



Years of Journalism &
Media Education in South Asia
1920 - 2020

International Web-Convention

Hundred Years of **MEDIA EDUCATION**

Decoding the South Asian Mystique

December 19 and 20, 2020

REPORT

Edited by Ankuran Dutta



International Web-Convention

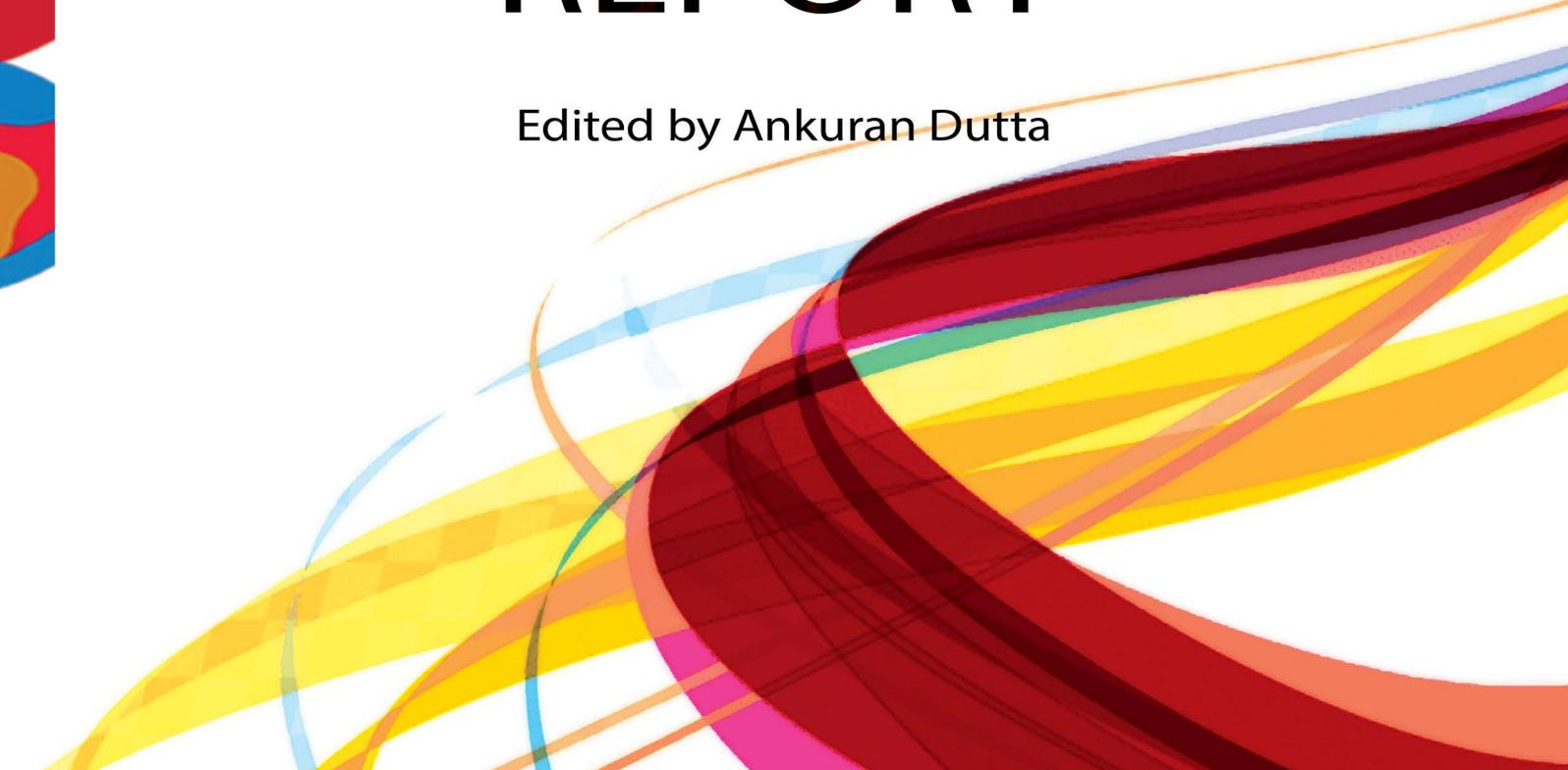
Hundred Years of **MEDIA EDUCATION**

Decoding the South Asian Mystique

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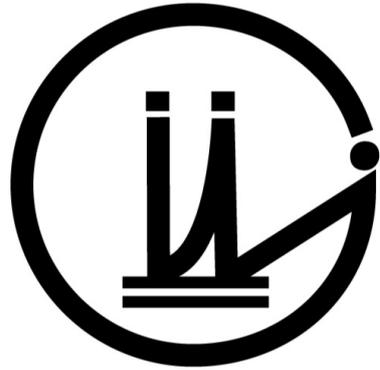
REPORT

Edited by Ankuran Dutta





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Preface

The centenary of media education in South Asia is not only an occasion to celebrate but also to fine tune the pursuit of academic excellence. The international web convention, One Hundred Years of Media Education: Decoding the South Asian Mystique, provides a platform to introspect and identify the previous pitfalls as well as signposts for future path of enviable progress. Media education facilitates a dynamic flow of high standards, both ethical and professional. Its relentless chase of quality internalities and externalities generate positive vibes of aesthetic pantheon. Media education has reached a high level acceptability by media houses which was unthinkable one hundred years ago. While the mushrooming of media education outlets is indicative of popularity, it also emphasizes the need for total quality control because numbers do not reflect quality.

The international web convention is basically an effort of three institutions. However, we are overwhelmed by the support extended by several universities and institutions forming a stable coalition for the purpose. Besides, the response to different technical and plenary sessions is heart-warming. The number abstracts received for review is indicative of the interest the convention has generated. The abstracts have been reviewed and suggestions have been communicated to the respective authors. The arduous work that has gone into this painstaking exercise for the success of the august event is to be appreciated tremendously. On behalf of the organizing committee, it is my duty to convey our gratitude to the teams headed by Dr. Jatin Srivastava and Dr. Ankuran Dutta. I congratulate everyone involved in this daunting task. And once again a big 'Thank You' to all of them.

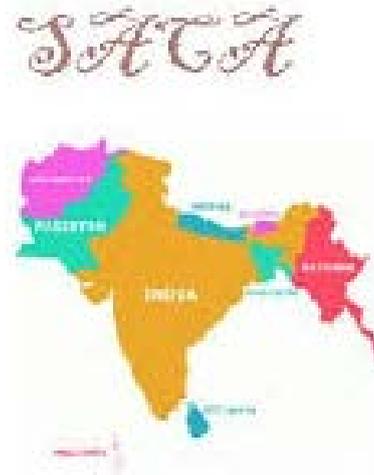
K. V. Nagaraj
Chair, Organising Committee

ASSOCIATION COLLABORATION

Celebrating **100** Years of Journalism & Media Education in South Asia
1920 - 2020



Global Risk Journalism Hub



South Asian Communication Association (SACA)



Public Relations Council of India



INDO-BANGLA
MEDIA EDUCATORS NETWORK

Indo- Bangla Media Educators Network

ACADEMIC COLLABORATION



AMIC-Asian Media Information
and Communication Centre,
Manila, Philippines



Adamas University, School of
Media Communication
& Fashion, Kolkata



Aliah University, Department of
journalism and mass
communication, Kolkata



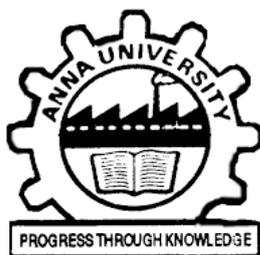
American College, Visual
Communication, Madurai



Amity School of Communication,
Journalism & Mass
Communication, Gwalior



Amity School of Communication,
Journalism & Mass
Communication, Noida



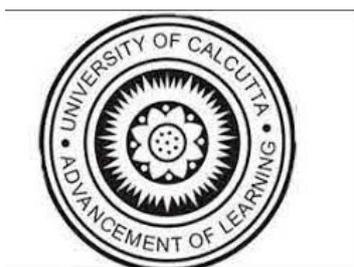
Anna University, Department of
Media Sciences, Chennai



Babasaheb Bhimrao Ambedkar
University, Mass Communication &
Journalism



Bangalore University,
Department of Communication



Calcutta University, Department of
Journalism and
Mass Communication



Central University of Jharkhand,
Department of Mass
Communication



Centre for Media and Information
Literacy, Sri Lanka



Chittagong University, Chittagong,
Department of Communication and
Journalism, Bangladesh



Dibrugarh University, Centre for Stud-
ies in Journalism and Mass
Communication, Assam



Affiliated to GGSIP University, New Delhi

DME Media School,
GGSIP University



Eastern University,
Sri Lanka



Gauhati University, Department of
Communication and Journalism, Assam



Gujarat Vidyapeeth, Department of
Journalism and Mass
Communication, Ahmedabad



Jain University, Department of Media
Studies, Bengaluru



Jaffna University, Department of Media
Studies, Sri Lanka



Karim City College,
Mass Communication, Jamshedpur



Kathmandu University, Department
of Languages and Mass
Communication, Nepal



Kristu Jayanti College, Department of
Media Studies, Bengaluru



Mizoram University, Department of
Mass Communication, Aizwal



Rajiv Gandhi University,
Department of Mass
Communication, Itanagar



Satyam Group of Institutions, School
of Journalism &
Mass Communication, Noida



SNDT Women's University,
Department of Communication &
Media Studies, Mumbai



Sri Sri University, Journalism & Mass
Communication, Odisha



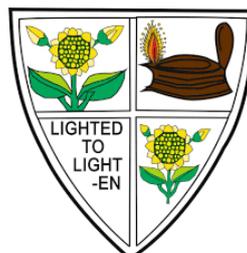
Tun Tan Cheng Lock Centre for Social
and Policy Studies, Universiti Tunku
Abdul Rahman, Malaysia



University of Mumbai,
Communication and Journalism, India



Visva Bharati, Centre for Journalism and
Mass Communication (CJMC),
Santiniketan



Women's Christian College
Department of
Communication, Chennai



Women's Christian College
Department of Communication,
Chennai



INDUSTRY COLLABORATION



Sri Lanka Development Journalist Forum



MEDIA & ENTERTAINMENT
SKILLS COUNCIL

Media & Entertainment Skills Council



Radio Bangla Wave, Bangladesh

ACADEMIC JOURNAL COLLABORATION



Asian Journal of Communication
 AMIC/ Taylor and Francis ISSN: 1742-0911



Media Asia
 AMIC/ Taylor and Francis ISSN: 0129-6612



Journal of Content Community and Communication ISSN-2456-9011
 (SCOPUS indexed), Gwalior, India



South Asian Journal of Communication Studies
 ISSN- 9 771234 567898, Colombo, Sri Lanka



Communication Today (Media Quarterly)
 ISSN- 0975-217X Jaipur, India

Reports of Plenary Sessions

Plenary Session - I

International Web-Convention
Hundred Years of MEDIA EDUCATION
Decoding the South Asian Mystique

PLENARY SESSION - I
 9:00 AM to 10:30 AM, December 19, 2020

INAUGURAL PANEL
 100 Years of Media Education in South Asia: A Flashback

Speakers

Chair
Prof. K. V. Nagaraj
 Conference Chair
 Former PVC, Assam University

Moderator
Dr. Jatin Srivastava
 Conference Executive Chair and Director, IJ, Ohio University, USA

Prof. Deb Aikat
 Professor, UNC-Chapel Hill's Hussman School of Journalism and Media

Prof. Golam Rahman
 Former Chief Information Commissioner, Bangladesh

Prof. Jyotika Ramprasad
 Professor, School of Communication of Miami, USA

Prof. Mohan J Dutta
 Dean's Chair Professor of Communication and Director of the Center for Culture-Centered Approach to Research and Evaluation (CARE) at Massey University

Mr. Ramon Guillermo R. Tuazon
 Secretary General, Asian Media Information and Communication Centre (AMIC), Philippines

The international web convention on 'Hundred Years of Media Education: Decoding the South Asia Mystique' kick started with the Inaugural Panel at 9-10.30 am on 19th December 2020. Dr. Jatin Srivastava, Conference Executive Chair and Director, IJ, Ohio University, USA welcomed all the distinguished speakers of the Inaugural Plenary session and moderated the session. Prof. K.V. Nagaraj, Conference Chair, former Pro Vice Chancellor, Assam University, Silchar chaired the session and was the first speaker of the conference. He raised certain significant valid questions regarding the quality of media education and research, whether it is academic or is it reaching the society. He was skeptical about the commercialization, privatization and corporatization of media education in India. Media organizations are starting media schools and the private players in media education are doing better than the public sector. He emphasized the need for streamlining the course curriculum and regulator for media education and the need to focus more on ethicality in the post truth era. Media education should go for specialization earmarked and it should lend a voice to the voiceless. Prof. Deb Aikat, Associate Professor, UNC-Chapel Hill's Hussman School of Journalism and Media, highlighted a flashback of 100 years of media education in South Asia. He emphasized how South Asia is a powerful entity with one-sixth of global population and mentioned about the evolving democracies in South Asia including India.

He gave an outline of the history of media in India starting with how Emperor Akbar started the concept of journalism in the name of court diaries. He focused on the role of colonial government in the growth of media in India and how the British left a legacy of journalism in India. He also summed up the contributions of Mahatma Gandhi to Indian journalism and the status of journalism in the post-independence era with a focus on the impact of internal Emergency on Indian Media.

Prof. Golam Rahman, Former Chief Information Commissioner, Bangladesh spoke about the history and status of media education in Bangladesh. He emphasized on the need for media education and the relevance of academia-industry relations. His major concern was that although the media scenario is changing, there is limited funding for media research and only international collaborations can help in strengthening it.

Prof. Mohan J Dutta from Massey University, Australia deliberated on Decolonization and Media Education in South Asia (Taking Stock & Imagining Forward). His speech focused on the anti-colonial roots of media education in South Asia, critiquing the British empire and western education and emphasized the role of Non-alignment movement and New World Information & Communication Order in decolonizing media education in South Asia. His recommendations and imaginaries for the future dealt with taking media education in South Asia beyond Asia-centrism. Dismantling neoliberal capitalism, the politics of hate and resisting authoritarian consolidation of power are the needs of the hour. He also emphasized on community ownership of communicative resources, reorganizing media infrastructures to serve the commons in the line of right to communicate and redistributing local-national-global media infrastructures and concluded stressing the need for crafting solidarities for socialist futures.

Prof. Jyotika Ramprasad from School of Communication of Miami, USA focused on the requisite of media education emphasizing social justice. She raised a valid concern over appreciating the epistemologies of indigenous culture. Media education should reflect humanity and should be critical of inherent bias and discrimination in any society, she said. She expected the media students to be critical and reflective and strive for dialogic social change.

Mr. Ramon Guillermo R. Tuazon, Secretary General of AMIC, asked that the centennial celebration of media education in South Asia should provide the impetus to examine the role of media, specifically journalism, in every Asian nation's history and highlighted the role of Asian journalism in the quest for freedom and independence. He raised concern over the continuing allure of western education among Asian scholars. According to him, new humanism and mindfulness as a media education frame is the future of media education in South Asia for the 21st century. A new humanism that aims to create a "more inclusive society in which all humans have a chance to access knowledge and quality education and every voice heard in the universal dialogue... prioritize a new sense respect for multiplicity and cultural diversity and must support media development". He also appealed to media educators to work with young people so that they can change the world.

Rapporteur: Dr. V Ratnamala, Mizoram University

Plenary Session - II



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PLENARY SESSION - II

10:30 AM to 12 Noon, December 19, 2020

Role of Dr Annie Besant and Other Pioneers

Chair
Dr Kalinga Seneveratne
Former Head of Research at the Asian
Media Information and Communication
Centre (AMIC) in Singapore

Moderator
Prof. Surbhi Dahiya
Course Director
Dept. of English Journalism
IIMC, New Delhi

Speakers

Prof. Gopalan Ravindran
Head (Retd.) Dept. of Journalism
and Communication
University of Madras, Chennai

Prof. Biswajit Das
Founding Director, Centre for
Culture, Media & Governance
Jamia Millia Islamia, New Delhi

Prof. Vir Bala Aggarwal
Prof. and Chairperson (Retd.)
Department of Journalism and in Mass
Communication, Himachal Pradesh
University, Shimla

Mr. Mohit Soni
Chief Executive Officer
Media & Entertainment Skills Council
New Delhi

Prof. Arul Aram
Prof. & Head,
Department of Media Sciences,
Anna University, Chennai

The session began with the moderator introducing the panel of speakers. Dr Seneveratne spoke about the dominant paradigm of news that treats issues as conflicts as visible in religious and ethnic conflicts and in that sense add to the problem. This is the shortcoming of libertarian media, he added. Prof. Ravindran said that there is a need to revisit the originating years of journalism education by highlighting that it started in Chepauk in 19018. There is a need to a different approach to historiography as there may be traces of journalism education starting earlier. Prof. Dahiya then elaborated upon growth of journalism education in post-independence India. Prof. Das added that journalism had interdisciplinary approach but it witnessed a demise in this approach as we did not engage with other disciplines. Journalism often gives an 'Americanised' understanding of democracy. He added that there is a mismatch between theory and practice of the professional and there is abysmal research. Mr Raman Bora read out Prof. Vir Bala Aggarwal's presentation which highlighted the need for up-spilling in order to meet the expectations of the future. Prof Aram scored the contributions of Annie Besant as a Fabian socialist who differed with Gandhi on many counts and how she contributed immensely to the growth of the discipline of Journalism. In the end, Ms Jyoti Soni represented the National Skill Development Council to add that the courses of the future may have to be industry aligned.

