age	Frequency	Percent	Cumulative Percent
20-22	55	47.4	47.4
23-25	54	46.6	94.0
25-27	6	5.2	99.1
28-30	1	.9	100.0
Total	116	100.0	

Above Table 4.5.2 shows the age ranges of the respondents. For this study, total one hundred sixteen respondents have been selected through the assignment of disproportionate stratified sampling followed by simple random lottery method. Out of one hundred sixteen, fifty-five respondents were between twenty to twenty-two age group, fifty-four respondents were between twenty-three to twenty-five age group, six respondents were between twenty-five to twenty-seven age group while one respondent was between twenty-eight to thirty age group. The majority of respondents were between twenty to twenty-five age group.

Table:4.5.3
Nomenclature of Courses

Nomenclature of Course	Frequency	Percent	Cumulative Percent
MA (Communication & Journalism)	6	5.2	5.2
MA (Communication & Media Studies)	4	3.4	8.6
MA(Journalism)	5	4.3	12.9
MA (Journalism & Mass Communication)	45	38.8	51.7
MA (Media & Communication)	3	2.6	54.3
MA (Mass Communication)	27	23.3	77.6
MA (Mass Communication & Journalism)	7	6.0	83.6
MJ (Mass Communication & Journalism)	6	5.2	88.8
MJMC	7	6.0	94.8
MMC (Masters of Mass Communication)	6	5.2	100.0
Total	116	100.0	

Above Table 4.5.3 shows the Nomenclature of Courses. Respondents have been selected from these diversified courses through the disproportionate stratified sampling which is followed by simple random lottery method. Out of one hundred sixteen respondents, Majority of respondents that is, forty-five respondents have been randomly selected from MA (Journalism and Mass Communication) while twenty-seven respondents have been selected from MA (Mass Communication).

Table:4.5.4
Availability of Media Equipment/Technical Support in the Department
Table:4.5.4(a)
Availability of Studio

Opinion	Frequency	Percent	Cumulative Percent
Yes	80	69.0	69.0
No	36	31.0	100.0
Total	116	100.0	

Above Table 4.5.4(a) shows the Studio Availability in the Department. For this question, out of one hundred sixteen respondents, sixty-nine respondents said 'Yes" in their Department Studio facility is available while thirty-six respondents said 'No'. It means they replied that in their department there is no studio facility is available. Majority of respondents agreed towards availability of studio in their Department.

Table:4.5.4(b)
Availability of Video Camera

Opinion	Frequency	Percent	Cumulative Percent
Yes	102	87.9	87.9
No	14	12.1	100.0
Total	116	100.0	

Above Table 4.5.4(b) shows that Availability of Camera in the Department. Out of one-hundred sixteen respondents, one-hundred two media students said that in their Department have Video Camera while fourteen respondents replied that in their departments have no Video Camera. Majority of respondents agreed towards availability of Video Camera in their Department.

Table:4.5.4(c)
Availability of Cameraperson

Opinion	Frequency	Percent	Cumulative Percent
Yes	64	55.2	55.2
No	52	44.8	100.0
Total	116	100.0	

Above Table 4.5.4(c) shows that Availability of Cameraperson in the Department. Out of one-hundred sixteen respondents, sixty-four media students said that in their Department have Cameraperson while fifty-two respondents replied that in their Departments have no Camera Person. Majority of respondents agreed towards availability of cameraperson in their department, but on the other hand, fifty-two respondents disagreed towards availability of cameraperson in their Department.

Table:4.5.4(d)
Availability of Video Editing Software

Opinion	Frequency	Percent	Cumulative Percent
Yes	98	84.5	84.5
No	18	15.5	100.0
Total	116	100.0	

Above Table 4.5.4(d) shows that Availability of Editing Software in the Department. Out of one-hundred sixteen respondents, ninety-eight media students said that in their Department have Editing Software while eighteen respondents replied that in their Departments have no Editing Software. Majority of respondents agreed towards availability of Video Editing Software in their Department.

Table:4.5.4(e)
Availability of Video Editor

Opinion	Frequency	Percent	Cumulative Percent
Yes	58	50.0	50.0
No	58	50.0	100.0
Total	116	100.0	

Table 4.5.4(e) shows that Availability of Video Editor in the Department. Out of one-hundred sixteen respondents, fifty-eight media students said that in their Department have video editor while fifty-eight respondents replied that in their Departments have no video editor.

Table:4.5.5
To what extent do you understand Media Education (Mass Communication/Media Studies)

Table:4.5.5(a)
Only Journalism

Rating	Frequency	Percent	Cumulative Percent
1	2	1.7	1.7
2	13	11.2	12.9
3	31	26.7	39.7
4	48	41.4	81.0
5	22	19.0	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(a) shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, greater number of rating reflecting Maximum understanding while smaller number of rating reflecting Minimum understanding. Out of one-hundred sixteen, forty-eight respondents (41.4 percent) as well as twenty-two respondents (19 percent) have given rating 4 and 5 respectively. Therefore, 60.4 percent respondents agreed that according to them (media students) media education is being understanding by only Journalism. In other words, they opt media education (mass communication/media studies) only to become a Journalists.

Table:4.5.5(b)
Critical Media Pedagogy

Rating	Frequency	Percent	Cumulative Percent
1	16	13.8	13.8
2	36	31.0	44.8
3	44	37.9	82.8
4	19	16.4	99.1
5	1	.9	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(b) shows the factors of understanding of media. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, the greater number of rating reflecting Maximum understanding while smaller number of rating reflecting Minimum understanding. Out of one-hundred sixteen, forty-four respondents (37.9 percent) have given rating 3. On the other hand, thirty-six

respondents (31 percent) as well as sixteen respondents (13.8 percent) have given rating 2 and 1 respectively. Therefore, majority of respondents (48.8 percent) have little understanding of critical media pedagogy. It means, majority of media students are less aware of media education as critical pedagogy.

Table:4.5.5(c)
Only 'Hands-on-Training Program'/ 'Skill Training Program'

Rating	Frequency	Percent	Cumulative Percent
1	4	3.4	3.4
2	20	17.2	20.7
3	30	25.9	46.6
4	50	43.1	89.7
5	12	10.3	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(c) shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, the greater number of rating reflecting Maximum understanding while a smaller number of rating reflecting Minimum understanding. Out of one hundred sixteen respondents, fifty respondents (43.1 percent) as well as twelve respondents (10.3 percent) have given rating 4 and 5 respectively. It leads to, majority of respondents that is 53.4 percent respondents replied that they are highly understand media education (Mass Communication/Media Studies) is only 'hands-on-Training' or 'Skill Training Program'.

Table:4.5.5(d)
Film Studies

Rating	Frequency	Percent	Cumulative Percent
1	22	19.0	19.0
2	51	44.0	62.9
3	20	17.2	80.2
4	18	15.5	95.7
5	5	4.3	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(d) shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, the greater number of rating reflecting Maximum understanding while a smaller number of rating reflecting Minimum understanding. Out of One-hundred sixteen respondents, fifty-one respondents (44 percent) as well as twenty-two respondents (19 percent) have given rating 2 and 1 respectively. Hence, majority of respondents that is 63 percent respondents replied that they have little understanding of media education (Mass Communication/Media Studies) is film studies.

Table:4.5.5(e)
Art and Aesthetics

Rating	Frequency	Percent	Cumulative Percent
1	39	33.6	33.9
2	46	39.7	73.9
3	22	19.0	93.0
4	7	6.0	99.1
5	1	.9	100.0
Total	115	99.1	
No Answer	1	.9	
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(e) shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, the greater number of rating reflecting Maximum understanding while a smaller number of rating reflecting Minimum understanding. Out of One-hundred sixteen respondents, forty-six respondents (39.7 percent) as well as thirty-nine respondents (33.6 percent) have given rating 2 and 1 respectively. Hence, majority of respondents that is 73.3 percent respondents replied that they have little understanding of media education (Mass Communication/Media Studies) as Art and Aesthetics.

Table:4.5.5(f)
Cultural Studies

Rating	Frequency	Percent	Cumulative Percent
1	51	44.0	44.0
2	40	34.5	78.4
3	19	16.4	94.8
4	5	4.3	99.1
5	1	.9	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:5.6 shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, the greater number of rating reflecting Maximum understanding while a smaller number of rating reflecting Minimum understanding. Out of One-hundred sixteen respondents, forty respondents (34.5 percent) as well as fifty-one (44 percent) have given rating 2 and 1 respectively. Hence, majority of respondents that is 78.5percent respondents replied that they have little understanding of media education (Mass Communication/Media Studies) is cultural study.

