

Journalism Education : Opportunities and Challenges

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Abstract :

Journalism is Fourth Pillar of Strongest Democratic country like India. Mass Communication and Journalism Education gives good reporters and media persons for this pillar, as well as Mass Communication and Journalism Education assumes new significance in the developing country like India. After being neglected for a long time, journalism and mass communication courses in India are witnessing a lot of demand from students' intent on pursuing careers in journalism and communication. While the boom in private television channels in the country fuels this demand, it is not unit form across all institutions and the reasons are many. What used to be a postgraduate degree specialization is now also being offered in many institutions as an undergraduate specialization. In addition, there are also other questions about the level of courses and how they tie into each other, the kinds and consistency of training offered, the course curriculum and duration and the overall quality of the education. While there are a number of other concerns about journalism education in India, Print Media is faithful resource in India. For the both of media, Journalism colleges are providing human resources. It is important that we have to see whether the study of this important faculty is going on correct way or not.

Present State of Journalism Education:

Journalism' education formally began first. In 1938 Aligarh Muslim University started a Diploma in Journalism, which was discontinued after two years. In 1942, the Department of Journalism of Punjab University, Lahore (now in Pakistan) marked the beginning of 'communication/media education' in pre-independent India. This increased in the 1960s when various traditional universities opened either 'journalism' or 'communication' programme's. Madras University started a course in Journalism in 1947. Calcutta University started a Journalism course in 1950.

Journalism education in India is offered at different levels and in over a few hundred public and private institutions in India. There are different nomenclatures used for the degrees and a number of terms are used synonymously. It is not uncommon to use Journalism, Communication, Mass Communication, and Media individually or in a combination when referring to the degree emphasis. Traditionally, journalism courses have been a postgraduate offering available for students after their regular (10+2+3) Bachelor of Arts, Science or Commerce degrees, but even though it is a postgraduate. degree it is still termed as a Bachelor's in Communication and Journalism (BCJ) or a Bachelor's in Science (Journalism /or Communication) or a Bachelor's in

Journalism and Mass Communication (BJMC) and a Master's in Communication and Journalism (MCJ) or a Master of Arts (Journalism/Communication) degrees. In addition, there are a number of postgraduate diplomas and certificate courses offered by private institutions. In some institutions now a days they are offering new course of journalism after 10+2 standard it is called 3 years integrated course A number of media houses also train some of their own journalists by selecting potential students with necessary skills and putting them through journalism training workshops and on-the-job training 'intern' programs. Such media houses believe that it builds employee loyalty and increases long-term employee retention rates while also proving cost-efficient. The Times Research Institute, and The Endu School of Journalism are two of the institutions that come to mind. Media Organizations like NDTV, AAJ TAK, IBN LOKMAT, ZEE and others also run on-the-job training programs. Some colleges and Universities are started the new subject of Electronic Media. All state institutions in India offer degree courses in Journalism and Communication and some have institutions that offer journalism courses through distance education courses. Each state also has a number of private institutions that offer degree and diploma courses. Some states also have federal institutions that offer these courses. With the development of globalization and Internet technology, media development in India has entered a new period. Network which spread quickly, timely and interactive gave birth to "citizen journalism", and social media or social networking, which led to the public involvement to improve journalism increase quickly and made professional boundaries of career of journalists blur. Meanwhile, India is now facing a social transition and all aspects of social life has undergone tremendous changes. New media environment, social environment on news media raised new challenges. Mass media not only carry on the role of communication, but also take unprecedented responsibility in playing the role of the social supervisor to promote the development of India. In the new media and social environment, the information transfer mode of the past has changed and journalism education is also facing changes. The University Grants Commission (UGC), an apex institution for providing coordination and dissemination of standards in universities, colleges and research institutions came into being in 1956. By the 1970s, institutions like the Indian Institute of Mass Communication (IIMC), the National School of Drama (NSD), the Film and Television Institute of India (FTII), and the National Institute of Design (NID), all under State leadership, contributed directly or indirectly to the growth and human resource requirements of the media sector in India.

Indian universities, which started journalism as an academic discipline, are increasingly replacing it with 'communication studies' or 'mass communication' in the last three decades. The challenge in the Indian context is also about the medium of instruction in these courses, especially in State-owned universities. That is the reason most universities offer journalism courses in vernacular languages. The only national institute of journalism, the Makhnallal Chaturvedi Rashtriya Patrakarita Vidyalaya (or Makhnallal Chaturvedi National University of Journalism) established in Bhopal in 1990 came into existence via a Bill passed in the Madhya Pradesh state assembly. In the index of the Association of Indian Universities Handbook, which lists 273 university level institutions including 52 deemed universities, postgraduate degrees in communication/media subjects are listed as Master of Arts (MA) in some universities and Master of Science (M Sc), Master in Communication Studies, Master of Journalism and Mass Communication, Master of Journalism and Media Science, in others. More than 20 institutions offer degrees in communication/media, but the number of institutions offering diploma programmes is much higher. Degrees are offered under various names: visual arts, film studies, mass communication, communication and journalism, development communication, mass communication and journalism, communication studies, communication, broadcast journalism, mass media, audio visual media, mass relations. Similar titles are given for undergraduate degree and post graduate degrees.