Rapporteur: Dr. Sweta Singh, GGS Indraprastha University, New Delhi

Plenary Session - III



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PLENARY SESSION - III

2.00 PM to 3:30 PM, December 19, 2020

Generalism Vs. Specialisation : New Vibes in Media Education

Chair
Prof. K G Suresh
Hon'ble Vice Chancellor, Makhnalal
Chaturvedi National University of
Journalism & Communication, Bhopal

Moderator
Prof. Dev Vrat Singh
Professor, Central
University of Jharkhand

Speakers

Prof. Manoj Kumar Patairiya
Adviser, Science & Engineering Research
Council, DST, Ministry of Science &
Technology, Govt. of India

Prof. Gita Bamezai
Professor and Head (Rtd.), of
Communication Research
Department, IIMC, New Delhi

Mr. M. B. Jayaram
Mentor-in-chief and Chairman
Emeritus, Public Relations Council of
India, Bangalore

Prof. Rama Krishna Regmee
Kantipur City College, Kathmandu

Prof. A S Balasubramanya
Former Head, Department of
Journalism and Mass Communication,
Karnatak University, Dharwad

Setting the ball rolling as the Moderator in Plenary Session III, Professor K.G. Suresh said that while there are those who believe that people doing mass communication are 'Jack of all trades and master of none', the reality nowadays is that they have to be 'Master of one and Jack of all'. The industry today is looking for multi-taskers, who can write well, speak well, are well read and experts on social media. He further stressed upon the need to develop media education to bridge the industry-academia gap.

Professor Gita Bamezai emphasized how it is extremely pertinent to adopt a dialectical approach in resolving the gap of media education. Pointing to the dichotomy that prevails in separating generalized aspects from specialized ones, she stated, "We should adopt a genealogy of academics". The generalized approach of media according to her should be discarded. Asian media was in sync with media in UK, India however had its initial understanding of media and hence a better sync with specialization is required.

Acquisition of language is extremely important and apart from diversity, higher education should respond to challenges. She stressed on how media education is in a position to examine the development and that new media has swept the media educational curriculum. Adopting the mechanics is important and the scope of journalism should include history, economics, science and other disciplines, rather than limiting to mere nuts and bolts of the profession. It is pertinent to understand the structure, not the type of media. Be a critique of government functioning if needs be, she exhorted.

M.B. Jayarama, speaking on 'Professionalisation of PR education: A roadmap of the future', stated that skill is a part of media education. In the digital era, a journalist has to be tech savvy. Media students should be fast and forward thinking and work on analytical synthesis of information, he said. There is a need to reconsider course work and include certificate for off-campus internship. Education and practical skills should go together, he said.

Professor A.S. Balasubramaniam in his presentation stated that students are not ready to adapt faster to new technology after completing their media education. A system should be created to cater to various mediums and content of the course should be modified. He stressed upon how 'Online First' should be the approach and social media tools should be adopted. In this context, he mentioned that in Tamil Nadu, media students during internships are taught to be acquainted with all forms of media. "What is required today is to be ahead of the times and be acquainted with the pedagogy", he added. Should the journalist be a specialist or a generalist? It will be difficult to answer, he concluded.

Professor Manoj Kumar Patariya spoke on how "humanisation" of the profession is more important rather than simply specialization. He elaborated how one should develop scientific temper, and stated that science journalism is very important. Science news is especially relevant today with contradictory reports on the pandemic purveyed by reputed media houses, he pointed out. There are separate TV channels on agriculture alone and hence journalists trained in science communication are the need of the hour, he added, stressing the need for specialization in science reporting.

Professor Ram Krishna Regmee in his presentation highlighted that media ecology has changed and hence one should address the changing ecology from classroom to newsroom. "Everyone wants to have a smart answer", he added. He feels that the Post Truth era should guide their lessons and pedagogy. The cause of communication and scrutinizing those in power should be the fundamentals of communication, he stated.

Rapporteur: Dr. Anupa Lahkar Goswami, Gauhati University

Plenary Session - IV

International Web-Convention
Hundred Years of
MEDIA EDUCATION
Decoding the
South Asian Mystique

PLENARY SESSION - IV

3:30 PM to 5:00 PM, December 19, 2020

Media Education for Subaltern Voices

Chair
Prof. W A D P Wanigesundera
Rtd. Professor, University of Peradeniya,
Actg. CEO, Sri Lanka Development
Journalist Forum (SDJF), Sri Lanka

Moderator
Prof. Govindji Pandey
Head, DMCI, Babasaheb
Bhimrao Ambedkar
University, Lucknow

Speakers

Prof. B. K. Ravi
Professor, Department of
Communication, Bangalore University,
Bengaluru

Prof. Anjan Bera
Professor, Department of Journalism
and Mass Communication, Calcutta
University

Dr. Sara Chinnasamy
Associate Professor, Faculty of Media
and Communication Studies
University Technology Mara, Malaysia

Dr. Fatma Elzahraa Elsayed
Associate Professor, Journalism Department of
Mass Communication Faculty, Cairo University,
Egypt

Prof. Vinod Pandey
Professor & Head, Department of
journalism & Mass Communication,
Gujarat Vidyapeeth, Ahmedabad

The fourth plenary session of the two-day international web convention commemorating '100 Years of Media Education: Decoding South Asian Mystique' was held on 19th December, 2020 on the theme 'Media Education for the Subaltern Voices'. The session was chaired by Prof. W.A.D.P. Wanigesundera, Professor (Rtd), University of Peradeniya and Actg. CEO, Sri Lanka Development Journalist Forum (SDJF), Sri Lanka and moderated by Professor Govindji Pandey, Head, Department of Mass Communication & Journalism, Babasaheb Bhimrao Ambedkar (Central) University, Lucknow. This particular session threw light on diverse aspects and issues related to those groups that are socially and economically deprived and whose voices are seldom heard in society.

The first speaker for the session was Professor B.K. Ravi, Chairman, Department of Communication, J B Campus, Bangalore University. He said there has been commercialisation of media education as a result of which co-ordination is needed between media educators and the Indian media industry. He specifically emphasised on the fact that we need to create opportunities for subaltern voices.

The second speaker of the session was Professor Anjan Bera, Department of Journalism and Mass Communication, Calcutta University. He said that the convention provided a vibrant platform to indulge in deliberations on the challenges of media education. He was of the opinion that the theme of the convention was significant as far as the legacy of Indian media education is concerned. He said

that the social and ethical aspects of media need to be emphasised upon. It was also discussed during his deliberation that media education programmes need to encourage research work on alternative media platform, and participation of community media activists must also be encouraged. The necessity of participation and contribution of mainstream media professionals and community activists, the role of ethics in media, and the importance of community-based media for participatory communication and collaborative work were some of the key highlights of his speech.

Dr. Fatma Elzahraa Elsayed, Associate Professor, Journalism, Department of Mass Communication Faculty, Cairo University, Egypt was the third speaker of the session. She gave a presentation on 'There are No "Subalterns", We are all Masters!' She said that there is a need to accelerate the exchange of ideas and media education models, especially in revolutionizing development concepts. He said that networking is the machine that would accelerate the exchange of ideas, experiences and media education models especially for the people in the South. It was said that networking within academic and research institutions was an obligatory stage to move forward interactive participation in media project that would reflect the actual realities of the South world and optimize media education creations. She also said that a fundamental part of media education message was to create a secure environment that encourages innovative students to disclose ideas and receive positive feedback, that in turn would empower them to work confidently in actualizing their entrepreneurship project.

Professor Vinod Kumar Pandey, Head of the Department of Journalism & Mass Communication, Gujarat Vidyapeeth, Allahabad was the fourth speaker of the session. He spoke about the beginning of media education in the country and the contribution of Annie Besant in this regard. He said that proper training must be given in the field of journalism to aspiring students and journalists so that they can carry out their responsibilities properly.

Dr. Sara Chinnasamy, Associate Professor, Faculty of Media and Communication Studies, University Technology Mara, Malaysia was the last speaker of the session. She said that most of the countries in South Asia have over the years emphasised on developing the field of journalism. She said that every media institution must give proper training to aspiring graduates so that they can collectively work for the betterment of society and fight against the growing incidence of fake news.

While summarizing the remarks made by the key speakers, Professor Wanigasundera shared his experiences and the role played by SDJF in addressing issues of the subaltern in Sri Lankan rural societies. He highlighted that the Vibrant Voices program initiated by SDJF has been able to give voice to women and other marginalized groups in the country. The organization has also introduced a Media Gender Charter for the Sri Lankan media to adopt, which he believes is a landmark introduction in the country. SDJF has also been instrumental in developing MediaCorps Fellowship for rural young journalists.

Rapporteur: Dr. Trisha Dowerah Baruah, KKHSOU, Guwahati

Plenary Session - V

International Web-Convention
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South Asian Mystique



PLENARY SESSION - V

9:00 AM to 10:30 AM, December 20, 2020

Space for Stakeholders in
Media Education:
Search for a New Paradigms



Chair

Dr. Sanjaya Mishra
Education Specialist, eLearning
Commonwealth of Learning (COL),
Canada



Moderator

Dr. Pallavi Guha
Assistant Professor,
Department of Mass
Communication,
Towson University,
Maryland

Speakers



Prof. Vinod Pavarala
Senior Professor of Communication,
University of Hyderabad



Prof. Mohammad Sahid Ullah
Professor, Dept. of Communication &
Journalism, University of Chittagong,
Bangladesh



Prof. Mira K Desai
Head, Department of Extension &
Communication, SNDT Women's
University, Mumbai



Sharon Wilson (Ramendran)
Assistant Professor at Universiti Tunku Abdul
Rahman (UTAR), Malaysia



Prof. G. Balasubramania Raja
Head, Department of Communication,
Manonmaniam Sundaranar University,
Tirunelveli



Co-Moderator
Dr. Sapna Naik
Associate Professor, Dept of Journalism,
University of Mysore, Karnataka

Yet another enlightening session about the stakeholders in media education took place in Plenary Session 5 deliberating about existing and emerging stakeholders in the landscape of media education. All the expert speakers from India, Malaysia and Bangladesh brought about novel perspectives to make the session vibrant and resonating to take home critical learnings for the audiences.

Dr Sanjaya Mishra expressed his concerns about media education being at crossroads and educators are challenged with issues of designing curriculum of media education, practicals, internships, learning methods for different spaces, combining political and pedagogical space. Teaching and learning of media education in different countries have evolved over the years. He stated that media and technology provided a landscape for online learning and brought about a drastic change. We as educators also have a lot to learn from each other.

Prof Pavarala spoke about the context of Indian media education. He brought to our notice the training in different fields of communication and media by publicly funded-state and central universities, several in the classic various communication programmes can be categorized according to distinguished resources. Development communication has been an important area where lot of work is required. We have to produce communication and critical thinking skills among students. Inclusion of poor and rural students in training institutes is essential. Realignment of media education to bring in students from the deprived sections is necessary.

Media education should bring about social change. He reminded about the role of media being a watchdog and has to align its purpose. Another drawback is the gap between industry and academia where academic focus is undervalued. Faculty has to constantly be on toes to keep updated with the fast-changing media world. NGO sector can play a role in training of students and learning from grassroots, fieldworks and internships will help students learn and leverage media for social change.

Dr. Mohammad Sahid Ullah emphasized there is need for mindful journalism. There is no standard syllabus for media education in the world. He stated the necessity for South East Asia to have syllabi relevant to the social structures and cultures of these regions, a paradigm shift is required. We need more insights in the localized context because all the literature we have is either from USA or UK. Though we cannot ignore the learning of scholars of the likes of Wilbur Schramm and Daniel Learner, we need to have a media education framework for our massive commoners. He also emphasized on the need to instill creativity among students of media and journalism and agreed to Prof Pavarala's view of the industry-academia gap.

Dr Mira Desai spoke about 'Shifting Contours and Shaking Foundations'. She was of the view that there is no segregation of media education and journalism. Stakeholders are the training institutes, students, state regulators, market-industry, and media professionals. New stakeholders like politicians, media owners, community, local authorities are coming in gradually. We do not segregate media education and journalism. Geographical locations are becoming a new stakeholder. We have a weak state in capacity of media education training, resource allocations are there. Privatization of media education has brought about a new generation of glamorous media institutes. Education industry and media industry which is now becoming an industry in itself, is upcoming, shifting contours and killing diversity of public institutions. Exclusion is prevalent whereas inclusion is required. Our media education is in the context of our geographical locations, appropriation of cultures and commodification of cultures is taking place. Consumers becoming producers is a positive thing. Stay tuned in and wait for newer perspective, something exciting is in store for us, she said.

Dr Raja began by saying that media education is deeply rooted in our culture. There are significant stakeholders in media education, mainly being community, where there is a harmonious relationship between the units of the community, governance which is regulating media, and media content providers who have to look into providing sound media content for the masses.

Dr. Sharon Wilson explained an interesting timeline of history of media education and media educators in Malaysia. She emphasized that the insight into its history is important as it is reflecting the vibrancy of media education in the present times in Malaysia. It has become a hub of media education. Last 40 years have seen a massive improvement and she is extremely optimistic about the future. The stakeholders have a symbiotic relationship between themselves and they are students, instructors or the facilitators, accreditation bodies, technology, content providers, employers and educational institutions.

Dr Sanjaya Mishra wrapped up the session, acknowledging that there is a change in the spaces of media education and the players. Technology is making a huge difference. He stated that on-the-job trainings are required to make individuals job ready. They should receive theoretical learning as well as practical training to help them have a strong foundation.

Rapporteur: Dr. Shilpa Hattiangadi, SNTD Women's University, Pune

Plenary Session - VI



International Web-Convention
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MEDIA EDUCATION
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South Asian Mystique

PLENARY SESSION - VI
10:45 AM to 12 NOON, December 20, 2020

**Corporate Impact on Media Education:
Pains and Pleasures**

Speakers

Chair
Prof. Ujjwal Choudhury
Pro-Vice Chancellor, Adamas University,
Kolkata

Moderator
Dr Punitha D
Head, Dept. of Communication,
Women's Christian College,
Chennai

Prof. Padma Rani
Associate Professor, Manipal Institute
of Communication, Manipal Academy
of Higher Education

Prof. Ambrish Saxena
Professor and Dean, DME Media
School, Director, DME Studios and
Production

Prof. C B Pattanayak
Director, Institute of Knowledge
Societies, Bhubaneswar

Prof. D J Pati
Dean, India Today Media Institute
Noida

Dr. V. Vijay Kumar
Act. Dean, School of Communications
Xavier University, Bhubaneswar

Chairperson Professor Ujjal Choudhury commented that we have to balance functional knowledge with income earning skills and abilities in media education. The primary objective of media education is to prepare critical thinking, creative minded, problem solving, multi-skilled media professionals with both production and research skills.

Professor Padma Rani on her speech said that, media educators have to strike a balance between theory, research and skills, which is getting tougher due to increasing diversity of specialized media openings. This challenge must be met because media education and industry need to be in symbiosis.

Professor Ambarish Saxena drew attention to infrastructure and faculty needs for media education and the interface with industry. He also highlighted on the high fee structure in corporatized media education.

Sharing his views, Professor C B Pattanayak stated that corporate focus on targets and profit is making media education outcome based, geared to churn out labour only with skills desired by industry. He urged that 'innovation' should have a room within the framework, and students should be 'ready' for future life instead of 'industry ready'.

Professor D.J. Pati focused on the need of a pedagogy which will balance academic requirements with market needs, so that aspiring media professionals can be properly groomed and trained with multi-specialty skill sets.

Dr. V. Vijay Kumar mentioned that media education is no longer just a sub-domain of Sociology, it is a semi-professional academic discipline which provides job opportunities to skilled youngsters who are 'industry-ready'.

Rapporteur: Dr. Bharati Bharali, Gauhati University

Plenary Session - VII



International Web-Convention
Hundred Years of
MEDIA EDUCATION
Decoding the
South Asian Mystique

Celebrating
100
Years of Journalism &
Media Education in South Asia
1920 - 2020

PLENARY SESSION - VII

2:00 PM to 3:30 PM, December 20, 2020

Communication Research: In Search of Parameters for Glocalisation

Chair
Prof. Devesh Kishore
Dean Journalism Mass Communication
at IMS, Noida UP & Professor Emeritus,
MC National Univ. of Journalism &
Communication

Moderator
Dr. Kulveen Trehan
Assistant Professor,
GGSIU, New Delhi

Speakers

Prof. Ujjwala Barve
Professor, Dept of Communication and
Journalism, Savitribai Phule Pune
University

Prof. Abhijit Bora
Professor, Dept. of Mass
Communication and Journalism,
Tezpur University

Prof. D.V.R. Murthy
Head, Dept. of Journalism and Mass
Communication, Andhra University

Mr. Nimish Kapoor
Senior Scientist & Head
Science Films' Division, Vignana Prasara

Prof. Sumit Narula
Director, Amity School of
Communication, Amity University
Madhya Pradesh, Gwalior

Dr. KS Arul Selvan
Associate Professor, School of
Journalism and New Media Studies,
IGNOU, New Delhi

Opening remarks: Welcoming the speakers and the participants, Dr. Trehan, the moderator of the session highlighted the significance of communication research in media education. Defining the objectives of the session and setting the context, she invited Hon'ble Chair Prof. Devesh Kishore to provide his initial remarks.

Prof. Kishore analyzed the current status of communication research in the country. He said that quality of research needs to be improvised. Instead of imitating the existing research subjects, the researchers should quest for unique and interesting areas of research. He also cited examples on areas of research from other countries like discourse analysis, critical discourse analysis, deconstruction etc. He stated that new and innovative research is yet to take place in India. The southern region has however conducted few good quality research compared to the northern and other parts of the country.

Presentations by the speakers:

The 1st speaker of the session, Prof. Sumit Narula accepted the fact that media research in India is not exemplary compared to the western countries and presented few ways to increase glocalisation in communication research. The various ways for promoting glocalisation as highlighted by Prof. Narula are:

- To provide citations to Indian authors and researchers
- Optimal usage of software and technology tools in research
- Indian media should focus on doing accurate research
- Importance to be provided to Indian studies and researchers
- Promote cross-disciplinary research

The 2nd speaker, Prof. Abhijit Bora emphasized on various parameters of communication research. He said that it is important to introspect if the current research studies have been able to explore various necessary aspects of the society including the industry requirements. He stressed the need to establish meaningful collaborations between academia and industry. He put forward the point that in media, flourishing situation like the present times, the world with information has transformed into infodemic; therefore media academia including all the stakeholders has a major role to play. Prof. Bora proposed the establishment of a media network or a media council hub to discuss and facilitate quality research in communication. He also highlighted that the students should be trained in applied research like TRP ratings so that they can be industry ready following completion of academic programmes. Since media can play its role as an informal open university, it can step in to fill the gap of formal education in the country and facilitate education in an informal way to the common people, especially during pandemic-like situations.