Table:4.5.5(g)
Both 'Hands-on-Training'/'Skill Training Programme' and 'Critical Media Pedagogy'

Rating	Frequency	Percent	Cumulative Percent
3	9	7.8	7.8
4	93	80.2	87.9
5	14	12.1	100.0
Total	116	100.0	

***Rating 5 = Maximum Understanding **Rating 1 = Minimum Understanding**

In the Above Table:4.5.5(g) shows the factors of understanding of media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Maximum understanding while rating 1 leads to Minimum understanding. Here, a greater number of rating reflecting Maximum understanding while a smaller number of rating reflecting Minimum understanding. Out of One-hundred sixteen respondents, ninety-three respondents (80.2 percent) as well as fourteen respondents (12.1 percent) have given rating 4 and 5 respectively. Hence, majority of respondents (92.3 percent) have understanding of media education (Mass Communication/Media Studies) propagate both 'Hands-on-Training'/ 'Skill Training Programme' and 'Critical Media Pedagogy'.

Table:4.5.6
Satisfaction level of Current Status of Media Education in India

Level of Satisfaction	Frequency	Percent	Cumulative Percent
Strongly Unsatisfied	8	6.9	6.9
Unsatisfied	48	41.4	48.3
Moderate	44	37.9	86.2
Satisfied	16	13.8	100.0
Total	116	100.0	

In the Above Table:4.5.6 shows the satisfaction level of current status of media education which is being offered. Out of One-hundred sixteen respondents, forty-eight respondents (41.4 percent) as well as eight respondent's (6.9 percent) inclination towards 'Unsatisfied'. Therefore, majority of respondents (48.3 percent) are unsatisfied of current status of media education in India.

Table:4.5.7
Satisfaction level of Syllabi being offered for the programme you have opted that actually meet the requirement of media industry.

Level of Satisfaction	Frequency	Percent	Cumulative Percent
Strongly Unsatisfied	13	11.2	11.2
Unsatisfied	47	40.5	51.7
Moderate	42	36.2	87.9
Satisfied	12	10.3	98.3
Strongly Satisfied	2	1.7	100.0
Total	116	100.0	

In the Above Table:4.5.7 shows the satisfaction level of syllabi being offered for the programme you have opted that actually fulfil the requirement of media industry. Out of One-hundred sixteen respondents, forty-seven (40.5 percent) as well as thirteen respondent's (11.2 percent) inclination towards 'Unsatisfied'. Hence, majority of respondents (51.7 percent) are unsatisfied with syllabi being offered for the programme they have opted that unable to fulfil the actual requirement of media industry. To bridging media academia and media industry, syllabi should be revised on a scale of actual requirement of media industry.

Table:4.5.8
Perception of Media Students towards Media Educator's attributes
Table:4.5.8(a)
Theoretical Knowledge

Rating	Frequency	Percent	Cumulative Percent
1	1	.9	.9
2	13	11.2	12.1
3	24	20.7	32.8
4	58	50.0	82.8
5	20	17.2	100.0
Total	116	100.0	

***Rating 5 = Highest Attributes **Rating 1 = Lowest Attributes**

In the Above Table:4.5.8(a) shows the Media Student's views on Media Educator's attribute in terms of theoretical knowledge. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highest Attributes while rating 1 leads to Lowest Attributes. Here, the greater number of rating reflecting Highest Attributes while a smaller number of rating reflecting Lowest Attributes. Out of one-hundred sixteen respondents, fifty-eight respondents (50 percent) as well as twenty respondents (17.2 percent) have given rating 4 and 5 respectively. Hence, majority of respondents agreed that media educators have adequate knowledge in terms of theoretical knowledge.

Table:4.5.8(b)
Hands-On-Training Skills

Rating	Frequency	Percent	Cumulative Percent
1	13	11.2	11.2
2	23	19.8	31.0
3	40	34.5	65.5
4	40	34.5	100.0
Total	116	100.0	

***Rating 5 = Highest Attributes **Rating 1 = Lowest Attributes**

In the Above Table:4.5.8(b) shows the Media Student's views on Media Educator's attribute in terms of hands-on-training skills. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highest Attributes while rating 1 leads to Lowest Attributes. Here, the greater number of rating reflecting Highest Attributes while a smaller number of rating reflecting Lowest Attributes. Out of one-

hundred sixteen respondents, forty respondents (34.5 percent) as well as forty respondents (34.5 percent) have given rating 3 and 4 respectively. Who rated 3 it leads to neutral answer? They are unbale to judge that media educator's haves or haves not hands-on-skills. On the other hand, total 36 respondents (31.0 percent) rated towards low attributes. To some extent, media educators will have to improve their hands-on-skills for betterment of the status of media education in India.

Table:4.5.8(c)
Critical Thinking/Critical Knowledge towards Media Education

Rating	Frequency	Percent	Cumulative Percent
1	23	19.8	19.8
2	25	21.6	41.4
3	50	43.1	84.5
4	17	14.7	99.1
5	1	.9	100.0
Total	116	100.0	

***Rating 5 = Highest Attributes **Rating 1 = Lowest Attributes**

In the Above Table:4.5.8(c) shows the Media Student's views on Media Educator's attribute in terms of Critical Thinking/Critical Knowledge towards media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highest Attributes while rating 1 leads to Lowest Attributes. Here, the greater number of rating reflecting Highest Attributes while a smaller number of rating reflecting Lowest Attributes. Out of one-hundred sixteen respondents, fifty respondents (43.1 percent) have given rating 3. It leads to they (Students) are unable to judge to haves or haves not critical thinking or critical knowledge towards media education. On the other hand, forty-eight respondents (41.4 percent) have given lowest rating. It leads to lack of critical thinking or critical knowledge in terms of media education. Therefore, to some extent, media educators will have to enhance their critical thinking or critical knowledge for betterment of the status of media education in India.

Table:4.5.8(d)
Knowledge of Specialization /Subject(s)

Rating	Frequency	Percent	Cumulative Percent
1	9	7.8	7.8
2	16	13.8	21.6
3	28	24.1	45.7
4	58	50.0	95.7
5	5	4.3	100.0
Total	116	100.0	

***Rating 5 = Highest Attributes **Rating 1 = Lowest Attributes**

In the Above Table:4.5.8(d) shows the Media Student's views on Media Educator's attribute in terms of adequate or lack of knowledge in their own subjects. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highest Attributes while rating 1 leads to Lowest Attributes. Here, the greater number

of rating reflecting Highest Attributes while a smaller number of rating reflecting Lowest Attributes. Out of one-hundred sixteen respondents, fifty-eight respondents (50 percent) have given rating 4. It leads to media educators have adequate knowledge in terms of knowledge of their own subjects.

Table:4.5.8(e)
Communication Skills

Rating	Frequency	Percent	Cumulative Percent
1	6	5.2	5.2
2	14	12.1	17.2
3	27	23.3	40.5
4	61	52.6	93.1
5	8	6.9	100.0
Total	116	100.0	

***Rating 5 = Highest Attributes **Rating 1 = Lowest Attributes**

In the Above Table:4.5.8(e) shows the Media Student's views on Media Educator's attribute in terms of Communication skills. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highest Attributes while rating 1 leads to Lowest Attributes. Here, the greater number of rating reflecting Highest Attributes while a smaller number of rating reflecting Lowest Attributes. Out of one-hundred sixteen respondents, sixty-one respondents have given rating 4 (52.6 percent). Hence, majority of respondents rated that media educators have good command on communication skills.

Table:4.5.9
To what extent, often your classroom being emphasised on
Table:4.5.9(a)
Theoretical

Rating	Frequency	Percent	Cumulative Percent
2	9	7.8	7.8
3	29	25.0	32.8
4	51	44.0	76.7
5	27	23.3	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In the Above Table:4.5.9(a) shows that to what extent student's classrooms is being emphasized on which aspects of media such as theoretical, hands-on-skills, critical pedagogy, both hands-on-skills and critical pedagogy etc. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, fifty-one (44 percent) have given rating 4 while twenty-seven respondents (23.3 percent) have given rating 5. Hence, a majority of respondents (67.3 percent) agreed that their classroom is being highly emphasised on theoretical aspects of media.

Table:4.5.9(b)
Hands-on- Training/Practical

Rating	Frequency	Percent	Cumulative Percent
1	12	10.3	10.3
2	40	34.5	44.8
3	33	28.4	73.3
4	30	25.9	99.1
5	1	.9	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In the Above Table:4.5.9(b)shows that to what extent student's classrooms is being emphasized on which aspects of media such as theoretical, hands-on-skills, critical pedagogy, both hands-on-skills and critical pedagogy etc. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, forty respondents (34.5 percent) have given rating 2 while twelve respondents (10.3 percent) have given rating 1. Hence, a majority of respondents (44.8 percent) replied that their classroom is being least emphasised on hands-on-training or practical.

Table:4.5.9(c)
Critical Media Pedagogy/Critical Thinking towards Media Education

Rating	Frequency	Percent	Cumulative Percent
1	40	34.5	34.5
2	39	33.6	68.1
3	23	19.8	87.9
4	14	12.1	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In the Above Table:4.5.9(c) shows that to what extent student's classrooms is being emphasised on which aspects of media such as theoretical, hands-on-skills, critical pedagogy, both hands-on-skills and critical pedagogy etc. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, thirty-nine respondents (33.6 percent) have given rating 2 while forty respondents (34.5 percent) have given rating 1. Hence, a majority of respondents (68.1 percent) said that their classes being less emphasised on critical media pedagogy or critical thinking towards media education.