Currently, the teacher structure, curriculum, teaching methods, laboratory facilities, research mechanism of India journalism education need to carry out comprehensive reforms in order to meet the need of media integration. Too specialized personnel training model has led to some shortcomings in journalism education in India. In the past, the focus of its value orientation is not to educate knowledge, ability and quality all-round development, but how to make an educator only meet an occupation. Therefore, India's In structure of university education courses, professional education courses predominate. Today, the value of journalism education has undergone a fundamental change in orientation, which begun to focus on practice and ability and encourage academic research. Combination with the industry is producing a variety of new modes of teaching and research. Journalism education need to break the traditional mode of thinking, emphasis on individual education, promote general education, highlight outstanding vocational education, focus on training social responsibility and professionalism of the students, which are present and for a long period the value of education goals of India's journalism education.

The paper focuses on issues of opportunities and challenges of Journalism Education in India, including:

1. The shift role of journalism in the new media environ-

ment and the special social context in India and the importance of education reform.

2. The function, values and objectives of journalism education, and factors restricting the development of journalism education issues,

3. The problems of India's journalism education and the reasons..

4. In the context of globalization, how to change journalism education philosophy, values orientation, educational model, curriculum and other aspects to promote the development of country's journalism education.

5. Particular attention will be paid to the change of news values, Media Ethics changes in the media concept and social responsibility in newly emerging social environment in India .

6. To search, Weather the ultimate purpose of Mass Communication training is to build a band of conscious, committed, competitive, courageous and compassionate professionals and nation builders are solved or not.

7. To Examine, The educational institutions were contributed champions of professionalism and public interest or not.

8. To examine, weather The media owners should look forward to recruiting such worthy graduates or not.

Journalism education is popular amongst the Girls than boys "it is mainly because of the explosion of TV in India." However, "there are no teachers and even less lab facilities." these courses are more popular with female students than with male students but feels that there is an increasing need to bring awareness about 'gender sensitivity' among students and faculty. there are other reasons also than just the television media boom in the country, "Journalism was the last choice for students in the past but now has become the first choice as a result of the media boom in the country and of the rapid growth of not just IT technologies but the need for human resource(s) with application skills, with a command over the technology and good analytical and writing skills in any language."

By analyzing the issues above, the paper tries to get an access to reveal the relationship between social development and Journalism education in India.

The ultimate purpose of Mass Communication training is to build a band of conscious, committed, competitive, courageous and compassionate professionals and nation builders. Media institutions must encourage well-qualified, trained, skilled and competent work force in order to enhance professional excellence, accountability and social responsibility.

Challenges:

1 Journalism Teachers were working with the thinking of 21st century , work with the management of 20th century with facility of 19th century

2. Mass Communication and Journalism teaching, training,

research and extension activities are not properly organized on sound footing of resources and systematic management.

3. Most of the universities have not updated the syllabi in accordance with the changing media scenario.

4. Adequate faculty members who are specialists in various aspects of Communication and Journalism are not recruited

5. The faculty members are not given adequate opportunities to develop higher specialization, skill and competence. In reality, fellowships, scholarships and other facilities are not extended to the faculty members adequately in order to ensure advanced studies, research and professional growth.

6. Lack of trained teachers, infrastructural facilities and upgraded syllabi are the major hurdles in the way of sound Mass Communication teaching.

7. Most of the departments are not getting latest books and professional journals due to financial constraints. They do not have well equipped audio-visual lab, computer lab, photo lab, close circuit television, Internet facility, departmental library and allied facilities.

8. A major drawback of Mass Communication and Journalism education in India is the lack of locally relevant textbooks, professional journals and advanced reading materials.

9. The students are not enabled to acquire practical skills and operational competence on regular basis during their study period

10. Teachers, professionals and policy makers do not work together toward making Mass Communication and Journalism education purposeful.

Suggestions or conclusion:

In the preceding sections I have highlighted some of the major concerns about journalism education in India today. While there are a number of other issues that need to be addressed, these above mentioned major concerns need to be addressed urgently if there needs to be some relevance to what is being taught in the name of journalism education in India. "It is difficult to say ' what is right ' with journalism education in India today. The major things I found in this study is Lack of Industry Collaboration, Lack of Consistent Course Curriculum, and Lack of Resources and Infrastructure in the Journalism Institutions. It is necessary to point out that, the institutions and teachers must know that, journalists called upon to deal with a range of issues that cover anything under the sun, students need to be provided with a strong academic base to facilitate this understanding.

The most important problem of journalism education is how to adapt to the changing media environment and train high-level news media journalists, Journalism education should implement open mode of education. Open mode means openness both in teaching resources and teaching

approaches.

1. Journalism colleges should introduce senior media reporters to enrich teaching staff and encourage a wide range of teaching courses.

2. Mass Communication and Journalism education should be planned as an integrated development programme taking it to account the present trends like globalization, liberalization and privatization.

3. Standardization of Mass Communication and Journalism training should be ensured in order to make training in this sector absolutely result oriented.

4. The Departments of Mass Communication and Journalism should be equipped with the state of art facilities and competent manpower.

5. The course contents should be modified in order to keep pace with changing needs of media industry

6. The answer to these problems lies in the creation of a statutory body, on the lines of the All India Council of Technical Education or the All India Medical Council, to govern media education in India. Such a measure will not only standardize media education in the country but also mark a beginning towards becoming world class.

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