The 3rd speaker, Prof. D V R Murthy in his talk etched the completion of 45 years of media research in India with conducting of SITE in the year 1975. He stated that during this period, most of the Indian research included history, ethics, media effects and content analysis. However, he stressed that though researchers tend to follow western protocols, a lot of areas like culture, language, communication, thoughts, ethics etc. have been missing the Indian perspective. He cited use of few words of Indian culture that has hardly been used in Indian research. Prof. Murthy also highlighted the significance of mindful journalism or behavior linked journalism and stated that media has failed to provide coverage to adolescent issues. He has laid emphasis on other areas of media research like family and peace communication.

The next speaker of the session, Mr. Nimish Kapoor stated that the status of science communication in the country is not very encouraging. This can be for a number of reasons like lack of efficient teachers or science communicators, lack of content and employment opportunities. There has also been a failure in disseminating the courses and materials to students across the country. Mr. Kapoor emphasized that research needs to adopt western practices, strategies and technology to overcome the issue. Although Government has taken steps in introducing science communication through different platforms including OTT, it's important for the stakeholders to facilitate. The media industry needs to cover more scientific stories. Innovative, statistical and practical methodologies should be adopted. He also urged researchers to conduct studies to find results related to failure of science communication in our country unlike in other countries, and put forward a few recommendations.

They are:

- Science communication should be integrated in regular mass communication curriculum.
- Research in areas of science and development communication should be encouraged.

The final speaker of the session, Dr. K. S Arul Selvan stressed on the pedagogical remedies of communication research. He provided a glimpse of the current scenario of media studies in the country and also the share of India's contribution in international scholastic publications.

Conclusion: The presentations of the speakers was followed by a brief round of questions and answers among the participants and the speakers. A few questions were discussed regarding lack of quality research by other parts of the country except the south and the pedagogical remedies. The session ended with the concluding remarks of the Chair. Prof. Kishore stressed the significance and requirement of an Indian Council of Communication Research. He said that it can act as a strong department to propagate research in communication. He also highlighted the need of data journalism in the country that can lead to creation of quality journalistic stories.

Rapporteur: Dr. Gitli Kakati, Gauhati University

Plenary Session - VIII

International Web-Convention
 Hundred Years of
MEDIA EDUCATION
 Decoding the
 South Asian Mystique



PLENARY SESSION - VIII

3:30 PM to 5:00 PM, December 20, 2020

Ideology and Media Education: Classroom Conundrums



Chair
 Prof. Ingrid Volkmer
 Professor and Head, Media and
 Communications Program,
 University of Melbourne



Moderator
 Dr. S. Arulchelvan
 Associate Professor,
 Department of Media
 Sciences & Dean, College
 of Engineering, Anna
 University, Chennai

Speakers



Prof. Subhash Dhuliya
 Former Vice Chancellor,
 Uttarakhand Open University



Prof. Archana R. Singh
 Professor, School of Communication
 Studies, Panjab University,
 Chandigarh



Prof. Pushendra Pal Singh
 Editor in Chief, Madhya Pradesh Madhyam,
 Govt of MP



Prof. Chiranjibi Khanal
 Prof and Head, Central Department of
 Journalism and Mass Communication,
 Tribhuvan University, Nepal



Fr. C.M. Paul
 Vice-Principal & Campus Minister Salesian
 College, Sonada Darjeeling

Opening remarks:

Welcoming the speakers and the participants, Dr. Arulchelvan, the moderator of the session said that this conference is “not only a deliberation but also a celebration of 100 years of media education.” With this short introduction to the session, the moderator introduced and invited the Hon’ble Chair of the session Prof. Ingrid Volkmer to provide her initial remarks.

The Chair highlighted that though she does not belong to India but having an experience of teaching Indian students, she realizes the importance of global communication and public political communication, and from those perspectives she said that “we miss out addressing issues like globalization, digital citizenship, social media, digital communication in high school. They use social media but when it comes to understanding it, there is a vacuum as the high school curriculum does not include it... if done, students could be integrated more into the classrooms.” She also highlighted how the education/media scholars should have a clearer voice on the inclusion of digital citizenship and the like to make it more relevant across the world and “to think together across the world.” Another important aspect which she thinks does not get highlighted is ‘globalized risks’ which include climate change, migration, tax-evasion, Covid risks etc. and lastly she said that “we should be dealing more with digital policy.”

Presentations by the speakers:

Prof. Subhash Dhuliya, Former Vice Chancellor, Uttarakhand Open University, began with introducing the topic as very relevant in this complex world. He highlighted that as teachers we should not try to influence the students with our ideology. Rather we should try to enlighten the students with different ideologies by means of open discussion. Education is something which we should all try to connect with contemporary, political, economic and social streams. We must try to inculcate creative thinking into the minds of the people. That's the biggest challenge of this age. He further said that we must have a "strong ideological content in media education", because ideal academic situation demands educating the students about political logical rationality. These days in our country there is a great debate on nationalism, but interacting with students reveal that they have a very narrow understanding of what actual nationalism is all about. We must try to educate the students about these concepts, because media education is incomplete without proper understanding of these concepts.

These days "being apolitical is also an ideology" and that is another challenge in media education. He also said that making students media ready is not the task of media educators. We must try to understand that there is a difference between knowledge and skill. Education means imparting knowledge and training means imparting skill. When we impart training we violate our norms of imparting education which is more important. Knowledge is primary, skill is secondary. Creativity is another dimension which needs our attention in media education. Media education should be a combination of education, research and training. The biggest problem in our country is "focus on research is very limited." We are unable to create new content because "media controls media education in India." Lastly, he also highlighted the importance on 'information change'. With the emergence of new terms like 'information agents' – democracy is converted into a voting pattern where people can vote on the basis of "how they feel rather than how they think."

Prof. Archana R. Singh, Professor, School of Communication Studies, Punjab University, Chandigarh, started with congratulating all for successfully organizing this conference. She began with terming the "classroom as a scared place where ideas are nurtured – ideas like revolutionary, moderate or extreme, left or right – they are the ideas born out of a curious mind." She said that within the four walls of a classroom, whether we teach online or offline, there are primarily two participants in a classroom – a teacher and student where each carry "a burden of their own pictures comprising of cultural, social, political background, educational level exposure to media, upbringing etc".

As teachers we should be able to understand the nature of the ideologies present in our classroom- “whether it is a drive or a tool”. Both teachers and students use ideology – but for teachers it is important to find a compromise between the duty to educate comprehensively and also to protect the right of an educator’s free speech comprehensively. She also said that for the students “it is a balance to find a new perspective and a space for personal beliefs.”

There is a difference between a classroom and a journalism classroom – it is a space where future commentators of the society are created. These are the classrooms where thoughts are created, neutrality and objectivity takes centre stage, accuracy and fairness is not a virtue but a way of life. Journalism students are therefore ‘systematic doubters’ and it is an integral part of their training. Prof Archana pointed out that the biggest conundrum faced by a communication teacher is being neutral, balancing the student’s personal belief with the need to educate. Discussing political ideologies in the classroom is like a forbidden fruit however if done correctly it can be informative and beneficial for the students.

Ideology is an instrument in the hands of the media professionals and specially when faced with public criticism they make use of ideology in their selection, and presentation of news. She also said that as the barriers between readers and journalists are broken a reader can start questioning the journalist. So she suggested that the best objectivity would be ‘transparency’. A classroom is the best place to teach “transparency”. Digital policy is need of the hour for accuracy and transparency. She concluded by terming “a conundrum or a confusion is the first step towards clarity”.

Prof. Pushendra Pal Singh, Editor in Chief, Madhya Pradesh, Govt. of MP, said that there are four points of ideological teaching –

- 1) When to teach?
- 2) Why is it necessary to teach ideology?
- 3) What is the present scenario of different ideologies?
- 4) How to teach the students about ideologies?

He further said that in a diversified country like India we should have a mixed ideology to teach students so that they can have an idea of anything and everything. We should teach the students ideologies in the frame of our constitution. At the undergraduate level they should be taught about the Constitution and at post-graduation level they should be taught ideologies. This will make a strong base of their understanding. We are biased in our classes – we teach them only one or two ideologies. This way we show them only one side of the coin. Rather than this, as teachers we should teach them all the ideologies, explain them, try to give them related examples so that they are capable to relate it with constitutional ideologies and understand it in a better way.

Prof. Chiranjibi Khanal, Professor and Head, Central Department of Journalism and Mass Communication, Tribhuvan University, Nepal said that as teachers “we should have a correct ideology to understand media ideology”. In his lecture, he preferred highlighting the challenges they face in their country as teachers. Discussing our situations in a classroom is also important for a better understanding of our ideology, as our situations are directly responsible for our preferred ideologies. He further spoke about how limited human resource can also become a hindrance in successfully imparting media education in the light of their department at Nepal. With the increase in media industries in Nepal like (more than 900 newspapers, more than 800 FM radio stations, 120 television channels and more than 2000 online news portals) – focusing on this market “we need to upgrade the media education scenario in the country” with limited faculty, limited lab resources (eg Radio, TV studio), limited research work, the challenge gets much tougher.

Fr. C. M. Paul, (Vice Principal and Campus Minister Salesian College, Sonada, Darjeeling) began with highlighting how as media educators “we teach about various schools of communication but we do not have any Indian school of communication to teach our students”. He said that media education in India is mostly concerned with training professional skills (print and audio-visual medium), but in western countries, apart from teaching skills students are also taught to be critical about the messages they receive. He also narrated his anecdote on how as a trainee way back in the year 1972, they were introduced to a course on film appreciation and how films are made etc. He recommended these two ideologies very strongly for media education – “religion and politics”. He said that “we must be able to openly speak about these two concepts which are considered as a taboo”, without which he said “media education is incomplete”.

Prof Ingrid in her concluding remarks said that media educators should come forward and collaborate in the classroom, co- teach these concepts globally, make students work together in projects, so that they can face problems and in the process come up with solutions in the process of mutual learning. A new curriculum with new subjects and concepts should be developed where a student can learn about philosophy, ethics, digital citizenships and so on.

Rapporteur: Dr. Moushumi Bhattacharjee, ARMT, Guwahati

Valedictory Session



The valedictory session of the international web convention titled '100 Years Of Media Education: Decoding South Asian Mystique' began at 6.30 pm on December 20, 2020, with Dr. Jatin Srivastava, Associate Professor, Scripps School of Journalism, Ohio University, chairing the session.

Of the three speakers listed for this session, Professor Ashok Ogra, Advisor (Mass Communication), Apeejay Institute of Mass Communication (AIMC), New Delhi, spoke first. How different is journalism of the 21st century different from its traditional form last century, he asked. Well, for starters, there is intense competition, but we are not just talking about competing media entities --- the trend is now more about other sources providing information to consumers, which poses a question mark for traditional media once fulfilling this role. Then there is the question of politics which also involves the media, but what do we do in an age in which ideology has completely deserted politics, thereby steeply lowering the standards of public discourse? It must also be kept in mind that industry always tends to be far ahead in developing media practises as compared to academia. So how do media educators prepare students for this challenging scenario, asked Professor Ogra. With artificial intelligence, virtual reality and other hi-tech developments drastically changing media workplace and impacting its practise, the focus now is more on training students to face this onslaught of technology.

This is reflected in the new schools of journalism springing up across the country which are practise oriented. But what about producing quality content? Professor Ogra lamented that India so far has failed to emerge as a centre of media experimentation and production of good content. More case studies are needed in media, the quality of research must improve, he exhorted.

In his address, Dr. Sundeep Muppidi, School of Communication, Special Assistant Provost for Strategic Initiatives & Professor of Communication, University of Hartford, began by saying that it is not the disease that is being treated, rather what are being addressed are actually the symptoms. Industry requires media skills, but there is also need for liberal arts type orientation and developing critical faculties. The onus is also upon media practitioners to keep updating their skills even as they acquire new ones. Of the 'Next Steps' needed to revamp media education and practise, Professor Muppidi briefly outlined the 'ABCD' of his prescription --- 'Accountability' consisting of regulation, oversight, accreditation and access components; 'Bridging the Gap' in experiential learning, industry collaboration, skills of the craft, etc; 'Capacity Building' in terms of training faculty, resources and networking; 'Decentering' the dominant discourse of which decolonisation plays a large part. In this context, Professor Muppidi noted the importance given to western research publications, as well as the failure to adapt such tools in the South Asian context. He ended by calling for a 'Coalition of the Willing', made up of academia, industry and media associations, to chart the way forward.

As the third speaker of the evening, Dr. Krishnamurthy Sriramesh, Professor, University of Colorado, Boulder, USA, started by saying that celebration of a hundred years of media studies in South Asia also calls for reflection. Looking ahead for the next one to two decades, he expressed the hope that scholars from south Asia will have greater visibility. There are presently very few research articles by scholars from this region pertaining to journalism and media issues. There should be more content reflecting the tradition and heritage of this region in all its diversity, and corporates can contribute to this effort through their CSR activities, he said. As for India, it is hoped that she will become a hub for media research and training, thereby attracting scholars from other regions as well. In this context, there is much scope for networking and collaboration in bringing out quality research publications. Indian scholars in high academic positions in leading varsities and research institutions around the world ought to pool their expertise towards this end, said Professor Sriramesh.

Winding up the valedictory session, Professor KV Nagaraj, Conference Chair, stressed upon ethical values and humanism as the core of media education philosophy, in a media landscape increasingly dominated by technology. "Mahatma Gandhi's message of non-violence is now relevant more than ever, particularly when the rising tide of violence around the world finds reflection in media," he concluded. Dr. Ankuran Dutta, Organising Secretary, thereafter delivered the vote of thanks and warmly praised participants and functionaries for making the mega international web-convention a success.

Rapporteur: Raman Bora, ARMT, Guwahati

Quotes of Media Educators on 100 Years of Media Education



I have been a witness to the transition of mass communication from public service to the business of assembly-line production of contents for super profits. The value loaded idealistic mission is replaced by corporate objectives. In such a context, the centenary celebration of media education in South Asia provides us an opportunity to think of new signposts of excellence. The need of the hour is not only to introspect, but also to think of changing with technology for a socially responsive education. Unless we redesign our objectives for a qualitative change with universal values intact, media education may become stagnant. In a world full of violence, there is enough scope for contents and training in the ideology of non-violent communication for a better world. As a former journalist, I trust we will be able to change the world with our sincere efforts.

Prof. K.V.Nagaraj

Conference Chair

Former Pro Vice Chancellor, Assam University, Silchar



Hundred Years of Media Education: Decoding the South Asian Mystique' – a self-explained historical event is to be celebrated in a befitting manner online. Through the ages, the media has been a vehicle of democratic blossoming of culture and tradition. They are ensuring the expression of people's liberty and freedom for a peaceful existence that also nurtures humanitarian values. In the very changing format of media activities from its traditional radio, television, and print journalism, Internet has become the dependable life-stream to associate with as an alternative. The change is inevitable and media is a representation and record of our present-day events to a swing-through prospect of future.

I am looking forward to a successful celebration of '100 years of Media Education' in this part of the world of which I am a small part.

Dr. Md. Golam Rahman

Former Chief Information Commissioner, Bangladesh



The centenary year of media education in India is not only an occasion for celebration but also introspection. Media education continues to be an unregulated territory with no accountability whatsoever while standardization remains a far cry. Technology too is changing at an unprecedented pace. Media has been decentralised & democratised. We are at an inflection point today & there cannot be a more opportune moment to ponder over and plan for the future - to strike that much needed balance between technology & content while ensuring that the abiding values of objectivity, accuracy & truth are not compromised with.

Prof. K G Suresh

Vice Chancellor, Makhnalal Chaturvedi National

University of Journalism & Communication, Bhopal



Western "Fourth Estate" theory of journalism has created a culture of adversarial reporting that fuels conflict. We need a new model of journalism that promotes cooperation and harmony in the society with a brand of journalism that is mindful of the socio-economic realities on the ground that creates conflict. We need to train communicators that can report the process that leads to conflicts. If the process is reported fairly and mindfully there will be no conflict to report on. Forget journalists – we need to train mindful communicators –

Dr Kalinga Seneviratne

Former Head of Research, Asian Media Information and Communication Centre (AMIC), Singapore



It is extremely heartening to note that we are celebrating 100 years of media education in South Asia despite the ongoing pandemic. Media has played a great role first in securing freedom of South Asia from colonial rule, and thereafter in ensuring democracy take roots in India, Pakistan, Nepal, Sri Lanka and Bangladesh. Media at times, if not always, has played an important role against dictatorships in the South Asian nations. Media education has evolved from broad news media education, that too of the print variety, to now cover the entire spectrum of journalism, entertainment and brand communication and all channels like internet, television, radio, event, cinema, newspaper, magazines et al. We are moving towards a media convergence driven media education today, and rightly so. From a broad convergent generalization to a focused niche specialization in one domain, communication studies have indeed evolved. Bringing in data analytics, AI, ML, broadcast & mobile technology, along with reflecting the community better shall be the challenges of media education going ahead.

Prof. Ujjwal K Chowdhury

Prof Vice Chancellor

Adamas University, Kolkata



The journey of Media Education for the last century has been adventurous and struggling. We have to work collaboratively to enhance the quality and increase the quantity of Media Education avenues to provide a growing and prosperous environment to Media Education. A firm belief and true assurance is there that this Media Conclave will become the torch bearer for Media Education to keep proceeding in the absolute right direction.