Table:4.5.9(d)
Both Theoretical and Hands-on-Training/Practical

Rating	Frequency	Percent	Cumulative Percent
1	1	.9	.9
2	17	14.7	15.5
3	61	52.6	68.1
4	34	29.3	97.4
5	3	2.6	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In the Above Table:4.5.9(d) shows that to what extent student's classrooms is being emphasized on which aspects of media such as theoretical, hands-on-skills, critical pedagogy, both hands-on-skills and theoretical etc. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasised while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, sixty-one respondents (52.6 percent) have given rating 3. Hence, majority of respondents showed neutral response that their classroom does or does not emphasise to maintain the balance between theoretical and hands-on-training or practical.

Table:4.5.9(e)
Workshop/Guest Lectures of Media professional

Rating	Frequency	Percent	Cumulative Percent
1	26	22.4	22.4
2	48	41.4	63.8
3	28	24.1	87.9
4	14	12.1	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In the Above Table:4.5.9(e) shows that to what extent student's classrooms is being emphasised on which aspects of media such as theoretical, hands-on-skills, critical pedagogy, both hands-on-skills and theoretical etc. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, forty-eight respondents (41.4 percent) have given rating 2 while twenty six percent (22.4 percent) have given rating 1. Hence, a majority of respondents (63.8 percent) said that their classroom is being less emphasised on workshop or guest lectures of media professionals

Table:4.5.10
To what extent, classroom should be focused/emphasised on
Table:4.5.10(a)
Theoretical

Rating	Frequency	Percent	Cumulative Percent
1	4	3.4	3.4
2	5	4.3	7.8
3	44	37.9	45.7
4	52	44.8	90.5
5	11	9.5	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

The Above Table:4.5.10(a) shows that to what extent student's classrooms should be emphasised on theoretical aspects of media. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, fifty-two respondents (44.8 percent) rated 4 while eleven respondents (9.5 percent) rated 5. Hence, a majority of respondents (54.3 percent) replied that their classrooms should be emphasised or focused on theoretical aspects of media.

Table:4.5.10(b)
Hands-on- Training / Practical

Rating	Frequency	Percent	Cumulative Percent
1	1	.9	.9
2	2	1.7	2.6
3	10	8.6	11.2
4	54	46.6	57.8
5	49	42.2	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

The Above Table:4.5.10(b) shows that to what extent student's classrooms should be emphasised on hands-on-training or practical. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Hence, the greater number of rating reflecting Highly emphasised while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, fifty-four respondents (46.6 percent) rated 4 while forty-nine respondents (42.2 percent) rated 5. Hence, a majority of respondents (88.8 percent) said that their classes must be emphasised on hands-on-training.

Table:4.5.10(c)
Critical Media Pedagogy / Critical Thinking towards Media Education

Rating	Frequency	Percent	Cumulative Percent
2	2	1.7	1.7
3	48	41.4	43.1
4	43	37.1	80.2
5	23	19.8	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

The Above Table:4.5.10(c) shows that to what extent student's classrooms should be emphasised on critical media pedagogy or critical thinking towards media education. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasized while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, forty-three respondents (37.1 percent) rated 4 while twenty-three respondents (19.8 percent) rated 5. Hence, a majority of respondents (56.9 percent) said that media education should be emphasised on critical media pedagogy or critical thinking towards media education.

Table:4.5.10(d)
Both Critical Media Pedagogy and Hands-on-Training/ Practical

Rating	Frequency	Percent	Cumulative Percent
3	3	2.6	2.6
4	63	54.3	56.9
5	50	43.1	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In Above Table:4.5.10(d) shows that to what extent student's classrooms should be emphasised on to maintain the balance between critical media pedagogy and hands-on-training/practical. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasised while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, sixty-three respondents (54.3 percent) rated 4 while fifty respondents (43.1 percent) rated 5. Hence, a majority of respondents (97.4 percent) said that classes of media education must be emphasised on to maintain the balance between critical media pedagogy and hands-on-training or practical.

Table:4.5.10(e)
Media Professionals Lectures / Media Expert Lectures

Rating	Frequency	Percent	Cumulative Percent
1	1	.9	.9
3	17	14.7	15.5
4	63	54.3	69.8
5	35	30.2	100.0
Total	116	100.0	

***Rating 5 = Highly Emphasised Rating 1 = Least Emphasised**

In Above Table:4.5.10(e) shows that to what extent student's classrooms should be emphasised on media professional lectures/ media expert lectures. For this question, One-hundred sixteen respondents have given the rating. Rating 5 leads to Highly emphasised while rating 1 leads to Least emphasised. Here, the greater number of rating reflecting Highly emphasised while a smaller number of rating reflecting Least emphasised. Out of one-hundred sixteen respondents, sixty-three respondents (54.3 percent) rated 4 while thirty-five respondents (30.2 percent) rated 5. Hence, a majority of respondents (85.8 percent) said that their classes must be emphasised on media professional lectures or media expert lectures.

Table:4.5.11
How often debates or discussions being conducted in the classrooms on contemporary issues?

Level of Frequency	Frequency	Percent	Cumulative Percent
Once in a Week	29	25.0	25.0
Fortnightly	14	12.1	37.1
Once in a Month	40	34.5	71.6
Never	33	28.4	100.0
Total	116	100.0	

In Above Table:4.5.11 shows that how often debate or discussion being conducted on contemporary issues? For this question, out of one hundred sixteen respondents, forty respondents (34.5 percent) said that once in a month debate or discussion being conducted on current topics while thirty-three respondents (28.4 percent) said that there is no debate or discussion ever conducted in the classrooms on contemporary issues. Hence, majority of respondents are on the side of being conducted in once in a month, but also second majority group of respondents agreed that there is no debate or discussion ever conducted in the classrooms on contemporary issues.

Table:4.5.12
How often media professionals/media expert come to your department to share filed experiences / deliver a lecture?

Level of Frequency	Frequency	Percent	Cumulative Percent
Very often	35	30.2	30.2
Rarely	21	18.1	48.3
Occasionally	46	39.7	87.9
Never	14	12.1	100.0
Total	116	100.0	

Table:4.5.12 shows that how often media professional or media expert come to department to share field experiences or deliver lectures? For this question, out of one hundred sixteen respondents, forty-six respondents (39.7 percent) said that media expert/professional occasionally come to department to share knowledge of media field.

Table:4.5.13
How often your teacher's emphasis on communication skills?

Level of Frequency	Frequency	Percent	Cumulative Percent
Very often	34	29.3	29.3
Rarely	61	52.6	81.9
Occasionally	17	14.7	96.6
Never	4	3.4	100.0
Total	116	100.0	

Above Table:4.5.13 shows that how often your teacher's emphasise on communication skills such as verbal and non-verbal communication? For this question, out of one hundred sixteen respondents, a majority of respondents that is; sixty-one respondents (52.6 percent) said that their teachers rarely emphasise on communication skills.

Table:4.5.14
Are you studying allied subjects with core subject (principle subject)?

Opinion	Frequency	Percent	Cumulative Percent
Yes	32	27.6	27.6
No	84	72.4	100.0
Total	116	100.0	

Above Table:4.5.14 shows that Is allied subjects being offered with core subjects? For this question, out of one hundred sixteen respondents, a majority of respondents that is; eighty-four respondents (72.4 percent) said that there are no allied subjects being offered.

4.5.(a) 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).

4.6 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)*

Q1. What are the issues and challenges facing media education in India?

- **Ramsharan Joshi:** Nowadays I noticed that media education has considered as an education in which everyone can come. Therefore, on the one hand all(students) jumped in this field while those media professional became a media educator who were rejected or expired product of media professional. Also, one thing I noticed that students get mere degree of journalism, they don't have adequate knowledge. Students should not merely get journalism degree, but also should try to change the society with scientific thinking. According to me one of the biggest challenges facing media education is how to make media education as a medium of social change, instead of making it a medium of livelihood and career.

- **Mahesh Srivastav:** According to me yet media education has not developed its own foundation or model on the basis of Indian values and traditions, despite its long journey in India. In today's context, whether call it the challenges of media education or call it an important requirement that which till now we have not been able to develop any model. However, we are running media education based on the western structure to a large context.

- The second biggest problem that I noticed is there is lack of knowledge in the students who have come out from the media institutions and they want to call themselves journalist of the future with half of knowledge. They neither know the history of the country nor the geography. Culture and ethos are a long way away.

- After independence, the work of media education started in various universities, but we failed to prepare any roadmap for India media education. Also, education department neglected media education. Apart from this, the lack of vision is also seen among media educators.

- In addition, recently various types of courses have also emerged, so in today's context uniformity in courses is also a one of the issues and challenges towards media education.

  - **Dhanajai Chopra:** The most important challenges are that educational institute that provide media education must be decided that what is the purpose of media education? Why do we provide media education to students? If our first aim is to produce good media workers to the society, then obviously the scale of media education as well as media institutions and media educators will be good.

- Secondly, for improving media education; should also do the gate keeping. Through this only those students should be admitted who actually have the ability to go into the media field. For giving open entry, it is difficult to demarcation between who have real talent and fake talent towards become a journalist.

- The challenges of media education can be overcome to a certain extent by the choice of students.

- Current media education seems unable to face the challenges of changing media world. Along with this, there is a need to change media education in Indian context also.

- We are still adopting European model or principles for Indian media. We have no model or principles at all for the context of Indian media. Also, due to apathy of India's education policy, we just read those models or principles, we are unable to critically thinking towards these models or principles.

- Here I do not mean to say that those models or principles (Western) should not be included in the syllabus, but I say that while trying to understand those models or principles and should also emphasize on models or principles for Indian context.

Q2. Why there is a gap between media academia and media industry? How to bridge this gap?

- **Ramsharan Joshi**: I observed that our educational institutes being offered mass media studies with outdated syllabi and curricula, following outdated pattern. One the one hand we are offering media education as per orthodox method of social sciences while on the other hand we are unable to meet the rhythm of current media industry. The causes behind this gap is dialogue disconnection. For mitigation of this gap, media education institutes will have to consider how should adopt or prepare their curriculum according to the needs of current media industry as well as should try to changes in a new way. By doing this, the gap between media academia and media industry can be reduced by a quarter.

- **Mahesh Srivastav:** Today the syllabus is being prepared in the name of media education, is only providing degrees to the students. Even today, more emphasise is being laid on the theoretical aspects while the scope of practicality is very less. Media education should be given equal importance towards theoretical and practical aspects. Today, we must assume that journalism has now changed to media, that is why it should be considered a profession, not a mission. But unfortunately, hardly this thing is underlined while preparing syllabi and curricula.

- Today we are still teaching 'History of Journalism' against to face the media moguls. We can make students aware of ideological and values journalism through the history of journalism, but when it comes to practicality, we are unable to meet the actual needs of contemporary media professionals.

- Due to less focus on practicality in media education, the gap between media academia and media industry has widened to a large extent. This chasm can be bride only when we meet the requirement of the media market.

- **Dhananjai Copra:** It is true that today due to lack of mutual cooperation between media industries and media education institutions, the distance has increased between both. When a student goes out from these institutions into a media professional field, they unable to stand themselves on the scale of current media industries. So, the question naturally arises that media educations neither preparing the syllabi and curricula according to media industry nor the students who able to stand themselves on the scale of current media industry.

- Apart from this, on the one hand there is issues of outdated syllabi and curricula while on the other hand there is a lack of adequate resources in the media educational institutes. In such a way, media education becomes one sided, where there is more emphasis on theory while the actual need of the industry neglecting.

- Today's need is how to fulfil the requirement of media industry. Also, media education should be considered multidisciplinary discipline and develop it as a separate discipline beyond Art and Social Sciences.

- The needs of the media industry can be meet only when incorporating of theoretical and practical aspects equally, then the widened gap between media academia and media industry can be mitigate.

4.6.1 Key Findings of Expert's Interviews

4.6.1(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.

4.6.1(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.

CHAPTER: 5

CONSTRUCT (SUGGESTIVE) MODELS FOR MEDIA EDUCATION IN INDIA

Chapter 5
Construct (Suggestive) Models for Media Education in India

5.1 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. For this, 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 these issues and challenges. On the basis of these following model syllabi can be revised also.

5.2 The Umbrella Model of Media Education

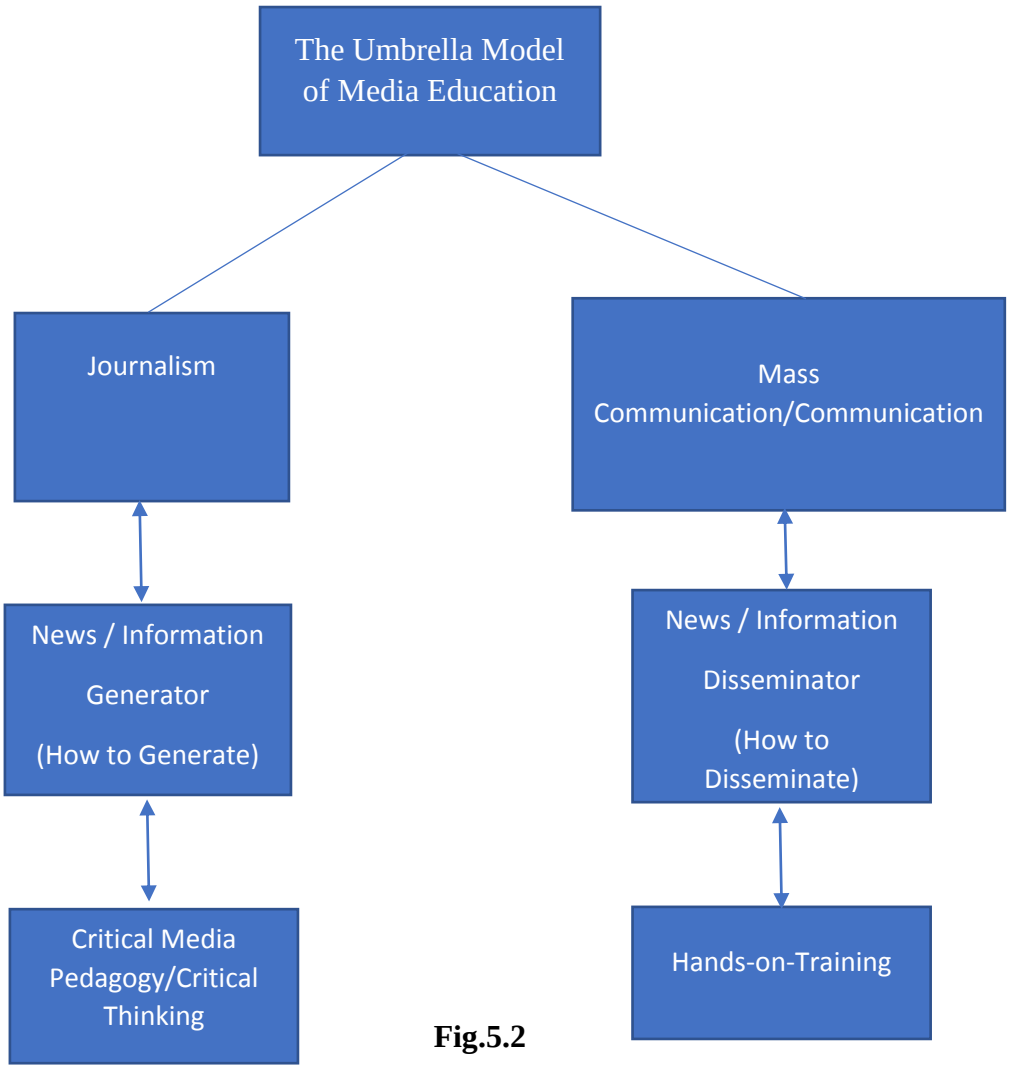


Fig.5.2

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.

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

5.3.1 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.

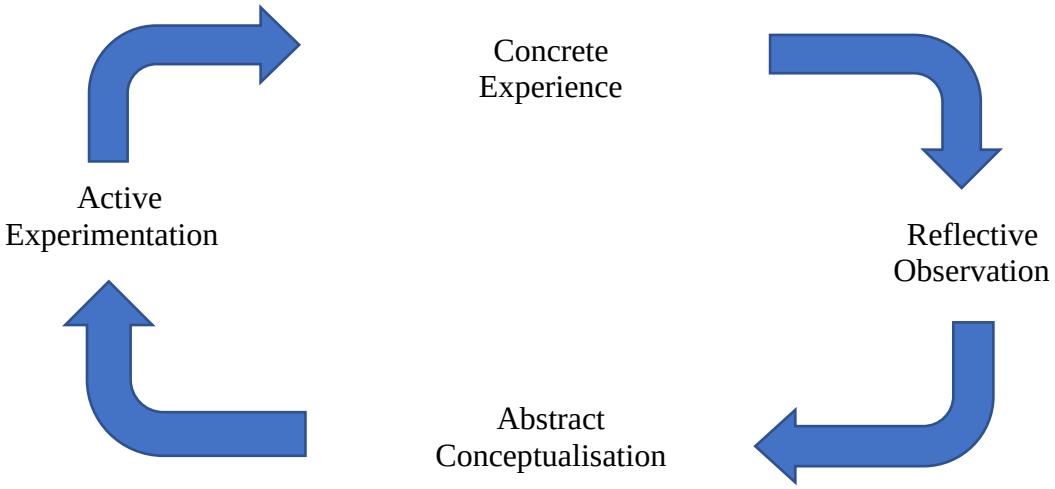


Fig.5.3
(Kolb's Experiential Learning Model)