Prof. Sanjeev Bhanawat

Former Head and Professor (Rtd)

University of Rajasthan, Jaipur



Media education has come a long way in South Asian societies. It is the longest lived, continuous multilanguage journalism practiced culture. In the last three centuries, the production, diffusion, circulation and eventual triumph of journalism has had a considerable impact on the writing of literary, cultural, social and political history in South Asian societies. The question is no longer whether or what strands it adopted over the centuries, how did it do so, how increased circulation of printed matter transformed forms of sociability, new forms of thought, and changed people's relationship with power. It has definitely moved on with a chequered history and growth. The past three centuries have witnessed a sea change not only about the meaning of news but also the way of collecting and disseminating news. These changes have broadened our understanding and problematising the scope for media education in South Asia. Scholarship on Journalism is abundant in south Asia as journalism practice precedes journalism education. However, literature on Journalism education is far and few in South Asia. Even though literature available in country specific in the region are promising but not sufficient enough to develop a knowledge perspective on Journalism education in South Asia. The task is onerous and daunting. I am sure this conference will throw much light and direction for the future course of action.

Prof. Biswajit Das
Centre for Culture, Media & Governance,
Jamia Millia Islamia, New Delhi



Our ancient wisdom says, sa vidya ya bimuktaye. Knowledge is that, which liberates. Let media education, which in India began 100 years ago, liberate out minds from ignorance, and help us to lead the society to a state of peace and prosperity through the power of information.

Prof. Mrinal Chatterjee
Indian Institute of Mass Communication, Dhenkanal



Today when we are celebrating 100 years of Media Education, the media is fast losing its cherished epithet of "4th estate". This makes the role of media educators more challenging, serious and demanding. We have to strive hard to create media professionals full of ethical values, empathy and humanism.

Prof. Shahid Rasool
Central University of Kashmir



The problem faced by journalism educators in South Asian nations is that curricula are not developed within their cultural, political, and historical context. Most often, curricula imitate the journalism degrees in the global North (usually from the USA) and are transferred to media systems and political frameworks (often informed by the UK) that are both implemented in very different contexts. The end of formal British political colonization does not make it appropriate for journalism educators to flatly adopt US curricula, equivalent to the re-colonization of knowledge. The Media Conclave will open a space for media researchers and journalism educators to find a path within this cross-roads.

Prof. Mohammad Sahid Ullah
University of Chittagong, Bangladesh



A large part of our experience and interactions are now mediated. Therefore, understanding the nature of media becomes a central area for pursuit of knowledge.

Dr. Jatin Srivastava
Conference Executive Chair and Director, IIJ, Ohio University, USA



South Asia enters the second century of media education with a sense of glory and confidence. The experience of the past could fuel the region to further enrich the method of teaching and learning various dimensions of textual, visual, audio messaging for participatory audience as per the dynamics of journalism in mobile digital era."

Prof. Rama Krishna Regmee
Kantipur City College, Kathmandu



As a journalism educator my goal is to invest in the students the tools and knowledge to be able to analyze the world around them. They should have the capacity to understand the techniques and impact of media message. They should possess the diverse skills and competence to participate in the maintenance of social order, to recognise the credibility of information sources to possess tolerance, respect & sensitivity toward plural perspectives. Armed with these qualities, they should be motivated to participate in public discussions. If while passing on these capabilities, I face conundrums in the classroom, I'd believe that my students have actually started to learn something.

Prof. Archana Singh
Panjab University, Chandigarh



Mass Communication and Journalism education started from training and has reached its highest position today. In modern times, it covers numerous aspects of Mass Communication. Research is being carried out today on various components of communication. Journalism education has established itself as an important and useful faculty in India and other parts of world. Together we have to take it to a greater height. I believe and confident that this conclave will certainly achieve and succeed in its objectives.

Prof. Vinod Pandey
Gujarat Vidyapith, Ahmedabad



Indian Media education which began in English Department has come a long way today. Yet today quality as well as quantity of media platforms and media educational institutions is massive and diverse. In history of time managing quality has been never been a pertinent challenge. Uniform standards for nomenclature, teacher recruitment, curriculum, textbooks, learning resources, class transactions, assessments and evaluation- there is a vast terrain that demands attention and action. Asian media education scenario is more challenging with societal complexities in terms of language, religion, social structures, and technological differences. It's time we celebrate local processes of last century and create predictions for the next one!

Prof . Mira K Desai
SNDT Women's University, Mumbai



All comprehensive journalism and media education programmes combine theory with practice, and their curricula endeavor to make students industry-ready, and/or build their research capacities. As we celebrate 100 years, let us, as media educators, also ensure that they socially responsible and sensitive human beings, and conscientious citizens of India. The International Web Convention is a right step in that direction.

Prof. Kanchan K Malik
University of Hyderabad, Telengana



While celebrating the 100 years of Journalism Education in India, it's the time for reflection and introspection to make it a vibrant, critically engaged, research oriented with stress on interdisciplinarity and ethically sound future ready discipline."

Prof. Anand Pradhan
Indian Institute of Mass Communication, New Delhi



100 years of Media Education in India is an excellent opportunity to reflect on the journey. As technological advancements, digitalization of media and the booming of social media platforms push a major transformation in Indian media, there is a need to bring a system in media education so that it can emerge as an independent discipline. This Media Conclave will indeed function as a petri dish to develop a systematized media education pedagogy in India.

Prof. Surbhi Dahiya
Indian Institute of Mass Communication, New Delhi



Hundred Years of Media Education is an occasion to reflect on what all has been achieved in the field and where we lagged behind. It is the time to express our appreciation for those who have contributed immensely to research, congratulate those who have made us proud by sharing their work at International platforms, celebrate those who have contributed to the body of knowledge by authoring books and publishing articles and saluting those who motivated and guided younger generation to join this field and make a difference in society. While there is so much to be proud of, there is also a lot that needs to be done. This is the time to plan for the future, to align our efforts with the Nation Educational Policy which outlines the vision of India's new education system. This is a time when we should come up with a 'Curriculum Framework for Media Education.

Prof. Anubhuti Yadav,
Indian Institute of Mass Communication, New Delhi



Media literacy is one of the basic requirements to safeguard the fundamental principles of freedom of speech and expressions. Media Educators have played important role in many countries of the world and successfully defended the rights of deprived class. Like any other subject it also needs continuous addition and deletion in its existing body of knowledge. The Media Conclave will provide a forum to critically and analytically evaluate the requirements of Media Education in the twenty first Century.

Prof. Govind Ji Pandey
Babasaheb Bhimrao Ambedkar Central University, Lucknow



Media and information literacy have assumed critical role in the modern age. As the whole world is evolving into the information society, the use of information for destructive purposes has increasingly become a big challenge. In this context, the role of media educators across the globe turn out to be more pertinent in training the workforce which is not only good at the business of disseminating information but also maintaining ethical standards in information flow protecting larger societal interests. There can be no other better way to commemorate the 100 Years of Media and Journalism Education in Asia but to critically look back at the century-old journey and deliberate upon the contemporary communication discourses and come up with constructive solutions to the problems of modern world. I congratulate the organisers and wish a grand success for this mega event.

Prof. Dev Vrat Singh
Central University of Jharkhand, Ranchi



Media Education has come a long way since it's very beginning. Unlike many other dospline, the nature of media education continues to evolve along with the advancement of information technology and it's changing dynamics of communication patterns. However, as media educators, it is pertinent to note that, the multi-skilling and multitasking abilities of media technology should not overshadow our commitment towards imparting the goodness of human values".

Prof. Kh. Kabi Maram
Rajiv Gandhi University, Itanagar



It is a greatly-heartening feeling that media education in the Indian subcontinent has completed a century of existence. This big moment of celebration also brings in the associated responsibility of a serious brain-storming about the learnings from the past and preparing the roadmap for the future – at least for the next century or so.

Prof. Abhijit Bora
Tezpur University, Assam



The last hundred years of media practices have seen unprecedented origin, growth, exponential growth, disruption and a final RIP. The same is true for the media education which has now transformed to “technology oriented” now than “literature oriented” earlier. Technology has shaped the mind, matter, masses and the communication.

Prof. Umesh Arya
Guru Jambheshwar University of Science & Technology, Hisar



A century in media education in South Asia is a milestone which deserves celebration. Media education has evolved and emerged both in terms of content and implications for society. Media diversity and media pluralism have widened the scope of the field. The force multiplier for diversification of media form and structure is technology. Digital society has thrown up newer challenges in the arena of media education; in the form of convergent media, mobile applications, misinformation, government regulations and others. The centennial year is an occasion to introspect and draw our path forward for media education to remain relevant to the industry and society.

Prof. Padma Rani
Manipal Academy of Higher Education, Manipal



Cloned and Predatory journals in Media Academics have changed the norms and ethics in this Digital Age. This age will be the dawn of new research ethics and values in Media research.

Prof. Sumit Narula
Amity University, Madhya Pradesh, Gwalior



Ideology and Media Studies: Classroom conundrums. Indeed a hot potato in the post truth era of decoding the South Asian Mystique! It has been a situation of riding the tiger in academic institutions with entrenched ideologies and minds so variant, over the past 100 years of Media Education and Media Literacy. Verily, a dialogical existence of ideologies and values jostling for the soul of the young!

Father CM Paul
Salesian College, Sonada, Darjeeling



With the advent of internet education has completely transformed. Media has also changed from the monologue of a journalist to an interactive mode. This situation has turned our role from a conventional media teacher to that of a facilitator and an academic and professional guide. The contemporary time demands us to be rich in content and proficient in communication technology while discharging in-class and outside-class responsibilities. Also, media education needs to be redefined in the changing world order.

Prof. Ambrish Saxena
Delhi Metropolitan Education, Noida



For a country like India, which attained its freedom merely 72 years ago, it's not a small feat that today we are celebrating 100 years of media education and literacy in our country.

Hickey's The Bengal Gazette might be the first name in history of mass communication in India but when it comes to Media Education, it was none other than Dr. Annie Besant, who initiated Journalism and Mass Communication at the National University in Adyar, Madras.

In the last 100 years, we have seen the establishment of hundreds and thousands of newspapers and magazines all over the country.

Prof. Aatish Prashar
Central University of South Bihar



Media education has proliferated and evolved immensely over the last century. Today, with emergence and penetration of social media a new challenge faces media educators and students. As exemplified by the Covid 19 pandemic, developing competency to detect misinformation and strengthening media literacy demands attention and addressing going forward.

Dr. Mausumi Bhattacharyya
Visva-Bharati, Santiniketan



I am honoured to be part of commemorating the centenary of media education in South Asia. We are sharing plentiful similarities in both historically and contemporaneity dimensions and confronting common challenges in media as professional practices and as educational sphere. Undoubtedly, the Indian and South Asian experience constitutes one of the most inspiring models that should be highlighted and celebrated. Furthermore, it represents an intellectual and cultural cross-fertilization reference in the field of media studies for the South world. I hope this celebration will be a new starting point for you in achieving your progressive goals and for us in further cooperation and research participation.

Dr. Fatma Elzahraa Elsayed
Cairo University, Egypt



The 100 years of media education has witnessed series of both ups and downs in terms of how media has shaped itself. The shaping of knowledge driven economy through digital media in terms of open education, MOOCs and various plethora of e-learning platforms has redefined the learning curve. But also at the same time the existing complexities of digital-divide, digital- inequality and the ethical ways of knowledge creation require and introspection to further understand it's effectiveness across various communities. Media literacy in this regard is a crucial component which requires to be strongly advocated by media educators. The media conclave can be seen as an active forum which can help in guiding media education in a right direction by illuminating upon these core challenges and identifying the rational ways through which such problems can be addressed indigenously.

Dr. Durgesh Triparthi
GGs Indraprastha University, New Delhi



Profound pillars of Media education in India are almost a century old.... however media education at a distance, through multiple media is relatively a new development. Initiated and nurtured by IGNOU now the concept has flourished all over India. Without compromising quality it provides huge flexibility. We are putting our best efforts for its success and progress.

O. P. Dewal
Indira Gandhi National Open University, New Delhi



As we celebrate 100 years of media education in South Asia, it is time to break away from mere endorsement of the western paradigms and embrace other orientation of understanding media and communication in our teaching and research. Uniqueness and diversity of Asian media ecosystems is propelling the educators to evolve indigenous pedagogies to enable the scholars in finding new theories and applications of the unexplored eastern philosophies. Re-orientation of media education based on Asian frameworks is desired to prepare academic scholarship for consolidating media studies as a distinctive discipline. Curricula must steer exploration of media vis-a-vis native context through field studies to extend media education beyond classroom driven content delivery. This web convention is a wonderful opportunity to deliberate on key markers of media education in South Asia as changes in communication technology pose interesting challenges".

Dr. Kulveen Trehan
GGs Indraprastha University, New Delhi



The Proud Moment: Wishes from the University of Jaffna, Sri Lanka..!
The web convention on '100 Years of Media Education: Decoding South Asian Mystique' is a timely action where the region eagerly moves to the next standards of journalism and media education. The University of Jaffna, a trendsetter in media education historically and culturally from Sri Lanka proud to take part in the new journey with other tops most institutions, and organizations to mark the future footprints.

Dr. S. Raguram
University of Jaffna, Sri Lanka



This is more than an appropriate time in a recent human history to revisit the media and communication education by celebrating its 100 years in South Asia. Both the misinformation and abundant information pose challenge in advancing humanity during the time of global pandemic. The onus lies on all the media fraternity to fight back infodemic with media education and literacy.

Dr. Sudhamshu Dahal
Kathmandu University, Nepal



With the evolution and omnipresence of communication platforms, media literacy is no longer a choice but a necessity. As media educators, it is our responsibility to keep moving ahead in the path that begun 100 years ago. The Media Conclave will provide the space to showcase media research as prospective solution to existing challenges in the profession and media education.

Dr. Pallavi Guha
Towson University, Maryland, USA



Hundred years of Media Education,' is a fitting reply to the skeptics who felt Media cannot be taught in Colleges and Universities. In today's world, the need to teach Media in a classroom setting has become more important and relevant. I am happy to be associated with this International Conference. I congratulate Dr. Ankuram Dutta for taking this much-needed initiative. Wish the Conference a grand success.

100 and Stronger!
Dr. Punitha D
Women's Christian College, Chennai



The biggest challenge for Media Education in India is to reinvent pedagogical strategies in order to overcome its limited capacity to bridge the gap between theory and praxis. While practitioners are obsessed with intuitive knowledge and understanding of situations and events to build media narratives and often view media pedagogy with distaste, academics maintain critical distance from media processes by not acknowledging ground realities. Media research has fallen short of guiding better practices and offering insights to synthesise standpoints, facts, and social realities. Centenary celebrations of Media Education in India call for an introspection of these three compartments - theory, research, and praxis - of the Mass Communication ecosystem in order to strengthen and streamline new thoughts and affirmative actions that complement each other. I congratulate the organisers for facilitating a meaningful dialogue in this direction.

Dr. S. R. Sanjeev
Mar Ivanios College, Thiruvananthapuram



The Media Education in India has evolved with the time. Traditional subjects have been replaced by the industry needs accordingly. The new trend over the past years is the Media and Information Literacy. This has been the need of the hour especially to engage the young students not only of media but students and public as a whole. Curriculum with the more stress on the literacy part has to be adopted and given more importance. Technological development and internet penetration has made the need of this very timely. Media education should look into this aspect to keep up the pace and see that we make a society not only inclusive but also with informed citizens

Dr. Sapna.M.S
University of Mysore, Karnataka



It is a matter of proud and joy that we are celebrating the completion of 100 years of media education. Today the media is facing many challenges in the explosion of information along with TRP and cut-throat competition among the media houses. At such a time, students and media scholars have to be motivated to protect the values of journalism in media education. Today, science, technology, health and environmental issues can be enhanced in the decision making ability of the people of the country by including them in the journalism of development.

Nimish Kapoor
Vigyan Prasar, Noida



As we reach the 100th year of formal journalism education, we can't agree more on the crucial role journalism has played in the last hundred years especially in the Indian context. Newspapers served as the mouthpieces of freedom fighters and played a critical role in getting independence to our country. As Mahatma Gandhi said the objective and the sole aim of Journalism was service back then. Today with more than 17000 newspapers published every day in various languages and with more than 400 channels beaming breaking news for 24 hours the onus is on us as the media educators to focus on developing our student's critical thinking to make ethical judgements. To emphasise on the watchdog function of journalism on behalf of its citizenry. In this age of propaganda-driven prime time news, it is even more important to give ethical training focusing on truth and objectivity to instil a sense of Social Responsibility in them.

Dr Bhargavi D Hemmige
Jain University, Bengaluru



Media teaching from 1920 to 2020 has taken a long journey. We have to make our vision in which direction we want to take media education. The aim of education is to create a better world and prospects. The time has come for us to make changes and create new courses in mass media education, which are in line with today's times. In addition, we should seriously think about an exchange program between media and academia to bridge the gap of education provided and education needed.

Dr. Roma Singh
Kurukshetra University, Haryana



Indian media education in the post liberated globalised academic environment witnessed a remarkable expansion and exploration. The contribution of media education towards nation building and societal reformation has been pivotal. Given the vibrancy of Indian media education, the centenary celebration will definitely add a new dimension in its ambit. Best wishes,

Dr. Mahendra Kumar Padhy
Babasaheb Bhimrao Ambedkar Central University, Lucknow



Media education has come a long way in South Asia. Right from colonial history to the current modern era, it served as a beacon of light to uphold humanistic values. 100 years of Media Education in South Asia reflects upon how journalism evolved over years yet essence remains the same. Journalism is not just a profession but its a passion that keeps societies and power in check. Media Educators are instrumental in shaping futures generations! It's thus both a moment of celebration and reflection! Our lives, nations & regional peace depend on it.

Pervez Khan
Kohat University of Science and Technology,
Pakistan



Media training perpetuates or modifies professional journalistic practices and molds the perceptions journalists have of the role and function of the media. Because journalism training influences the selection and processing of the news, it also has an indirect effect on the way in which we view the world around us. The legacy of the journalism always motivates us.