5.3.2 Construct(suggestive) Experiential Learning Model for Media Education

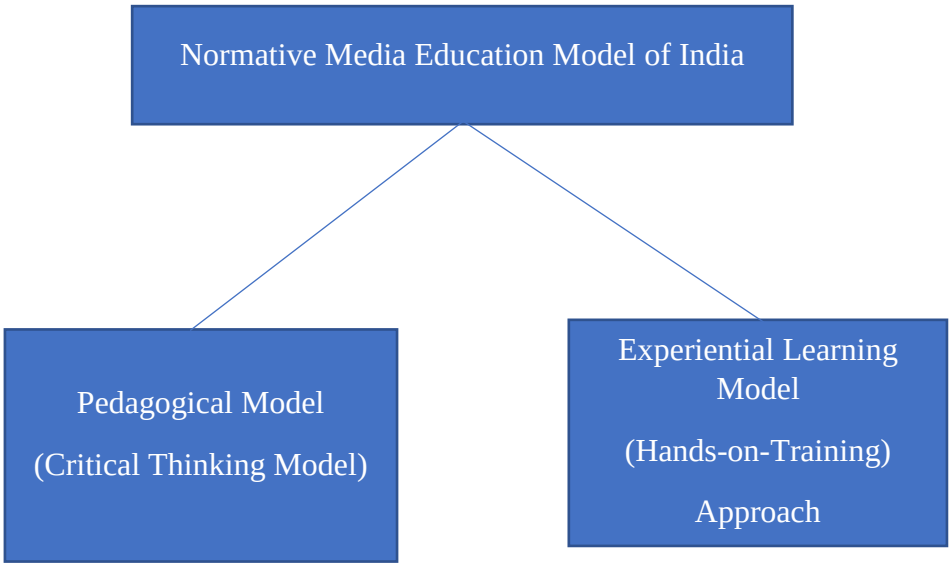
5.3.2(a) Abstract Conceptualisation: Media Educators should have experiences of Media Professional Field. Media Educators should be entered into media academia with new ideas of media and should try to modify the existing or old concept of media education.

5.3.2(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 filed, what is the actual requirement of media fields. It will be helpful to bridging the gap of media academia and media industry.

5.3.2(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.

5.3.2(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 the 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.

5.4 Normative Media Education Model of India



(a) **Fig.5.4** (b)

(Based on Alexander Fedorov's "Russian and Western Media Literacy Model", Russia,2014. Fedorov has written on Media Literacy. Fedorov has emphasised on Pedagogy of Media Literacy, but has not been drawn any model as above. Researcher has interpreted of Fedorov's Pedagogy of Media Literacy as Normative Media Education Model in context to India)

(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 would be 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.

(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 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 how 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.

5.5 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.

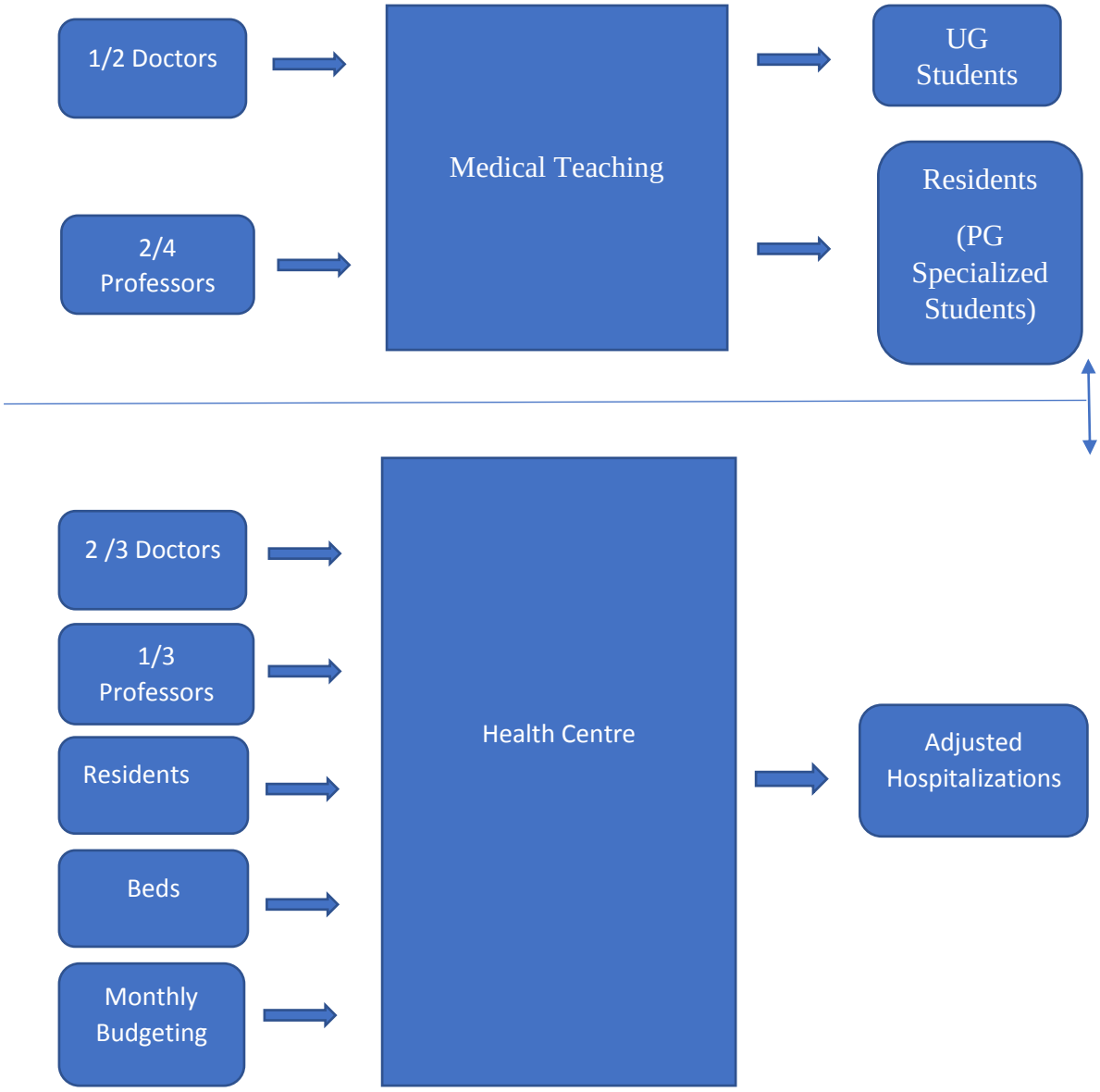


Fig.5.5.1 Teaching Hospital Model

Source: Model for University Hospital Assessment, Brazil.2003

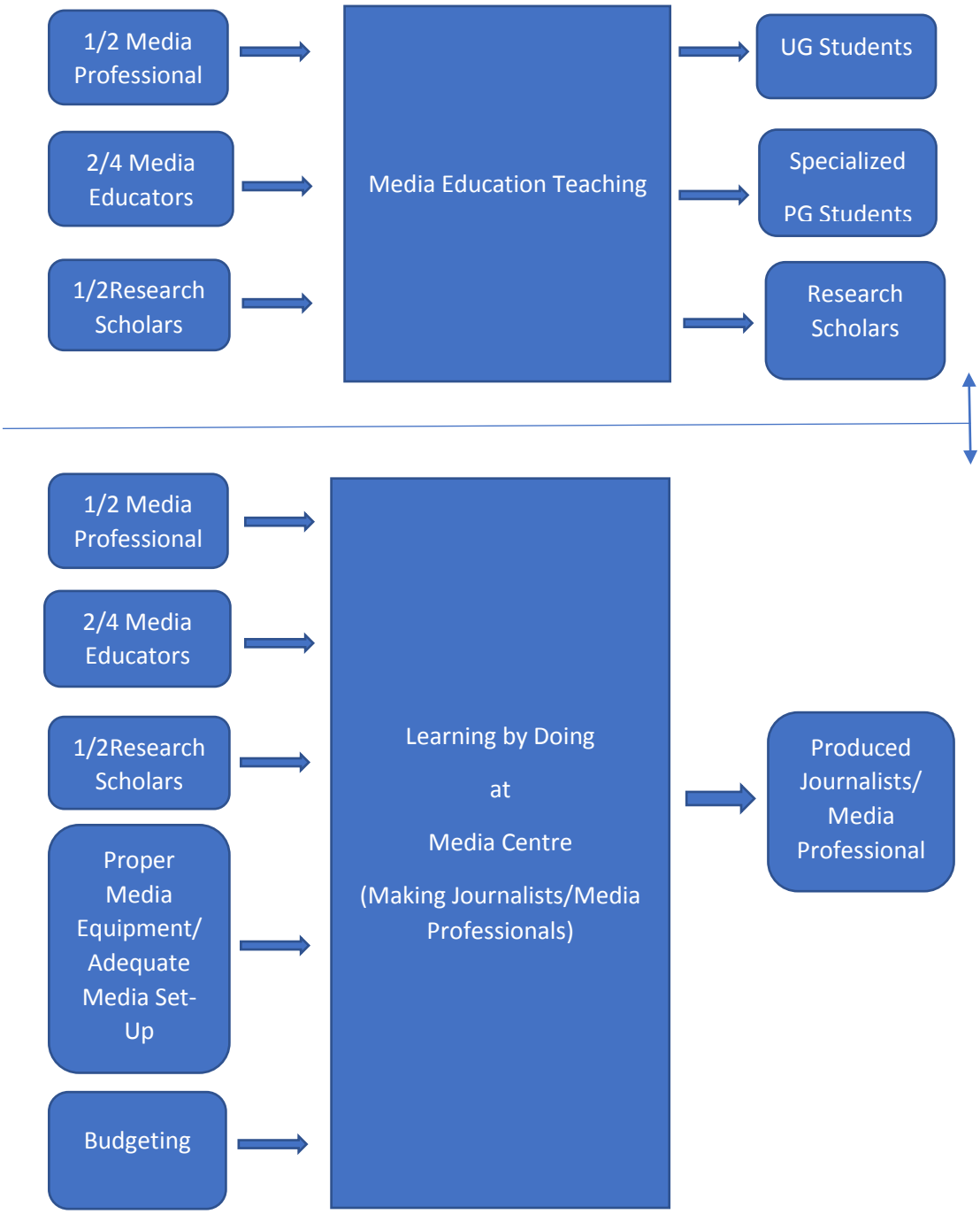


Fig.5.5.2
(Media Education Model, based on Teaching Hospital Model)

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.

5.6 Interdisciplinary and Multidisciplinary Model for Critical Media Pedagogy

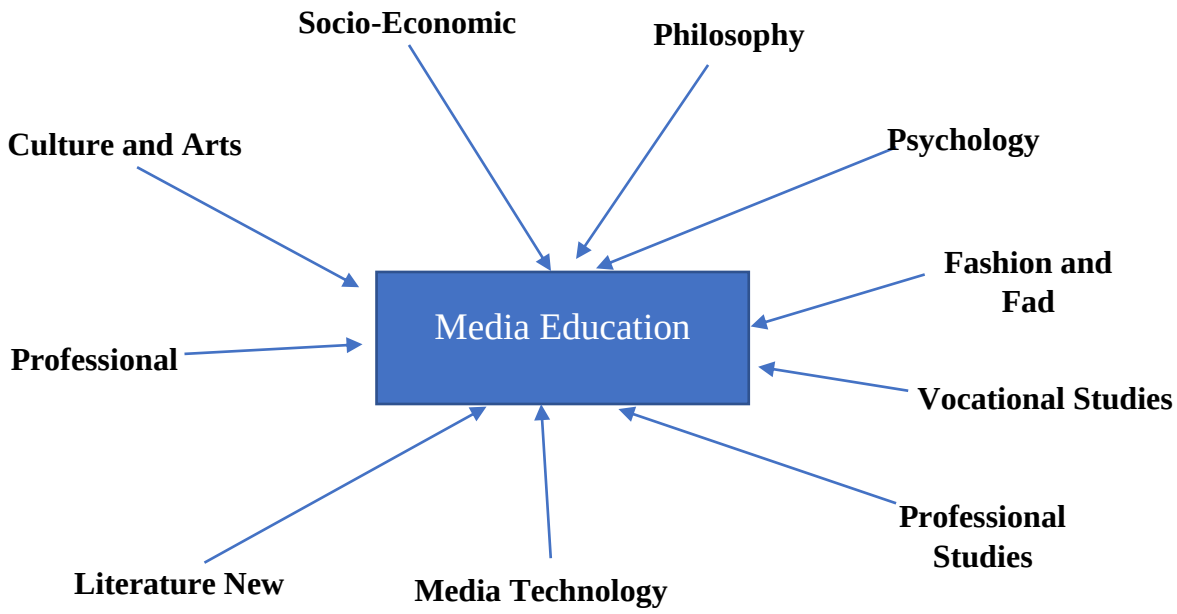


Fig.5.6.1
Interdisciplinary Model for Media Education

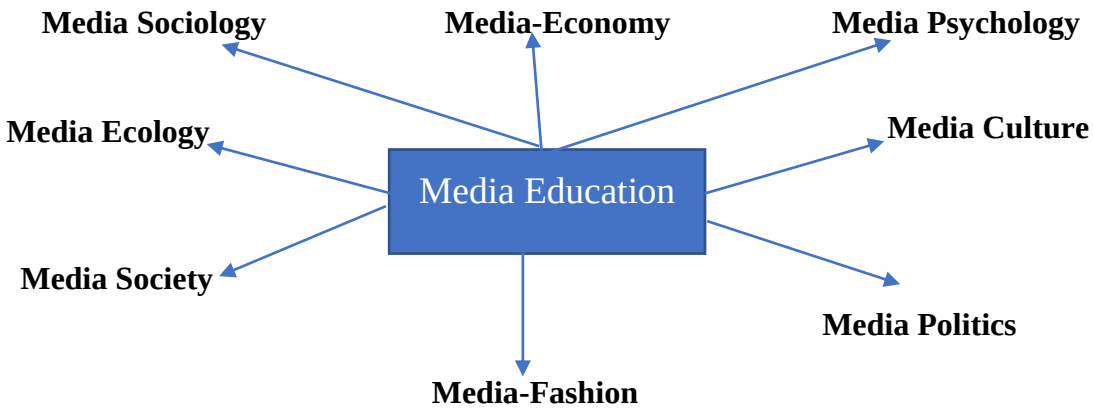


Fig.5.6.2
Multidisciplinary Model for Media Education

Above Fig. 5.6.1 and Fig. 5.6.2 shows that Interdisciplinary and Multidisciplinary Model of Media Education. 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 aforesaid models may help to enhance the critical thinking towards media education in India.

5.7 Education Model of India

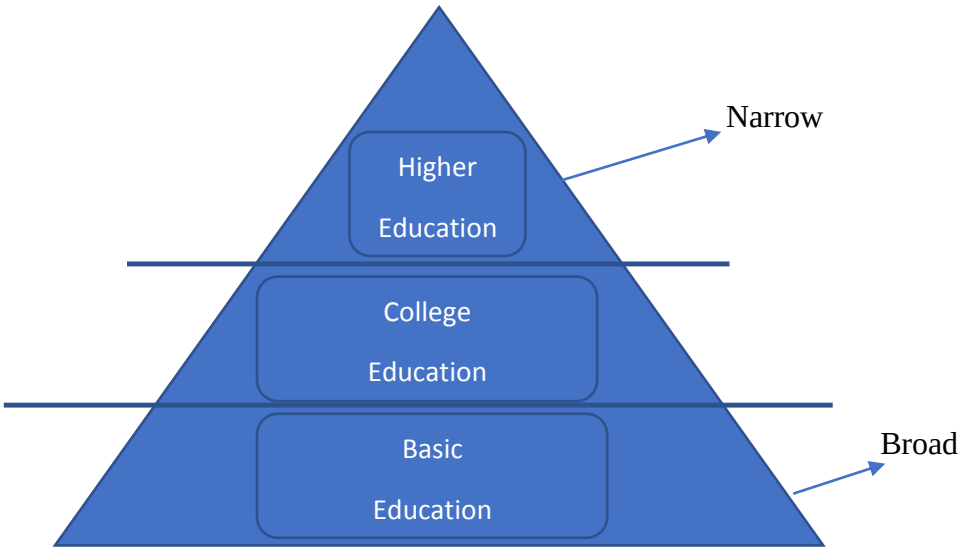


Fig.5.7(a)
Actual(suggestive) Model of Education
(Pyramidal Model of Education)

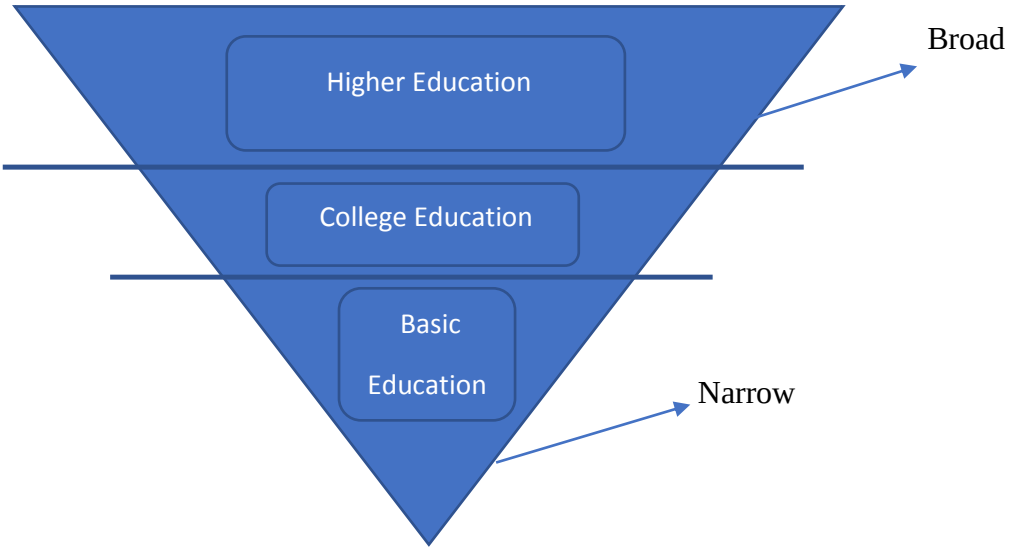


Fig.5.7((b)
Current Education Model of India
(Inverted Pyramidal Education Model of India)

Fig. 5.7(a) and Fig. 5.7(b) shows the Actual Model of Education and Current Education Model of India respectively. Pyramidal Model of Education suggested that basic education should be widened while higher education should be narrowed. In contrast to India, this pyramidal model of education converted into Inverted pyramidal education model. Thus, basic education of India is suffering from the crisis while arbitrarily students go for higher education who have no sound or adequate basic education.