Dr. Sunder Rajdeep
University of Mumbai



The development of a uniform media education discipline in the country is the need of the hour along with its recognition as a professional course by UGC. Transformations, use, and impact of digital medium and OTT platforms are something to keep an eye on by the media educators while tools of fact checking should find inclusion within the media education syllabi. This International Web Convention on 100 years of media education will help design future policy initiatives.

Dr. Kaifia Ancer Laskar
Aliah University, Kolkata



When the world is almost paralyzed by a global epidemic caused by the coronavirus, such initiatives inspire hope in our minds. It will help us chart an action plan for a futuristic development of media education in the country. The centenary year of 2020 is not only a milestone to celebrate but also an opportunity to evaluate the achievements and shortcomings as well. I wish this initiative every success. I am proud to be associated with this initiative. Hopefully, we will see some good discussions on Bangladesh-India bilateral media literacy in this program.

Rajib Nandy
University of Chittagong, Bangladesh and
Co-ordinator, Indo Bangla Media Educators Network



The digital presence of education beyond 2020 and the meta function of media in this venture reminds the beginning of its new era and what it was nurtured for over the past".

K. G. L. A. N. S. Jayawardhana,
Trincomalee Campus, Eastern University, Sri Lanka



International Web-Convention

Hundred Years of **MEDIA EDUCATION**

Decoding the South Asian Mystique

December 19 and 20, 2020

ABSTRACT



Contra-historicity of media education in South Asia

Vir Bala Aggarwal

virbala.aggarwal@rediffmail.com

Former Chairperson

Himachal Pradesh University

Media Education in India

The media industry is one of the most burgeoning fields in India. Then again, the individuals who are not working in media, despite consuming the media daily do not think much of it. They do not often view it as a viable career option like MBA or B.Tech, for themselves and their children. From morning until night, the normal populace is interacting with the media. Thus, the idea of "media education" becomes a vital and integral point of discussion and merits much more attention than is being given to it currently. There is a need for raising awareness about media education and the myriad opportunities that the field presents to youngsters.

Our information needs are met by the media. Additionally, we depend on media for amusement and entertainment. Media is the storyteller of our age. It tells us stories about human existence and condition via its various formats: Newspapers and magazines that constitute Print media; radio, TV and cinema which together constitute Electronic media; and the more recent digital media (encompassing social media) also more popularly known as New Media. Media education further diversifies into the field of Public Relations, Advertising and Corporate Communication. Newer areas such as Mobile Journalism and Data Journalism and interdisciplinary areas such as Integrated Marketing Communication and Digital Marketing have emerged in the recent times.

It is crucial to understand the significance of media education. Being the chief source of information for us, media serves to be the voice of the people and the narrator of our age. It provides us with a sense of identity. Older theories of media suggested that users were passive recipients of media messages. However, with the emergence of Web 2.0 such notions of media consumption have been challenged. Presently the issue being examined is how individuals deal with media and their insight on what media does with individuals. This question helps us greatly in answering another question: What is the idea of media education about?

Media education guarantees information on how broad communication functions: users are encouraged to decipher implications astutely with respect to different issues. In this time of media immersion, plenty of media stations are accessible on the TV, radio and digital media platforms as well as OTT platforms. We see that the word 'unskilled' is step by step getting wiped out. Today there is a whole new generation of media professionals who are trained extensively at the undergraduate and postgraduate level not only in the activity of gathering information but also in the use of sophisticated technology and state-of-the-art equipment. Proficiency, training and exposure are currently more important than talent alone. There is but little place for untrained people in the media industry today.

Universities and institutes across India are offering high quality media education. Several private Universities offer top notch world class media education with their own Community Radio stations, fully equipped media laboratories that resemble newsrooms. Many big media companies have started their own media institutions with Zee TV and ABP taking the lead. In order to engage, to advance, and to build our general public through information, media education is a very significant precondition.

Media proficiency requires an inclination toward media message appreciation in a legitimate manner with a plan to advance free, reasonable, and unprejudiced admittance to data and information and this ability comes only by cultivation of skill through careful training. This is the period of media combination and convergence. To thrive in this time and clime one needs a sound education in media before entering the field. Having said that more awareness needs to be created regarding the vast scope of the field such that people are encouraged to take up media education given the bright future and an abundance of employment opportunities that the field is slated to offer.

Richard Rego

richiersj@yahoo.com

St Joseph's College (Autonomous)

Media Education for Democracy in India

A hundred years since the first attempt in launching journalism education programme in India by Annie Beasant, at the National University in Madras, media education has continued to flourish, especially in the last two decades. Institutions of higher education in India have taken educational programmes in mass communication and journalism, both at the Under Graduate and Masters level, to a different level, incorporating a variety of changes from the media industry and from the modern media technologies. While private colleges and universities have been quick to incorporate the technological and industry trends into their curricula, state institutions have stuck to a more tried and tested framework of curriculum, focusing on some of the traditional journalism and other related courses within mass communication. Within the Indian democratic practices framework and keeping in mind the syllabi taught in our colleges and universities in India, this paper critically analyses media education curricula across India. It argues that media education in India should serve the goals of its ideals of democracy.

Irene Lalruatkimi* / Reuben Lalmalsawma

*irenevarte@gmail.com

Mizoram University

The Cultural Influence of American Film and Music Among Mizo Teenage

The influence of western media with a focus on the impact of films and music in the lifestyle and values adopted by youth, and the factors related to the changing Mizo culture that is becoming more westernized over the years becomes an interesting study. From the 1950s, with the development of mass media and intercultural exchange, the foreign films started to appear on Mizoram's cinema/media. There has been rapid progress in the development of electronic media (Radio, T.V/Cable TVs) during the past few decades. This poured American films and T.V Shows into local channel and many people became a fan of it. This paper therefore aims to understand the meaning of people's experiences when they come in contact with western media and how they view their cultural identities in today's globalized world. This study will be based on Reception theory which is a version of reader response literary theory that emphasizes each particular reader's reception or interpretation in making meaning from a literary text. Reception theory is generally referred to as audience reception in the analysis of communications models. The cultural theorist Stuart Hall has been one of the main proponents of reception theory, first developed in his 1973 essay 'Encoding and Decoding in the Television Discourse'.

Corporatisation of Media Education in South Asia: Pains & Pleasures

Vanlalmuanpuii Chawngthu*/ Irene Lalruatkimi

*ahruiichawngthu18@gmail.com

Mizoram University

Usage of Social Media by Older Adults in Mizoram

Vanlalmuanpuii Research Scholar Department of Mass Communication Mizoram University & Dr. Irene Lalruatkimi Associate Professor Department of Mass Communication Mizoram University The use of social media did not only pertain to the younger generations anymore. Rather it is being extensively used by older adults. Social media allows them to be more understanding of this digital era by helping them to connect with their friends and family. According to an ethnographic study in Hyderabad, older citizens with higher literacy and an abundant financial status who are opted as 'primary users', shows greater interest in using social media and are likely to adapt to the fast-growing forms of usage and updating themselves with the advancement in technology and thus, accelerates their knowledge with it. In Mizoram state, a strong and active older age group exist which is called – Mizoram Upa Pawl (MUP). This Non-profit organisation had a loud voice in the society as well. It is learned that the senior citizens here in Mizoram got introduced to social media during the past 6-7 years and still the number of users among them rises rather than decreasing. At such point, it is high time to study on the usage and several effects of social media upon the senior citizens. This paper aims to study the usage of social media by Mizoram older adults, aged 50 and above through the use of qualitative method.

Ensuring quality in South Asian media education

Aakanksha Sharma* / Arul Selvan

*aakankshasharma@hotmail.com

Internews / IGNOU

What we are doing wrong? A Quasi experimental study of media education in Indian schools.

The arrival of the 21st century has brought along new technologies that have fast become a part of our daily lives. These changes have impacted the creation, collection and dissemination and even retrieval of information. In this context, it is vital to understand media literacy competency levels among school students. There is also a need to understand the changes required in such programs, figure out barriers, enablers etc. In India, Media and Information Literacy education was introduced in schools via media clubs set up by Central Institute of Educational Technology as part of a National Council for Educational Research and Training project launched in 2009-2010. Subsequently, it was introduced as an elective subject in the year 2011 at senior secondary level. It was offered by over 65 schools across the country. This study tries to evaluate the MIL competency levels of students who have pursued this course. A Non-Equivalent Control Group Post-test Only Quasi-Experimental design was used to test media competency levels of media and non-media students. Competency levels of 210 candidates from seven schools across the country participated in the study. Changes were suggested at the level of policy, pedagogy and curriculum on the basis of findings. This is a first-of-its kind study in India. The study identifies problem areas, suggests solutions for curriculum refinement and structural changes needed for effective media education. It proposes a roadmap for future media educators.

Adity Saxena* / Mohammad Sahid Ullah

*asaxena2@amity.edu

Amity University / University of Chitagong

Bridging Gaps of Media Students' Competency Level in Public and Private Universities: A comparison between Bangladesh and India

A boom of media/ journalism schools is sensed both in Bangladesh and India. India's media education journey shows a rising graph from 1947 to 2020. The first department of journalism and mass communication by the University of Madras in 1947; in 2020, about 900 colleges and institutes offer mass-communication and journalism programs at different levels. Bangladesh, another South Asian nation, has also witnessed the rapid growth of media education from 1962 to 2020. The University of Dhaka introduced the first post-graduate journalism diploma course in 1962. Till 1993, it had one; in 2000, it was only five (three public and two private); from 2010 sharp rise now reached 26 both public and private. Although these media and journalism education institutions produce thousands of students every year, there is no data on how many of them adapt journalism as their career. Despite the drawback, it is argued that media education plays a vital role to teach the young generation how they stand and when they are the target of media-related messages (Jenkins, 2009).

The media industry, likewise in both countries, has witnessed enormous growth driven by digital media. EY-FICCI report stated the Indian media industry to cross \$33.6 billion by 2021 (Mukherjee, 2019), while Bangladeshi media industries spent nearly Tk 10 billion (\$1.17 million) in 2018 (Ghatack, 2018). The proliferation of television channels at the dawn of the 21st century and recent growth of online news portals indicate the demands of trained media professionals for the industries. Following the suits, the university level media education aims to produce trained, skilled, and competent future media professionals to meet the media industry's workforce requirement.

In both countries, media and journalism education institutions can categorize into three types, public (state-run/ autonomous) universities, private universities, and media owned institutions. Initially, public universities were the pioneers of media education in both countries, but in the following phase, private universities and media-owned institutions joined hands to expand media education's reach to meet trained media professionals' growing demands (Tere, 2012). Surprisingly, the media students from these institutions studied through the different curriculum get exposure to varying levels of infrastructure taught by media educators with differing skill and competency levels (Ullah, 2013). In such a scenario, trained media students joined the media workforce with different competencies.

This paper aims to emit light on the different levels of media students' competency in India and Bangladesh in public, private, and media owned institutions. Analyzing six media institutions' curricula orientation, academic and practice competencies of faculty members, local and international media exposure, and finally, students' placement from Bangladesh and India, this study argues that public universities focus the motto towards knowledge production. In contrast, private institutions concentrate industry focus to grab students (Caine, Wheaton & Massey, 2015), which indicates that journalism education in these two countries crushing under the wheels of neoliberal turns – the commercialization of education. Conclude by offering suggestions to benchmarking media education to reduce the disparities between different media education institutions to improve media students' skills and competency on the equivalent level.

Pallavi Majumdar* / Gauri D Chakraborty

*pmajumdar@amity.edu

Amity University, Noida

Faculty-industry connection and embedded obsolescence in media curriculum

The metamorphosis of private sector in media education was witnessed in the mid 1990s. This development was a result of the opening of the Indian economy and the advent of platforms like Satellite television and the Internet. Consequently, a plethora of media education providers sprouted all over the country including Universities, Semi-autonomous and private training institutions.

In the absence of a standardized nomenclature, programme structure or an accrediting body overseeing media education, each institution curated curriculum based on in-house prudence and market forces. Amongst these, employability of the graduands was one of the key priorities. The consequent landscape of media education had myriad latitude of courses with specialization as well as generic training. Opposed to universities, the private and autonomous institutions emerged as hubs of skill-based training in Media. This occurred as employability became a key pull factor for student acquisition with a parallel growth in media and entertainment sector (FICCI reports, 2013, 16). Over the past two decades, Higher Education scenario has transformed in India with many such institutions getting incorporated/affiliated with University structures. This has also brought greater emphasis on rankings and accreditations.

Resultantly, the qualifications of faculty and academic research became the touchstone for recruitment rather than hands-on skill and industry experience. This created a dichotomy of expectation from the faculty – to deliver industry relevant teaching and produce research publications, in an ecosystem where the student expected more practice based pedagogy. In the same vein, Hackademics (journalists who move to academics) are under pressure to produce research (Harcup, 2011) and faculty with scholarly background is coerced to impart industry skills.



The study traces how the move to structured University systems and higher education policy in India has impacted media curriculum. It also argues that faculty-industry connection has a role in continuously monitoring the embedded obsolescence or relevance of curricula. The need to identify obsolescence within the given structures has been catalyzed by the emergence of digital technologies, affordable and accessible mobile telephony and a systemic shift in employability patterns of media students.

The study discusses the bearing of this ingrained faculty-industry connection with media curriculum through in-depth interviews with stakeholders. The study will also suggest guidelines for media institutions for effectively incorporating the dichotomy of industry-relevant teaching and research-outcome together.

M S Harikumar

msharikumar@gmail.com

University of Kerala

Adopting a critical pedagogy for Media Education: Reflections from practitioners

Critical pedagogy theorists have strongly argued for an active engagement of such an approach in media education. And off late critical pedagogy has increasingly come to focus on the media and popular culture both as academics and as a potential area for educational practice. Critical citizenship, civic courage and democratic public spheres are essential to building a liberal and humanistic society where media has a significant role to play. However critics argue that critical pedagogues offer neither a specific curriculum content nor a specific form of classroom practice. (McLaren 1993). There are lot many factors which determine the quality of the end products of media education by higher education institutions across the globe. Of course curriculum is so vital among them. This paper is an attempt to examine the reflections of experienced media professionals regarding innovative curriculum changes including the adoption of critical pedagogy in media education.

Michelle Mathias*/Robinson Rodrigues/Manoj Bedukala

*srmichellefsp@gmail.com

NISCORT

Significance of YouTube usage and its impact on the Educational performance of the students of Telangana (India)

This research focuses on YouTube and its significance in the life of Intermediate students of three districts in the state of Telangana. YouTube is a website that allows everyone to upload videos, watch videos, share them, view and comment on them. It also permits live video streaming. There have been varied researches in this field. However, for the purpose of this research, the researcher has used a sample size of around 200 students from three districts namely Adilabad, Kumurambhain and Mancherial in the state of Telangana in order to gauge the significance of YouTube in the Educational performance of these students. A manually filled Survey questionnaire, made with the help of Likert scales was used in this quantitative research. The research views the percolation of YouTube and the influence it has in today's age on the educational performance of students from these little towns of India wherein once upon a time some years back, even teachers could not afford a mobile.

**Sivatharsiny Paramsothy* / Muniappan Dhulabarani/
Sivasubramaniam Raguram**

*sthula28@gmail.com

University of Jaffna, Sri Lanka

Opportunities and Challenges of the Media Education Students at the Universities of Sri Lanka in Professional Internship Trainings

Media education at the university level has completed more than 50 years of its introduction in Sri Lanka. At present, the systematic courses related to media and communication studies at under graduation, post-graduation and research programmes level have been conducted at eight National Universities all over the island. Apart from the Universities, the state media organizations such as Sri Lanka Broadcasting Corporation, State Television: Sri Lanka Rupavahini Corporation are also conducting short term courses and on the job training to enhance and update the knowledge and skills of their employees. In addition to this, the institutes that belong to the associations of privately owned professional media outlets such as Sri Lanka Press Institute also involve in conducting diploma and certificate courses for different fields of media education regularly and whenever necessary. It could be observed that the courses impart theoretical, practical and professional training they need. However, the students, the academics, and the industry people feel that the space for internship practice is not sufficient to meet the professionalism. In this context, this research focuses on finding whether the tasks on internship training assigned to the students of Universities meet the requirements of the objectives of the courses and the professional standards expected to enter into the world of work. The research investigates the process of the selection of media organizations for the internship, the tasks assigned during the period of training, the viability of the application of courses learned, the opportunities to enhance the capacity building of the students, the challenges and barriers faced by the internees, the observations, and the recommendations put forwarded by the industries, academics, and students as major stakeholders. This research has chosen the Trincomalee Campus of the Eastern University of Sri Lanka from the Eastern Province, the University of Kelaniya from the South, and the University of Jaffna from the North where the media, communication, and mass communication undergraduate courses available, as the research area.

Further, the inquiry on the contribution of Sri Lanka Broadcasting Corporation, State Television: Sri Lanka Rupavahini Corporation, Country's first television channel: Independent Television Network, Privately owned Maharajah Television / Broadcasting Channels and International Broadcasting Corporation – Tamil as the placement institutes of the internship was also included. The data obtained through the interviews and focus group discussions among the academics and the students of the three selected Universities and the scrutiny on the evaluation made by the institutions that provide professional training. The analysis was carried out quantitatively and qualitatively. The research found that the students preferred electronic media to print media for the internship, they developed the practical skills notably during the internship with the light of the theoretical foundation gathered from the Universities, and the course units: reporting techniques and skills, editing concepts and processes, production technologies, film studies, audio-visual editing, photojournalism, media management, and laws and ethics relevant to media functions were much help to create conducive environment to work with professionals. Further, the research identified the major opportunities through the internship to the students as the internship helps the student to adapt themselves to the new environment, placement to get familiar with a professionals, adaptation in a multicultural sphere, acquisition of new language/s, different openings in the professional world, and potential to work independently and empower them to start a media on their own with confidence, and the limited duration, non-payment of stipends, unfair treatment of the permanent employees, less space to acquire training in desired fields, lack of opportunity to learn the in-depth knowledge, the training that provides only the knowledge of the assigned section of and thus fails to help the students get the necessary know-how of the other areas of the field were identified as major challenges. The researcher obtained the following as recommendations; increasing the period of internship, teaching subjects related to languages, conducting more sessions of sharing experiences of professionals, providing more practical according to the curriculum, and the universities taking the responsibility of paying stipend during the period of training and providing more training on media which the students are interested in at pre-internship period.