5.8 Model for the choice of Media Students

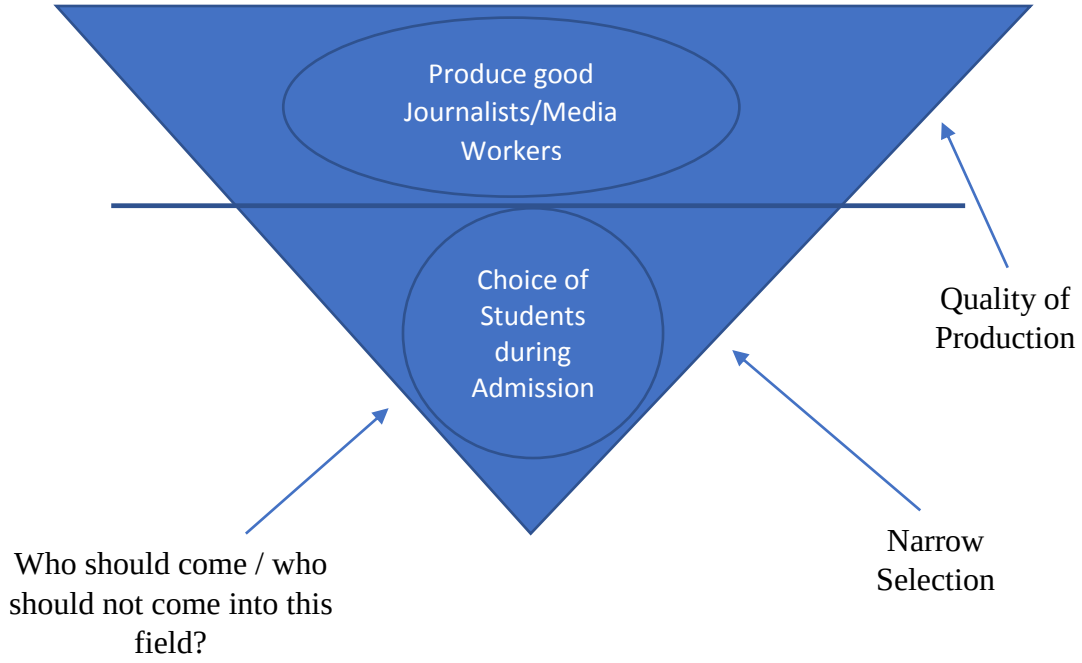


Fig.5.8(a)
Inverted Pyramidal Model of Media Education

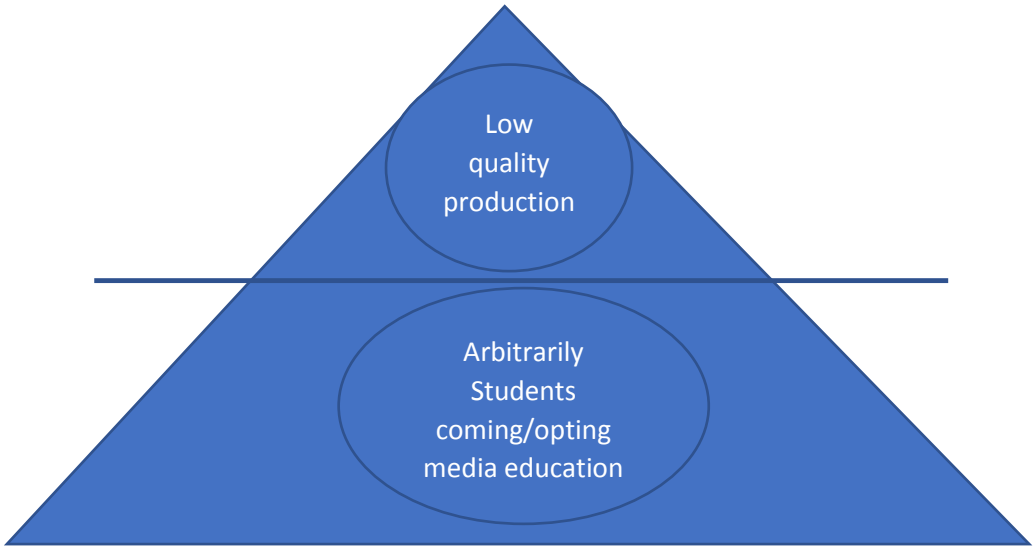


Fig.5.8(b)
Pyramidal Model of Media Education in India

Fig.5.8(a) and Fig. 5.8(b) shows that 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 must be followed that who should come and who should not come in this field. This gatekeeping approach can produce quality of journalists. In contrast to India, unfortunately following pyramidal model of media education. There is no strong assessment or gatekeeping approaches 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.) which must be followed by interview, Statement of purpose (why students wants to opt media education etc.), orientation etc.

CHAPTER 6

SUMMARY, FINDINGS AND CONCLUSION

Chapter 6

Summary, Findings and Conclusion

6.1 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 for 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.

6.2 Major findings of the study

6.2.1 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.

6.2.2 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.

6.2.3 Findings based on opinions of Media Professionals

6.2.3(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.

6.2.3(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.

6.2.4 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.

6.2.5 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.

6.2.6 Findings based on construct(suggestive) Models for 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 can be revised, re-designed and rethinking of media education in India.

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

1. 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 understand/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 understand/treated as News/Information disseminator (How to disseminate News/Information). Therefore. It should be treated as 'Hands-on-Training'.

2. 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.

3. 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 would be 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.

(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 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 about 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.

4. 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.

5. 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.

6.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 adequate assessment process. During admission process keep in mind that media is a subject related to human sensibilities such as medicine.

6.3 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 (under 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.

6.4 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 Universities, Colleges, Institutes, Open Universities 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.

6.5 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.

6.6 Future Scope of the Study

The present study 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 understand the relationship of media academia and media industry.
- This current study is primarily focused to issues and challenges of media education in India. Therefore, in future, this research would be helpful to understand the issues and challenges of media education and how to mitigate.
- This research would also be helpful for making model-curricula of media education.

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APPENDICES

APPENDIX-I

Questionnaire for Media Educators

Dear Sir/Ma'am

I am a Ph.D. Research Scholar in the Department of Mass Communication and Journalism, Babasaheb Bhimrao Ambedkar University, Lucknow. I am doing my Ph.D. Research on 'Media Education in India: A Critical Study'. In this regard I have prepared a questionnaire and you are chosen as respondents to fill the questionnaire.

Before filing the questionnaire please read a brief about the study.

About the Study

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 industry'. 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. Media education in India is bridging two sectors: Media industry and Media academia. Today, issues faced Media education in India are related to theory versus practical, updating curriculum and syllabus. This study revolves around What are the issues and challenges in Media education in India? Why there is a gap between the media industry and media academia ? How to bridge a gap between media academia and media industry.? This research study is focus primarily on key issues and challenges in media education in India. Kindly express your views/opinion towards media education.

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.

This questionnaire is part of my Ph.D. research. For this study, your responses/information is valuable and I assure you that your responses/information and also your identity will be kept strictly confidential.

Thanking You,

Ph.D. Research Scholar

Alok Kumar Jha

Please fill the following Table

Gender	**1. Male 2. Female**
Your Designation	
Year of Academic Experience	
Year of Field Experience	
No. of Media Faculties in your Department.	
Name of Masters course(s) offered by Department.	
No. of seats/ Intake in Particular Course	

Availability of Equipment / Technical support in Your Department, please give answer the below:

Availability of Studio: 1. Yes 2. No.

Availability of Video Camera: 1. Yes 2. No.

Availability of Cameraperson: 1. Yes 2. No.

Availability of Editing Software: 1. Yes 2. No.

Availability of Video Editor: 1. Yes 2. No.

1. **What are the main issues and challenges facing Media education in India? Give Rating (Between 1 to 5, where *1= lowest issues & challenges, 5 = biggest issues & challenges*) to the main issues and challenges towards Media education in India:**

Issues and challenges	Rating
1. Infrastructure	
2. Quality of Media Educators	
3. Media education Council	
4. Gap between media academia and media industry	
5. Outdated Syllabus	
6. Dilemma between Mass Communication and Journalism	
7. A Mixture of Nomenclature	
Others (if any, please write and give rating)	
8.	
9.	
10.	

2. **According to you, Media education in India at present treated as:**

(1) Vocational education (2) Professional education (3) General education

(4) Can't determined

3. **In your opinion, Media education in India should be treated as:**

(1) Vocational education (2) Professional education (3) General education

(4) Can't determined

4. **Some Universities/ Institutions consider media education under the aegis of "*Social Science*" while Some other Universities/institutions consider in "*Other"* Do you agree, there is a disciplinary issue towards Media education in India?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

5. **In your opinion, Media education in India should be considered under the category of discipline:**

(1) Social Science (2) Multidisciplinary (3) Interdisciplinary (4) Art and Humanities

(5) Other ……

6. **Do you agree, there is a diversified ranges of media courses being offered by the different Universities/Institutions but the same syllabus?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

7. **Do you agree, Passiveness of media professionals or media industry towards Uplift/Improve the State of Media Education in India?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

8. **In your opinion, why there is a gap between media academia and media industry? Please Give Rating (Between 1 to 5, where *1= least cause of gap, 5 = biggest cause of gap*) to the following:**

Causes of gap between Media academia and Media Industry	**Rating**
1. Media students have degrees but no real skills	
2. Unrevised Syllabus	
3. Media academia do not fulfil the requirement of Media industry	
4. Lack of intervention of Media professionals into Media academia	
5. Media Education in India more emphasises on Theoretical aspects	
Others (if any, please write and give rating)	
6.	
7.	
8.	

9. **Do you agree, In India, Media education (Mass communication or Media studies) refers to merely 'JOURNALISM'?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

10. **Do you agree, media students having/suffering from lack of '*Critical Thinking'*?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

11. **Do you agree, media students are suffering from lack of 'Critical Thinking' towards Media education?**

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

12. Universities' passiveness towards offering allied subject like 'Philosophy', 'Psychology', 'Sociology', 'Political Science' etc. with media courses. Do you agree, it causes behind the lack of 'Critical Thinking'?

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

13. Do you agree, media education accreditation body should be established like other accreditation body such as 'Bar council of India (BCI)', 'Medical Council of India (MCI)', 'AICTE' etc.

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

14. What approaches should be followed to construct Media education Model in India? Give Rating (Between 1 to 5, where 1= least follow, 5= Highly follow) to the following:

Media education Model	**Rating**
1. Should be followed 'Hands-On Training' or 'Experiential Learning Model' approach only	
2.Should be Followed 'Critical Pedagogy Model' only	
3.Should be followed both 'Hands-on Training'/'Experiential Learning Model' and 'Critical Pedagogy Model' approach	
4.Should be Followed 'UNESCO Model Curricula' approach	
5. Follow 'Teaching Hospital Model'	
Others (if any, please write and give rating)	
6.	
7.	
8.	

15. At present, what types of Media Education Model/Approaches being followed by the University/Institutions of India from the following. Give Rating (Between 1 to 5, where 1= least follow, 5= Highly follow)

Media Education Model	Rating
1. Following 'Hands-On Training'/ 'Experiential Learning Model' approach only	
2. Following 'Critical Pedagogy Model' only	
3. Following both 'Hands-on Training' and 'Critical Pedagogy Model' approach	
4.Following 'UNESCO Model Curricula' approach	
5. Following 'Teaching Hospital Model'	
Others (if any. Please write and Give Rating)	
6.	
7.	
8.	

16. Does your department offer allied /elective subjects with core subject?

1. Yes ***2. No***

APPENDIX-II

Survey Questionnaire for Media Students (Mater's Level)

Dear Students

I am a Ph.D. Research Scholar in the Department of Mass Communication and Journalism, Babasaheb Bhimrao Ambedkar University, Lucknow. I am doing my Ph.D. Research on 'Media Education in India: A Critical Study'. In this regard I have prepared a questionnaire and you are chosen as respondents to fill the questionnaire.

Before filing the questionnaire please read a brief about the study.

About the Study

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 industry'. 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. Media education in India is bridging two sectors: Media industry and Media academia. Today, issues faced Media education in India are related to theory versus practical, updating curriculum and syllabus. This study revolves around What are the issues and challenges in Media education in India? Why there is a gap between the media industry and media academia ? How to bridge a gap between media academia and media industry.? This research study is focus primarily on key issues and challenges in media education in India. Kindly express your views/opinion towards media education.

This questionnaire is part of my Ph.D. research. Researcher is trying to find out the degree of satisfaction of students towards current status of Media education in India. For this study, your responses/information is valuable and I assure you that your responses/information and also your identity will be kept strictly confidential.

Thanking You, Ph.D. Research Scholar

Alok Kumar Jha

Ranges of the Age (Please Circle the below that you closely fit into):

< 20, 20-22, 23-25, 25-27, 28-30 and Above

Gender: 1. Male 2. Female

Name of Course: ……..

No. of Faculties (Teachers) in Your Dept. …….

Availability of Equipment / Technical support in Your Department, please give answer the below:

Availability of Studio: 1. Yes 2. No.

Availability of Video Camera: 1. Yes 2. No.

Availability of Cameraperson: 1. Yes 2. No.

Availability of Editing Software: 1. Yes 2. No.

Availability of Video Editor: 1. Yes 2. No.

1. **From the following, to what extent do you understand media education (Mass Communication / Media studies) is? Please give Rating (Between 1 to 5, 1= Little Understanding, 5= Highly Understanding):**

Media education course/ Media studies are:	**Rating**
1. Only Journalism	
2. Critical Media pedagogy	
3. Only Hands- On Training Program/Skill Training Program	
4. Film Studies	
5. Art and Aesthetics	
6. Cultural Studies	
Others (If any, please write and give rating)	
7.	
8.	
9.	

2. **Are you satisfy with the 'Current status of Media education in India'?**

   (1) Strongly Unsatisfied (2) Unsatisfied (3) Moderate (4) Satisfied (5) Strongly Satisfied

3. **Are you satisfied with the syllabus being offered for the programme you have opted that actually meet the requirement of Media industry?**

   (1) Strongly Unsatisfied (2) Unsatisfied (3) Moderate (4) Satisfied (5) Strongly Satisfied

4. ***In your Opinion, your teacher(s) have following attributes. Please give Rating (Between 1 to 5, 1= low attributes, 5= High attributes):***

Attributes	**Rating**
1. Theoretical Knowledge	
2. Hands-On Training Skills	
3. Critical Thinking/Critical Knowledge towards Media Pedagogy	
4. Knowledge of Specialization/Subject(s)	
5. Communication Skills	
Others (if any, please write and give rating)	
6.	
7.	
8.	

5. ***To what extent often your classroom being emphasised on. Give Rating (Between 1 to 5, 1= low concentrate, 5= highly concentrate) to the following:***

Class Concentrate/Emphasise on	**Rating**
1. Theoretical	
2. Hands-On Training/Practical	
3. Critical Media Pedagogy/Critical Thinking towards Media Education	
4. Both Theoretical and Hands-on-Training/Practical	
5. Workshop/Guest Lectures of Media Professionals	
Others (if any, please write and give rating)	
6.	
7.	
8.	

6. In your opinion, to what extent your classroom should be focused/emphasised on from the following. Give Rating (Between 1 to 5, 1= Least emphasised, 5= Highly emphasised).

Class should be focused on	**Rating**
1. Theoretical	
2. Hands-On Training/ Practical	
3. Critical Media Pedagogy/Critical Thinking towards Media Education	
4. Both Critical Media Pedagogy and Hands-on-Training/Practical	
5. Media Professionals/ Media Expert Lecture	
Others (if any, please write and Give Rating)	
6.	
7.	
8.	

7. How often debates or discussions being conducted in the classroom on contemporary issues?

1. Once in a week 2. Fortnightly 3. Once in a month 4. Never

8. **How frequently media professionals/media expert come to your department to share field experience or deliver a lecture?**

   1. Very Often 2. Rarely 3. Occasionally 4. Never

9. **In your opinion, How often your teacher's emphasis on communication skills?**

   1.Very Often 2. Rarely 3. Occasionally 4. Never

10. **Are you studying allied subjects with core subject?**

    1. Yes 2. No.

APPENDIX-III

Interview Questions for 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. From the following media professionals researcher asked some questions.

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)*

Researcher asked the following questions for the Interview

Q1. What are the issues and challenges facing media education in India?

Q2. Why there is a gap between media academia and media industry? How to bridge this gap?