Mira K Desai

mkdesai@extensionedu.sndt.ac.in
SNDT Women's University, Mumbai

Ideology, Pedagogy and Practices: Critical Challenge of shifting trajectory of UG programme at University of Mumbai

While media programmes at undergraduate level started in eighties in Southern India, Western India witnessed the beginning only around late nineties. University of Mumbai which was established in 1857 started UG programme in Mass Media in the year 2000. This is also indicative of the delayed arrival of media programmes considering that the PG programme at the same University was also started in the year 2003. This paper explores last two decades of Under Graduate media programme at 150+ years old University of Mumbai and shifting focus of media education taking an example of BMM-Bachelor of Mass Media becoming BMMC- BA Multi-Media and Mass Communication at the University (MU). This UG programme was started in the year 2000 and by 2020 has 90+ colleges offering the programme. In the year 2019 total of 51,079 students applied for BA Mass Media programme. In 2019 the University changed the nomenclature of the programme from BMM to BAMMC. The present nomenclature makes a departure from 'journalism' to 'multimedia' and besides programme contents the paper explores how the trajectory of media education in one of the oldest university in Western India will change in the years to come. Besides secondary sources, this paper is an auto-ethnography by the author who has been seeing the programme as an outsider from the vintage point of being on Board of Studies member at number of institutions, examiner for Masters students of University of Mumbai and being a 'friend' of the University Department of Mass Communication and Journalism, as it is called. The paper also examines how autonomy is impacting media education at undergraduate level. Apart from examining curriculum, available textbooks created by teachers and local publisher, informal discussions with programme coordinators and experts on the Board of Studies, the paper brings insiders perspective on challenges of maintaining quality of media education especially at Undergraduate level taking a case of University of Mumbai.



The paper concludes how ensuring autonomy and quality at undergraduate level for media education programme is critical challenge confounded by the variables of commerce, culture, and class. The UG programme at MU is shifting from core journalism to technology mediated communication. The fundamental principles of journalism and media communication apparently are taken over by personality based curricular transaction. Mainstream institutions are required to visualize media education as higher education rather than making it vocational education.

Sanjeev S. R.

sanjeevbharathan@yahoo.co.in

Mar Ivanios College

Media Theory and Praxis: Reconstruction, Rethinking and Reform of Media Pedagogy

The biggest challenge for Media Education in India is to reinvent pedagogical strategies in order to overcome its limited capacity to bridge the gap between theory and praxis. While practitioners are obsessed with intuitive knowledge and understanding of situations and events to build media narratives and often view formal media pedagogy with distaste, academics maintain critical distance from media processes by not acknowledging ground realities. While there is a realisation to upgrade and reform formal media education from 'product-oriented teaching culture' to 'process-focused learning culture' (Dueze, 2006), little effort has been made in this direction. Media Practice is operating in a maze created by technological revolution, post-truth ambience, capital interests, and neo-colonisation and hegemony through globalization processes. Media theories and formal education, while identifying and critiquing such manifestations, often, half-heartedly engage with efforts to sustain media practices which should be hinged on universal democratic, liberal, and egalitarian values. Media research should be the bridge between theory and praxis. Media practitioners and theorists should reconcile and think and act together to address these shortcomings. Rethinking practices and theory together to synergise and formulate a critical pedagogy that can engage with the realities of mediascape in a globalized and tech-mediated world will be the first step in this direction. The notion of perceiving 'practice' and 'process' of media as application of specific skill sets alone is unpalatable. The systems of practice should also be reminded of the social ecology of media operations within the framework of a humanistic and democratic standpoint which is firmly grounded on knowledge created by precise studies and research. Practitioners should be able to understand the value of epistemological foundations of media studies and its contributions in building better, informed and responsible media texts.

Similarly, conversations built on intangible and elusive frames of intelligentsia that are distant and alien from facts of everyday life prevalent in academic world as well as inability to attribute specific skill sets essential for ever-changing convergent media sphere are not helping the cause of critical media pedagogy. Against this backdrop, this study attempts to address two themes in journalism - news values and audience in the era of convergence- in order to find invisible gaps in media pedagogy and practice and illustrate a road map that can synthesise theory and praxis through critical pedagogical strategies.

Ambrish Saxena/ Susmita Bala*

*susmitachitra@gmail.com

Delhi Metropolitan Education, Noida

Media education in Indian institutes: Studying components, content creation and delivery in contemporary times

In Asia, journalism and mass communication education is only 100 years old. However, the growth was minimal in the first 50 years. Post economic liberalization in 1990s, media expansion happened at a fast pace which precipitated the need of trained media professionals. So, journalism and mass communication departments kept opening since then. The real growth is witnessed in 21st century. So, the challenge before media educators during the last two decades has been to rework on the syllabus and introduce effective pedagogy. The purpose of this study is to find out how media education has evolved in the recent past. The objective is also to understand the changes that have necessitated in the content and delivery particularly keeping in view the globalised world and satellite and internet enabled content generation and dissemination. For understanding the changes that have occurred in the content and delivery of journalism and mass communication programmes/courses, case study method has been used. Two educational institutions – Zee Institute of Media Arts (ZIMA) and DME Media School of Delhi Metropolitan Education have been chosen for the case study. While the former is purely a private institute run by a news media organization, the latter is an affiliated college of a state university. Case study method by using two units with different setup has helped in understanding and analyzing the work that is being done by specific media institutions in terms of designing the curriculum, developing the syllabus into semesters, courses/papers and units with topics. It has also helped in comprehending the weightage that has been assigned to theory and practical components in the syllabus. This study has been conducted in a span of three years (2017 – 2020). This study has been taken up in view of an earnest need of identifying the components or ingredients of journalism and mass communication education in view of societal needs and media industry operations and functionalities. The needs of society keep changing and media education has to cater to these needs.

The industry also keeps growing in view of rising information needs and advancement in communication technology. So, media education has to be dynamic, evolving and progressive. Not only the content but the delivery also has to be gratifying on the part of the receiver and persuasive on the part of the communicator. Thus, this study entails comprehension of the changing pedagogy and content delivery being experimented and adopted by media institutions (in this case the two institutions under study) in view of changing social compositions and technological advancements. The outcome of this study is considered significant in view of bringing a substantial improvement in media education in India. This has become further crucial in the online world. The priorities of students are evidently clear – they are no more interested in stereotyped content and age old delivery mechanism. Since ZIMA has come out with a syllabus having fresh content of contemporary value, students love it. Also, ZIMA has turned the classroom teaching into an interactive session. DME Media School has changed the delivery mechanism by introducing video content and by using social media for content delivery. This study has its limitations since it is confined to two media institutions only. However, the practices adopted in these institutions can be a trailblazer for other media institutions.

Arijit Ghosh

ari.nsou@gmail.com

Netaji Subhas Open University

Media Education Through Open And Distance Learning In India: A Case Study Of NSOU

Open and distance learning is defined by the Commonwealth of Learning as a way of providing learning opportunities that is characterized by the separation of educator and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency. It facilitates two way communications that allows learners and educators to interact. Open and Distance Learning (ODL) system has shown a tremendous growth during the last few decades due to its unique feature of being a user friendly system. In this system, the students are free to learn at their own pace and convenience while being far away from the institution. Open and Distance learning has immense potential in a country like India with millions of young learners eager to receive higher education and with conventional universities and colleges simply not being in a position to accommodate them. The non-formal mode of distance education consisting of 1. National and 14 state open universities, nearly 60 Distance Education Institutes of traditional universities, together account for nearly 20 % enrolment. Media education is a generic term for different forms of education about the media which includes journalism, mass communication and its allied subjects. In this paper we will talk about the challenges of media education in an ODL mode. The study is intended to show the existing practices of open and distance learning at Netaji Subhas Open University. The researcher has gathered sufficient knowledge and experiences through his attachment and activities in NSOU since 2010. The study has been conducted by formulating a structured questionnaire. Various reports on project, information booklet, and prospectus have been studied to collect the information relating to the mission, vision, status, student enrolment, media used in delivery of courses, quality assurance practices, student support services provided to the students etc.

Rajesh Kumar / Dev Vrat Singh*

*vrat.dev@gmail.com

Central University of Jharkhand

Mapping Media Research in the Universities of Eastern India

Research is paramount for the development of any discipline so is true for media education also. Innovative ideas and creative solutions to the new problems help discipline grow and ensure it to be an updated stream of knowledge. Research plays a significant role in expanding and enriching the knowledge base through discovering new facts, ideas and concepts. However, the ground reality of media research in India does not match with the expectations (Eapen, 1995). As indicated in various academic studies and administrative reports, since its inception, research has been one of the weakest areas in the domain of communication in India (SIC, MIB, 2012). To address the present state of research in media education, we need to investigate the factual conditions and explore the factors responsible for the present situation. The present study primarily focuses on examining the status of media research in total 29 existing post-graduate departments imparting media education in four eastern states i.e. West Bengal, Odisha, Bihar and Jharkhand. The study undertakes exploratory research design using mixed approaches i.e., qualitative as well as quantitative. All post-graduate media departments in four states are surveyed and data is collected through questionnaires and in-depth interviews of media educators from the concerned department. The study reveals that drastic scarcity of full-time regular faculty members in the media departments, lack of research orientation among media teachers, fewer departments offering doctoral programs, too much focus on journalistic skills in the curriculum, absence of accessible discipline-specific research journals, lack of research projects and a meagre amount of funding are few among many reasons responsible for the poor state of media research in eastern India. The existing scenario does not fulfil the demand for a huge number of aspirants for research in media and communication. Furthermore, the quality of media research is another serious concern to ponder upon for media academia. The study recommends immediate measures in order to streamline and improve the quality of media research.

Abhijit Bora

abhijitbora71@rediffmail.com

Tezpur University

A century of India's media education: An introspection on quality

Media education in the Indian subcontinent has completed a century of existence since the time of Dr Annie Besant (1920). Over the decades, the domain has traversed an eventful and meaningful journey to have contributed towards establishing a robust and healthy media system as well as setting up professional standards in the field. With an evolution of more or less a mixed pace during the century, today there are hundreds of institutions offering various types of programmes of study in all the relevant fields of the domain, right from conventional mass media to new media. It represents a mosaic of media education with different focus and aims and objectives. To fulfil a huge demand for quality trained human resources (according to FICCI-KPMG report on Indian media and entertainment industry, 2019) to run the industry, there is an immense responsibility bestowed upon these institutions. The issue of two-fold dimension - catering to the rapid requirement of manpower and at the same time ensuring quality by all means. The aims and objectives of this paper are to examine and analyze the overall growth of the media education trajectory, a qualitative check of various programmes of study, industry-academia interface in terms of feedback about the human resources produced, needs of the industry vice versa. Also, it would be endeavoured to draw a roadmap for the coming days based on the assessment of the situation so far. This would be primarily an empirical research study based on existing literature, observation of the academia practices in close quarters by the researcher. The study would be carried out with the Agenda-Setting and Social Responsibility theories for analyzing the different aspects to be studied. The idea would be to work towards a roadmap for the near and distant future for the media education domain in the country so that it can become a 'role model' for the other such initiatives across the world. At least with the Asian nations to begin with.

Krishnapriya T K

tk.krishnapriya@gmail.com

Manipal Academy of Higher Education

Educationalist Tagore and the Media: A Tagorean Reconstruction of Media Education

Rabindranath Tagore was a maestro with a Midas' touch. Born into the peak of great turbulence in Bengal, he was among the literary giants who spearheaded the Bengal Renaissance. He was the first Asian to be awarded a Nobel Prize in literature in 1913 for his collection of poems 'Gitanjali'. But to limit Tagore to the role of just a poet would be a misinterpretation and likely reflect the classic underestimation of an iceberg's gargantuan size while looking at its protruding tip (Prasad, 2003). Apart from his various endeavors in the fields of literature, art, and rural reconstruction, Tagore was also a keen educationalist. Tagore's vision of education moved away from the dominant paradigm of the western education system and negotiated a more humane and naturistic approach which emphasized on the liberation of mind. He mocked the then-existing method of rote learning which caged the innate talents through his short story 'TotaKahini'. His foremost vision for education was rooted in nature which not only allowed for a broader understanding of oneself but also of diverse surroundings and people. Tagore regarded art in high regard and viewed art from various cultures as a method of inculcating cooperation among students. His cosmopolitan outlook was also reflected in his idea of education. (O'Connell, 2020) In the sector of education, while an obligatory technological revolution is spurred by the COVID-19 pandemic, the educators are barely tiding over the fast-track changes. In many parts of the world, the media education landscape of the modern age is characterized by technological advancement, changing socio-cultural values, and development which has enabled direct participation of students in media production (Cheung, 2008). But from the perspective of developing countries the notion of justice, the right to express, the diversity in culture, language, and religion still hold extreme significance (Kumar, 1992). Thus, Tagore's idea of education can be integral to the realm of media education. Under these circumstances, this paper aims to explore Tagore's ideas on education, its relevance to India's media education system in the current age, and chances of a subsequent integration while taking into account various points of convergence and divergence via a conceptual analysis.

Wijayananda Rupasinghe*/ S. Raguram

*wijayananda@kln.ac.lk

University of Kelaniya, Sri Lanka

Media Education in Secondary Level Schools and its Popularity among the Students in Sri Lanka

'Communication and Media Studies' was introduced to the secondary level schools in Sri Lanka in 2004 by the Ministry of Education as an 'optional subject' that could be followed by the students if there is the availability of teaching staff in schools. The subject was initially commenced for grade 10 and 11 students, aiming for the General Certificate of Education (Ordinary Level). In 2008, 'Communication and Media Studies' was introduced to the Advanced Level students who follow Arts Stream for grades 12 and 13, the entry point to the university education. Firstly, only a few students chose 'Communication and Media Studies' as a subject from the basket allocated, however within a few years the number of students moved up to follow the subject. At the Advanced Level, parallel to this, 'Communication and Media Studies' has established itself as one of the favourite subjects in Arts Streams. The research aimed to find out the reasons and the factors that motivated students to select this subject at the Ordinary Level and highly competitive Advanced Level examination which is not only the highest examination in the secondary level of schools but also plays the role of the university entrance examination of the country through a single-window system. For this study, the data of the Department of Examinations, Sri Lanka and the school level data gathered from the National Institute of Education were collected and analyzed to explore the increasing pattern of the students selected the subject 'Communication and Media Studies' Furthermore, the study examined the research conducted by the undergraduate and postgraduate students of the national universities that were focused on the introduction of 'Communication and Media Studies' at school levels. The findings were diverse: the students attract towards the profession to work as journalists, the interest to produce media content, become popular compare with other professions, opportunities to get novel experiences, admire to handle electronic devices, the influence of the media culture of the country, widespread of social media chances to find self-employment through them, and finally, the facilitation to get the entrance to the universities by earning high Z-Score (Sri Lankan Entrance System to the Universities).

Aditya Kumar Shukla

dr.akshukla26@gmail.com

IMS Unison University

Attitude of Media Educators and Students towards Plagiarism in India

This study explores the attitude of Media Educators and Students in India towards Plagiarism. The Attitudes towards Plagiarism (ATP) questionnaire is modified, validated with factorial analysis and distributed among the 250 media educators and 550 media students. The data was analysed with SPSS. On the basis of analysis it can be concluded that the attitude of Indian media educators and students towards plagiarism is negative and there is requirement of training of good ethical practices related to media research writing for the media students as the faculty is already have good knowledge of ethical practices. It can be done by including a section of research ethics in syllabi at post graduate level.

Generalism vs. Specialisation in Journalism: A clinical critique

Hoimawati Talukdar*/ Ankuran Dutta

*hoimawati@gmail.com

Gauhati University

Ethics and objectivity in Journalism: A philosophical enquiry into Regional Journalism in Assam

Journalism being one of the foundations of a robust democracy thrives by providing news and analysis through which a society communicates with itself bringing awareness about their shared and competing values. It is through journalism, a society struggles debates bringing about reformation in its institutions. On its flip side, journalism becomes an art of despotic rule when it works as a propaganda for powerful interests that demeans self-governance by manipulating the instruments of information. Journalism becomes corrupt when it falls into the wrong hands of unethical media corporates, journalists or editors who squander on false and sensationalistic news stories. Years after Hickey's Gazette, journalism in India still thrives to live up to its democratic duty.

The idea of ethics and objectivity in journalism goes hand in hand. Today's world thrives on information and communication to maintain its daily activities. The problem lies in ensuring that this news media outlet actually informs the people and not mislead them. This problem is not new. Though the doctrine of objectivity was invented in print media to assure the public that the news that was served to them was free, fair and factual; American columnist Walter Lippmann claimed that journalism could serve democracy only if it provided objective information about the world, and not fictions or 'stereotypes. It is at this juncture a study on the representation of journalistic ethics and objectivity in regional journalism becomes impertinent.

The paper seeks to look at the regional journalism in Assam by taking the case study of Dokmoka incident and the larger role it plays in reflecting and representing the idea of ethics and objectivity in journalism through a philosophical lens. The methods used for the study is news framing discourse analysis of Allan Bell and narrative paradigm of Walter Fisher. By the end of the study, the insights into the present form of regional journalism in Assam will be revealed projecting a frame that leads more of disruption in societal structures and institutions rather than its reformation through journalistic objectivity and ethics.

Vanlalruata*/ V. Ratnamala

*ruatavanlal0@gmail.com

Mizoram University

Status of Journalism as a Profession in Mizoram

Mizoram is one of the states of Northeast India with Aizawl as its capital city. The media scenario in Mizoram is very unique and divergent from the other parts of India. According to RNI (Registrar of Newspapers in India), there are 204 registered publications in Mizoram. Among them 108 includes 36 daily, 43 weekly, 29 monthly newspapers and magazines. The remaining publications are from Church and community based organizations. The small state like Mizoram is talented with a vibrant media industry. All the newspapers from Mizoram fall under the small newspapers category and their circulation is not exceeding 50,000. At present, Mizoram state government has given press accreditation to 141 journalists and beyond that, numbers of non-accredited staffs are working in the field of journalism. But there are hardly any in-depth studies on the status of journalists and the journalism as a profession in Mizoram. The main objective of the study is to analyze the status of journalists in Mizoram. The main research questions of the study are 1. to study the professional status of journalists 2. the challenges and limitations of the journalists of Mizoram 3. to study the nature and style of news making and news reporting in Mizoram 4. To analyze the job satisfaction of the journalists 5. The impact of COVID-19 on the journalists. A survey will be conducted to collect quantitative data and intensive interviews will be conducted with various journalists, Editors, and Publishers of various Media houses. This study will enlighten the true scenario of journalists in Mizoram and add more literature on Journalism Profession in Northeast India.

Suchitra Patnaik

suchitra.patnaik@gmail.com

The English and Foreign Languages University

Journalism Education: Skill vs. Critical thinking

Bots and AI are fast replacing journalists from newsrooms and eliminating human error and possible bias from news feeds. What should be the focus of journalism education today to simply upgrade the technological competence of the journalists to outsmart these machines or develop critical thinking and ethical professionals who are insightful? Most journalism institutions these days invest in providing state of the art training in latest technology and skills that helps students to secure good job placements in the media industry. As a result the focus of journalism curriculum is to narrow the industry academia gap by empowering students with the latest skill sets. A few public universities in India have tried to balance their curriculum with an apt mix of theory, research and practicum. The national education policy 2020 also highlights the need for an interdisciplinary framework for higher education. Journalism education cannot be restricted to a subject specific domain and needs to integrate a multidisciplinary approach to provide learners a fresh perspective and to analyse or evaluate arguments, interpretations, beliefs or theories. The thrust of Journalism pedagogy is not just information collection and dissemination but to process and distil the essence of this information for the benefits of their audiences. This paper offers a critique of recent journalism education reforms and will also examine journalism curriculum across different journalism institutes and universities in India.

Ideology and media education: Classroom conundrums

Edu Samuel Oluwaseun/Bhargavi D. Hemmige*

*dr.bhargavi_d@cms.ac.in

Jain University, Bengaluru

ASSESSMENT OF NEWSPAPERS' ADHERENCE TO PCI CODES: NEED TO HIGHLIGHT IN MEDIA CURRICULUM

Press Council of India is a statutory body formed in 1976 by the parliament, government of India. This is the official watchdog of the press that gets its power from the PCI act of 1948. This body is a well-represented council which formally has the then supreme court president as its head and 28 members from the world of media.

The Council has laid down formal norms for journalists as well as a guiding map for the press in India. It is one of the bodies saddled with the responsibility of regulating the activities of print media in India.

This study will be divided into two-folds. The first aspect will be an examination into the level of newspaper's adherence to the Press Council's code. The researcher will as well study on the need to highlight the tenets of the code in the media curriculum as the fact remains that it is expedient for media students to be fully abreast with the with dictates of the code.

The study sets to utilize the qualitative research approach. Using content analysis and interview respectively as the method of data collection, the researcher intends to analyze the content of the existing media curriculum of four Indian Based Universities (two Private Universities and Two Public Universities respectively). The researcher decided to take up these four Universities in this order so as to be able to arrive at valid result.

With respect to this, the curriculum of Jain (Deemed-to be University) and Christ (Deemed-to be University) respectively, all in Bengaluru will be analyzed under the categories of Private Universities, while the researcher will be analyzing the curriculum of Mysore University and Bangalore University under the category of public Universities.

Moreover, in order to give credence to this study, the researcher aims to have an extensive interview with the Chairman of the Press Council of India on its assessment with respect to the performance of the Indian Press.

Adhrit Chandra Pati Tripathi

tripathiacp@gmail.com

Amity University, Madhya Pradesh

Exploring the Gandhian Methodology to Transform the Indian Media Education: Realities of Classroom Conundrums, Right to Dissent and Critical Thinking

A Sustainable Ethical Model of Journalism and Media Education in India is the requisite mandate of the Global Knowledge Society. Media Education for India's subaltern voices also needs a thorough introspection of its to and fro journey from Democratization to the Central Commercial Station (CCS, India). The new institutional dynamics with the trending digital revolution perhaps seems to be reorganised in terms of overhauling the underlying objectives of media studies. In fact, the glamour and political luxuries associated with the ultimate placement of the profession whether it is academia or journalism have virtually enhanced the classroom conundrums. A common harsh mind set of the media profession nowadays seems to have embarked the grand openings of corporate institutions. Fostering a new dimension in the race, the teaching learning prospects is leaving behind the core concept of journalism and mass communication. Mapping out the articulate freedom of expression in the classrooms promoting critical thinking and upholding the right to dissent may work out as a catalyst to imbibe the Constitutional virtues and dignity of the subject. "The sole aim of journalism should be service." ___Mahatma's realization in the very first month of 'Indian Opinion' needs to be resurfaced in upcoming Digital Media Curriculums.

As Mahatma mentioned very wisely that a man has two windows to his mind: Through one he can see his own self as it is; through the other, he can see what it ought to be. Consequently, it is the autonomous nature of the moral act. His view of morality was not a denial of politics. On the contrary, Gandhi's moral idealism was completed by a political realism, which sought the construction of a democratic society. Therefore the political perspective in the media education must be re-examined and re-evaluated in terms of social and moral progress. Gandhi said, "Freedom of the press is a precious privilege that no country can forgo." At another time he stated: "It is my certain conviction that no man loses his freedom except through his own weakness.

This paper analyses the ideal classroom conundrums in the light of a Participant Design Gandhian Methodology for developing a sustainable ethical model of classroom thereby boosting media education in India. The author in his Introspective Study has tried to explore the multifaceted dimensions of Gandhian Media Literacy shaping its nursery and birth cycle from the classroom itself. Media education in India is facing a lot of challenges -what to include and what not to exclude. For the soulful purpose, funding adequate reform in the curriculum is required in collaboration with in-depth multidisciplinary research STRIDE. The University Grants Commission (UGC) has launched this Scheme for Trans-disciplinary Research for India's Developing Economy. Further, the National Education Policy 2020 (NEP 2020) having a lot of emphasis on critical thinking indirectly endorses us with the Gandhian model of learning. NEP must be explored to map out the media education system through skill based professionals and critical thinking going hand in hand. A hybrid innovation and the key participation of all the stake holders under the circumference can assure the wellbeing of the classroom conundrums overcoming the socio-economic and cultural barriers. There are no uniform cultures, no uniform students, no uniform interests, or uniform cognitive processes, no uniform teachers, and classrooms or contexts. There are, however, unifying or generative themes of oppression and injustice that are applicable to many situations.

So becoming critical is always an act of becoming. It is not rubric-friendly, nor charted on a weekly record. Fear has been instilled within the very bowels of education, and we are now dealing with the stomach full of publisher-driven, centralized, standardized, capitalized, cauterized pedagogy. What are we going to do about it. The core solutions for freedom and transformation lies by deliberative conduct and answering the vital biases, promoting the inquisitiveness through critical thinking, non-violence, active participation thereupon focussing on how to bridge the theoretical and practical implications? As Freire has also key pointed out that literacy and critical literacy are not synonymous since the former indoctrinates while the latter investigates. Comparative media curriculum empowered with the Pedagogy of Critique Classroom Realities and Global Reform agendas based upon Mahatma's applied self-reliant journalism principles has been given due accord by the author in the conclusion.

Amrita Chakraborty

amrita.chakraborty2211@gmail.com

Pandit Deendayal Petroleum University

Impact of Teacher's Political Ideology on Class Learning Outcomes: A Qualitative Analysis

Man is a political animal and so said the great Greek philosopher Aristotle. Indeed so! Everyone has one political inclination or the other and the same is apparent through her/ his actions. Therefore, it shouldn't come as a major surprise that a person's political inclination leads to the development of a political ideology. This political ideology in turn devises the path that she/ he takes. Education makes this ideology more nuanced and layered. This is particularly true for the academic community. Teachers are prone to expressing their political ideologies during the conduction of classes. Students are thus influenced in the process and the classroom lessons are thereby impacted. Most importantly, the learning outcomes of a certain class are influenced by the political ideology of the concerned teacher. The current research would qualitatively look at how the political ideology of a teacher influences the overall learning outcome of a specific class. The researcher would conduct five Focus Group Discussion with students in addition to 10 Intensive Interviews with academics from across the spectrum. This would open up the proverbial Pandora's box and help in future research studies that would emphasize on the political ideologies of teachers.

Gospel Lalawmpuii* / LalremruatiKhangte

*lalawmpuiizadeng94@gmail.com

Mizoram University

A Study on Monitoring of Social Media Usage by Middle School Students in Mizoram

A research on social media use among minor and youth had been done at various levels. But, it has been observed that no such detailed study pertaining to monitoring of social media use by middle school students by parents and teachers has been carried out in the proposed area of the study in Mizoram, and hence, this study is an attempt to explore and fulfill this research gap. Social media in this research is defined particularly as to Instagram, WhatsApp, Facebook and Youtube because majority of middle school students are engaging with the mentioned social media. The main objectives of this study was to identify and analyze the different social media used by the middle school students, to analyze the effects and to investigate how parents and teachers monitor middle school students use of social media and their attitude towards using of social media. The study employed both quantitative and qualitative methods. The researcher distributed a structured survey questionnaire among the students and also conducted an in-depth interview of teachers and parents. The findings of the study revealed that most of the middle school students use social media for educational purposes since classes have been conducted online due to the covid19 pandemic. The study found that most of the students have accessed social media through phone. Most of the teachers claimed that they do not monitor or invigilate their students' use of social media. On the other hand, few parents monitor their children but most of them still do not pay attention towards their children's use of social media. The world of social media is vast and the study is limited. A more in-depth with a larger sample of respondents, topics and time still need to be carried out for a clearer and better analysis.

Noveena Chakravorty

noveena.jimmc@gmail.com

Adamas University

A qualitative analysis on the current status media education in India- Issues and Recommendations

This paper would take a qualitative look at the current status of media education in India. The discussion would be supplemented with quantitative findings of a brief online survey of 50 to 60 students chosen from different media institutions of the country. The author intends to shed light on how well-equipped various institutions are to shape their students for the challenges of the media and communication industry. Media education is a rich and diverse area that incorporates knowledge of journalism, advertising, public relations, film and television production, development communication and even policy advocacy. But it is an unfortunate reality that most institutions focus on only one or two aspects and almost ignore the rest. Another worrisome factor is that many departments are moving away from quality research and slowly becoming politically charged centres for the propagation different ideologies. Students are a vulnerable group and it would not be completely wrong to say that people with political motivations use that to their advantage. This is rather prevalent in government institutions. Mass education as an independent discipline, which are being taught in different medium such English, Hindi or other vernacular languages. Media education, irrespective of discipline, it is under the purview of the HRD Ministry as others have little experience in dealing with the subject. Therefore, all media-related educational institutions, including Govt. autonomous media Institute, Central University, State University and other Private University should be brought under the domain of HRD/Education Ministry to ensure that students/faculty get the same facilities at par with other universities. And their free mind set to give some mental space and realization of their believe. The vitality of Indian media Schools are powerful voices in the democratic world, establishment of a National Communications University on the lines of similar institutions in countries such as China, America, other countries of Europe which would nurture indigenous research and publication in the field, would be an idea worth consideration. This is a paper on quality education in India Media Schools.

The study advocates the importance of the theoretical and practical aspects of the course curriculum and how it is helping budding new talents across the Indian territory. This paper discussed the various aspects of Media education be it Print Media to Digital media and Public Relations to Film Studies and the importance in the present socio-psychological context. The research paper will deal with the students' reactions and feedback.

Research Questions/ Objectives-

The research questions for the study are:

- What is the current status of media education in India?
- What is the impact of Media education on Graduation and post-graduation students of Media studies?
- How Indian media students and different from other disciplines of studies?
- How the media students are dealing propagation of ideology and the media coverage?

Methodology- The methodology would content analysis of different new papers and journals and survey of students from different media education through the questionnaire.

**Media and technology:
Evaluation of trends
and need for modernization**

C Laldinfeli

dini7758@yahoo.com

Mizoram University

Social Media & Women: A Study on the Use of Social Media by Women in Mizoram

An old saying, "Hmeichhe thu, thu ni suh, chakai sa, sa ni suh" which means "The meat of a crab is no meat; the word of a woman is no word" makes us understand the history of the social background of the Mizo women. In this old saying, she is compared to a crab, which is regarded as less than an animal by the Mizo as it has no ears, head, stomach etc. This old saying shows the disregard given by the men in the patriarchal Mizo society towards the opinions of the women. For instance, the words of women were never considered important even if the woman had any substantial authority in the family. (Lalthansangi, 2005) There is another old saying, 'Hmeichhe finin tuikhur ral a kai lo' which when translated means, "The wisdom of women do not reach beyond the village spring" referring to the traditional belief that there is a limit to the wisdom of women. There are other such sayings as well but even from these two sayings alone, one can understand the attitude of men towards women. It is obvious that women had no voice in social administration and even if she had, her words were never accepted.

However at the present scenario, though the power of patriarchy still dominates the daily lives of the mizo women in one way or another, the introduction of new media and later social media have opened a platform where women are free to express themselves openly and become self-made entrepreneurs, content creators and influencers and in the process breaking the beliefs that women are supposed to be submissive, passive and voiceless in the so called society. We are now more open and liberal and moreover, it has started valuing the women of our society compared to recent times. It makes the women bold and makes them courageous to take ventures in pursuing their goals and dreams.

In this research, women are divided into two categories- Working women and Home makers and through a quantitative research survey i.e. Questionnaire which is conducted to probe into the usage and social media preferences of women and qualitative research techniques like intensive interviews and case studies, this study finds out how exactly the women in Mizoram has benefitted from and how they have taken the advantages of using social media in every spheres of their lives and how they advocate their voices for the betterment of their fellow human beings.

This study also finds out the portrayal of women in social media in Mizoram and how the Mizo women use social media for relating to soft subjects like lifestyles, fitness, cooking, gardening, pregnancy & childcare, etc. Similarly, this study portrays the socially endorsed view of gender stereotyping with regards to men and women in Mizoram and how that is reflected on social media (emphasizing the traditional and modern roles of women and also how social media helps in conciliating violence against women).

Although there are media studies done on the issues relating to women and social media, there is no in depth research being done focusing on the women in Mizoram specifically. Thus, this study can be a valuable source for the same and to know how the traditional roles and lifestyles of the women in Mizoram have been gradually changed and improved with the introduction of the social media.

Devika Mehta

devikachhibber@gmail.com

Burda Media India

New media– Then and Now (2007-2020)

With the rapid expansion of modern technologies like the computer and mobile in India, digital media has become an ever changing and growing platform that has even blurred the lines of business and partnership, globally! As Marshall McLuhan puts it - 'Medium is the message' - and that medium is changing again with the onset of automation in journalism.

Hence, it becomes inevitable to understand and tap the best resources available in India to our advantage. Here's how:

Objectives

1. To explain the presence of Artificial Intelligence in Journalism
2. To help identify the presence of AI in Indian news media houses
3. Give an insight into tools, skills and approach needed to upgrade oneself
4. Help students understand and explore the vast sea of opportunities in Indian market, through my experience
5. Familiarize them with the foreign media and opportunities there
6. Exemplify how new media helps in breaking the stereotypes
7. Point out the need to understand machine learning and techniques of automated journalism.

Methodology

1. Will back my paper with evidence and real-time scenarios.
2. Will undertake a structured search of the internet and literature review
3. Identify and appraise existing websites and collect scientifically based information
4. Will speak to the beneficiaries in the field and add their quotes and examples
5. Prepare questionnaires and represent them through graphs and pie charts

Conclusion

In the last decade, the three magical words changed dramatically for the world - news being no exception. Today, 'Like, Share and Subscribe' - play a major role in global news environment, especially with mobile screens taking up 80% of the share in markets. But what is next? The future is well machine learning, which in my opinion cannot automate the environment but help in augmentation. So, my study will help in tapping the best potential of those who want to carve out a niche for themselves in the field while playing a significant role in the betterment of society and economy.

Sayan Dey

sayan03oct@gmail.com

Chaiduar College

Merging Metaphors: A Curious Case of New Media and Hybrid Culture

In this age of New Media, it is becoming increasingly difficult to distinguish between virtual and real. With the burgeoning of technology enabled communication, interactional transactions have become heavily dependent and concentric upon webbed web. Be it social, political or cultural- every aspect of contemporary human sustenance has gone for a toss and a state of interweavements has been attained. In the present day gamut of digital communication, online tools, applications and technologies have become part and parcel of everyday affairs and even more so in the realms of communication. It is quite obvious that new communication networks empowered with digital technologies and internet are foremost tools which have enabled the enterprise of completely new representation of information production and dissemination, cultural production, management and control. Straubhaar (2008) argues that users of new media across the globe reflect local, regional, sub-national layers of culture and geography they are a part of along with a large number of users who acquire global identities too. Amplification and expansion of latest and manifold layers of media production have given rise to persistent cultural hybridisation. The process is dynamic as well as complex and evolves continuously as mainstream with politics, economy, and technology and cultures itself; as these elements interact and revamp each other. Mesch (2009) argues that innovative medium of internet has significant impact on youth and children as it give rise to newer forms of inspiration, expression and communication. Internet has brought about young generations who have latest and updated knowledge and skill sets regarding innovations in information and communication technologies. This situation has led to a pattern of learning through experience and culture. The pattern has also resulted in a digital culture in the third space and participants here have specific social and learning choices. Digitally transmitted communication mechanisms have transformed the society into a digitised social sphere with virtual getting a smooth passage into various dimensions of a society or a culture. Rupturing the linings of contemporary culture ever so swiftly, digitised way of life is becoming a part and parcel of everyday human life and thus influencing every possible means of exchange of information (Lindgren Ed., 2014).

Further, hybridity is nothing but the acceptance of 'Americanisation of Culture' across the globe (Kraidy, 2002). Globalisation has led to both universalisation, and hybridisation of culture. Hallyu or Korean Wave, which is a merger of Korean culture and Western Culture, has intruded tribal societies of North East India. Youths are the most influenced sections of this change and Korean culture is increasing becoming mainstream in tribal states in terms of fashion, movies, style and other cultural elements. It is referred to as Koreanisation (Kaissi, 2017). Further, with the distinctiveness and segregation from mainland culture of India, the North East states find it difficult to get attached and connected with mainland cultural elements and not in the case with Korean cultural elements. The topic of this research work proposes to understand the impact of New Media Technologies on the undergraduate students of in North East India, to probe if these technologies are having any cultural implications in terms of juxtaposition of multiple cultures. Survey of undergraduate students in an urban setup reveals that New Media Applications have brought in a sense of hybrid culture among the youth by affecting the perception and consumption of cultural indicators like food, fashion and celebration of events among college going youth. It has brought in a sense of mixing or intermingling of online and offline cultures. Thus the youth culture today is essentially Western Culture as New Media platforms propagate Western Cultures.

Sreyashi Paul* / Mausumi Bhattacharyya

*paulsreyashi4@gmail.com

Visva Bharati University

Transforming community radio into social media: Need for modernization and innovation

Since assuming office Prime Minister Narendra Modi has been interacting with citizens via 'Mann Ki Baat.' The consistency and popularity of this program, aired every Sunday, underlines that radio is far from being a defunct communication medium in India. According to data released by Indian Radio Audience Measurement, there are about 100 million radio listeners in India today (IRAM 2020). Radio attracts about 4% of cumulative advertising spend of companies, organizations, and institutions even in this age of internet and social media dominance. When one considers that in the United Kingdom radio attracts about 8% of cumulative advertisement expenditure, the potential of developing India's radio network emerges strongly. With the advancement of technology, one sector where innovations can be implemented in community radio. Dutta and Ray (2009) explain community radio as the broadcasting medium which operates with the objective of prioritizing concerns of communities of local areas. Contrary to the increasing corporatization of other forms of media, community radio operates along the 'for the people and by the people' approach. Herein programs are designed, conducted and aired by local populace and therefore facilitates discussions, interactions and brainstorming about prevalent problems and their probable solutions. Such type of radio programming caters to the requirements and issues of local areas, airs content which is popular and acceptable among the local populace and is likely to have an impact on them. It must be noted that such programs are generally overlooked by bigger and corporate-driven media establishments. Broadcasting of such programming, therefore, highlights the relevance and need for community radio. Additionally, probability of circulation of misinformation is minimal as responsibility fixation is easier than in other forms. Thus for ground level cascading of information community radio seems well-placed and pregnant with potential. Community radio in India has been witnessing introduction of visible and invisible innovations. The former encompasses setting up of mobile studio, affordable FM antenna, open access software for streaming radio programs and conversion of text book contents in audio capsules, among others.

Though community radio has a presence in India, it is not thriving at its full potential. Given our experiences about the unchecked proliferation of misinformation during the Covid-19 pandemic, the time seems opportune when reach and penetration of community radio needs to be considered seriously. In keeping with the thought, the envisaged paper intends to highlight the performance trend of community radio in India over the last decade and also the manner in which the progression of technology can be leveraged to introduce innovatively solutions that bolster the popularity of the medium. As such this paper will discuss areas which are fertile for the introduction of innovation and also how such innovations will popularize community radio as engager and provider of unadulterated information.

Shabnam Shahin

shabnamshahin92@gmail.com

Dakhin Kamrup College

A Study on the new Wave of Entertainment and Its Impact on the Indian Youth

With the advent of various OTT platforms such as Netflix, Amazon prime video, Voot, Disney plus Hotstar, web series have penetrated into the lives of millions of Indian audiences during this global pandemic. Inexpensive data plans provided by some of the leading telecom service providers have made binge watching plenty of these interesting and gripping web series affordable for both the young and the old. India has stepped up on its digital game by making ground breaking original contents with its interesting, experimental and nail biting shows. These OTT platforms are easily available, introducing new and intriguing concepts which are produced in local, national as well as international languages. The youths are hooked easily to these shows as it is not time consuming and can be binged watched at one go. While being locked indoors during this pandemic, these web series gave the people of different age group, a small taste of other cultures, which was not sufficiently fulfilled by the Indian television and film industry.

This study is aimed at finding what changes this new wave of OTT platforms and its various shows have brought in the entertainment sector of India. It is also an attempt to study how these web series along with its wide platter of entertainment are impacting the youth. For the purpose of the study both qualitative and quantitative methods are being used. Use and gratification theory is taken as the base of this study. As in today's world there is an abundance of options but most youths prefer to watch what is easily available and convenient to them.

Daya Nand Kadian

dnkdn1965@gmail.com

GMS Pandwan

Smartphone and knowledge performance of Siwana village youth: a study

The study attempts to examine the extent of use of smartphone and its knowledge performance of Siwana village youth. A face-to-face survey using structures question was the method used to elicted of that village youth in age group of 18 to 25 years. the survey was administered among 50 youth throw random and its purposive sampling. youth gossip and gathering platforms were selected randomly and respondents were selected through purposive sampling. in which male and female work included in study but in my study 62% of male youth and 38% of female youth were used to complete the survey. 2 criteria were taken into account while choosing the participants for the survey. the participants were youth of defined age and smartphone users. server response was evaluated by coding and decoding. it had been used to work out distribution of samples in terms of percentage for each specified data interval. in this study smartphone positive and negative effects werealso examined. related studies were also reviewed and it is a learning and knowledge gaining study that was executed on Siwana village youth. Shivana is situated at boundary of Rohtak Charkhi Dadri district it is a remote village of Jhajjar district and kadiankhap that belong to Haryana state.

D. Punitha*/ V.S. Magarika

*punithawcc@gmail.com

Women's Christian College

Media Education and Technology: A Study on Media Courses in Tamilnadu

Higher education in India has come under widespread criticism for being reduced to commercial values and vocational skills. On the one side profound regulatory changes are attempted and on the other today's classroom is under considerable pressure from commercialisation, course fragmentation and overemphasis on digital possibilities. The relationship between Media and Technology has often baffled communication experts. The Pandemic and the subsequent lockdown have forced all of us to adapt to the technology faster than we would have wished to. Against this backdrop, the paper attempts to delve into the problems and challenges faced by the Teachers and Students of Media Studies. The perceptions of the two most important stakeholders, namely students and teachers will be assessed. Such an exercise, we believe, will throw light on teaching and learning. How does a technology-driven course like Media Studies fare in this scenario? Media Teachers and Students across Tamil Nadu will be surveyed through the random sampling method for the paper. About the authors Dr.Punitha D is the Head and Associate Professor of the Post Graduate Department of Communication at the Women's Christian College, Chennai, affiliated to the University of Madras. She has twenty two years of teaching experience as well as three years of industry experience. Her doctoral thesis is on the Political economy of Entertainment Television. She has been part of the curriculum revision committee for Journalism and Communication. Nominated by the University of Madras, She is a member of the Board of Studies in various colleges in the city. She has published chapters in books and presented papers in many national and international seminars and conferences. Email id: punithawcc@gmail.com Magarika V.S is an Assistant Professor of the Postgraduate Department of Communication at Women's Christian College, Chennai, affiliated to the University of Madras. She has 2 years of experience working as a research writer and content writer. She specialises in digital media and is committed to collaborative and student-centric learning.

V. Vijay Kumar

vijaykumarvijayan@gmail.com

Xavier University, Bhubaneswar

Students as Producers: Creating Audio-Visual Content for Media Education in India

Across the globe, the need for online education is in the rise. The abundance of information communication technology-based Massive Open Online Courses (MOOC) and the COVID-19 crisis gave way for such digital pedagogy. In any given MOOC settings, video-based instruction/content delivery has been an essential element, more specifically, the courses offered by SWAYAM, an initiative by the Government of India emphasis on video lecture as a significant component. So the production of the video for education, and pedagogy on education video production has become a need of the hour. Keeping the demand of the educational media industry the School of Communication, Xavier University, Bhubaneswar, India is offering a three-credit course titled Educational Media Design & Production for the final year BSc Mass Communication students. This course encompasses the project-based learning methodology, which leads the students to produce engaging educational video modules related to mass communication curriculum. Launched in the academic year 2018 - 2019 as Education Media Production; later re-structured as Educational Media Design & Production has successfully offered to three-batch of students (2016 – 2019, 2017 – 2020, 2018 – 21) with long-form to short-form e-videos production. This paper is an exploratory research work involving longitudinal observational design, comprising data from all the three batches of students who learnt and successfully completed the course. The proposed study examines the need of educational media production courses in mass communication curriculum in India, takes a critical appreciation on the content, form, presentation and delivery of the course Educational Media Design & Production and students educational video projects in which they in-turned from a student; to become a course instructor cum knowledge facilitator and finally a creative educational video producer.

Trisha Dowerah Baruah

trishadowerahbaruah@gmail.com

Krishna Kanta Handiqui State Open University

Rethinking design and learning process in distance education through technology-enabled media : A case study of KKHSOU

The last decade has seen a quantum leap in the growth and development of open and distance learning the world over. One of the reasons for development could be attributed to the flexible nature of course structure and also the integration of technology-enabled media for better learning experience. Right from the Correspondence model to the Intelligent Flexible Learning model, distance educational system has come of age. Various educational tools and technologies have somehow replaced, if not to a larger extent, the conventional printed self-learning materials. If one looks at the present educational scenario, one will find that Learning Management System, Artificial Intelligence, Virtual Reality , Augmented Reality etc. have changed the entire landscape for providing learning to the learners. Even though it might take some time for distance educational system to catch up with the conventional educational system in terms of utilisation of such sophisticated technologies, yet plans are afoot for bringing about a blended learning approach in the educational setting. In order to get a better overview of how the merging of media and technology have led to a better delivery of learners' support services under ODL, Krishna Kanta Handiqui State Open University will be taken up as a case study so as to explore the pros and cons of integrating a blended learning approach (consisting of both traditional and new media) into the teaching-learning scenario. This paper tries to focus on what aspects should one give emphasis on while designing and implementing technology-enabled media in the teaching-learning process. The author's own observation and other relevant secondary sources will be used to elucidate this particular point.

Ritwik Ghosh

ritwik.phd@gmail.com

Delhi Metropolitan Education

A Study on use of Emojis in Chatting in India

Expression is one of the most basic forms of communication. With verbal communication the facial expressions and the body language matters a lot in the expression of feelings and emotions thereby adding meaning to the message. Facial expressions and gestures comprise an important part of nonverbal communication in humans. When conversations are shifting towards the digital paradigm, Emojis have started to act as our expressions and our “traditional non-verbal cues”. Emojis are also termed as new-age hieroglyphic language. Emojis over recent years are redefining the digital chatting in text based conversation and communication. Emojis were created by Japanese artist Shigetaka Kurita in 1999. These icons have become lingua franca for the present digital age communication. These emojis substitute for nonverbal cues that are absent in text-based and Computer Mediated Communications (CMC). CMC or Computer Mediate Communication refers to “human communication via computers and includes many different forms of synchronous, asynchronous or real-time interaction that humans have with each other using computers as tools to exchange text, images, audio and video.” CMC includes e-mail, network communication, instant messaging, text messaging, hypertext, distance learning, Internet forums, USENET newsgroups, bulletin boards, online shopping, distribution lists and videoconferencing (CMC, 2015). Emojis visually represent facial expressions, self-reported mood, emotional state and now also events, festivals, objects and subjects. This entire concept now has become very progressive in nature and is redefining itself rapidly. The ubiquitous emojis have taken the form of an independent language for the youth of today, claims a paper titled ‘Mapping Emoji Usage Amongst Youth’ by Dr Reena Shah, (Indus University) and Dr Ruchi Tewari, (MICA) at MICA ICMC 2020 recently. According to psychologist Sonali Gupta said, millennials choose to use emoticons as it enhances their conversation and also helps in providing context to their chats. She also said that there is also a certain comfort factor when people use emoji’s.

They also make someone appear approachable. Also, if used intelligently, they definitely add to your words. Whether it's a regular chat with friends or any other communication, people often feel that a message is incomplete without an emoji to punctuate it. Emojis present an opportunity to connect with receivers in a fun, relatable and creative way. There are innumerable Emojis which dominate online communication space such as WhatsApp, Facebook, Instagram, Twitter, etc. With every update of this online messaging app new emoticons are added to the existing list, thereby creating a databank of emoticons for users to use. It is also seen that there are custom Indian emojis - specific icons, stickers as per culture and festivals in India, like Holi, Diwali, Bhai Duj, etc. There are emojis specific to Indian tradition and culture, from autorickshaw, temple, laddus, diyas, Ganesha to Namaste and saree. Even though, there is a presence of these custom emojis for India, India has the lowest use of emojis. This study attempts to understand the usage and user behavior of Emojis used in chatting in India. This is an exploratory research and the tool used is Survey. The researcher has used Likert Scale to understand the attitude of Indians towards Emojis.

Shubham Mandal

consiliostudios@gmail.com

Delhi Metropolitan Education

Issues in Indian Educational Bodies: Exploitation in the field of Animation & VFX due to the absence of guidelines

In a country like India, where the population is labor intensive, booming and fast growing industry of Animation and VFX would result as a boon for it's population. But somehow, due to our traditional educational academics the industry has failed to achieve its goal. Industries like Animation and VFX requires special skill set by an aspirant which our traditional education system is not able to cater. Some Private institutions have captured the opportunity and introduced various diploma and degrees in these skill set. But their authenticity is a big question mark. The irony is in a country, like ours where film and education came before the independence, does not include VFX and Animation as a traditional course. Indian artist have contributed in making VFX props for a lot of foreign hits like Thor Ragnarok, Life of Pi and last but not the least The Game of Thrones. Countries such as USA outsources their VFX requirement from India as the labour cost is cheap and it takes one fourth of what it takes to pay in USA. Indians are definitely contributing in making the VFX props for foreign countries but it will take time to completely build a VFX film art piece in India as the specialized skill set required for VFX and Animation does not comes under the traditional courses in our education system and due to which it does not have a proper guideline from educational bodies like UGC, AICTE or DTE, which caused the private institutes to capture the opportunity and has freely recognized VFX and Animation under various certificate/diploma/degrees and which causing the students a great dilemma to opt for their courses, as few degrees in the varied course of VFX and Animation does not have the option of pursuing Master's Degree. And this whole thing is directly affecting the VFX and Animation industry. Therefore institutions are free to recognize courses by any name. Now, this has created confusion among the aspirants that where and for which degree course they should apply for. This study is exploratory in nature and uses in-depth interview of media educators as a tool to understand the need of formal course guidelines for skill based courses like Animation and VFX in media.

Ruheela Hassan*/ Syed Aadil Hussain

*ruheelahassan@gmail.com

Islamic University of Science and Technology

Impact of New Media Technologies on Urdu Journalism: A Study of Urdu Newspapers in Kashmir

The Urdu Journalism have a rich history so far as the Indian sub-continent is concerned. The Urdu newspapers are the pioneers of journalism in Kashmir and still outnumber newspapers of other languages like English and widely spoken Kashmiri. As per official figures, there are 263 newspapers in Kashmir out of which 183 are in Urdu while as only 71 are in English and remaining in Kashmiri. The number of approved newspapers is 173 and that of non-approved newspapers is 90. However, there are reports that Urdu newspapers have failed to update their technology and improve their quality in terms of printing and content. This dominance of Urdu newspapers in Kashmir is because Urdu has been the official language of Kashmir and still continues to be so. Urdu newspapers in Kashmir since their inception have witnessed many ups and downs but with a courageous operation always withstood the challenges. However, Urdu language journalism are facing severe challenges in Kashmir and its existence is at stake. This paper will study the impact of the new media technologies on Urdu newspapers of Kashmir and identify the challenges that Urdu Journalism in Kashmir are facing. It will also document the contemporary status of the Urdu newspapers in Kashmir and identify the efforts (if any) made for its revival. The study is mostly based on the analysis of the secondary data and interviews of the journalists associated with Urdu Journalism in Kashmir.

Irvin Mary S* / Deepa Viswam

*irvinmary2002@gmail.com

Women's Christian College

Evaluation of Modernized Media and Technology for the 'New Normal' among the rural children and parents of Villupuram District

Transition and adaptation of upgraded Media and technology is highly inescapable phase in this 'New Normal'. These emphases even a rural school child to adapt to trendy platforms, specifically "e-learning" Program, which are equal to global standards. It's really hard to acquire, such modernization for any rural child, who is having less exposure in Multi-lingual skills, new technologies and latest gadgets. The researcher aims to do this study in one of the low literate district –Villupuram, Tamilnadu state, India. Intention of the study is to evaluate the following:

1. Adaptation of the updated technologies by the Rural children in the age group of 11 to 13 (Class VI to VII of Indian education system).
2. Parental Involvement and support for the rural child.
3. Approaching the latest technologies and its Challenges handled by the teachers to implement it. So this quantitative study will describe in detail about the Evaluation of Modernized Media and Technology and its productivity among rural school children for the "New Normal".

Debasrita Chakraborty*/ Mausumi Bhattacharyya

*debasrita.hnm16@gmail.com

Visva Bharati University

Enhancing marketing skills of artisans: E-commerce platforms as educative medium

The usage of mobile devices for business has been emerging as an important tool for effecting development in the handicraft market especially among the rural population. In developing countries like India, the penetration of mobile phones has gathered impressive momentum which in turn has facilitated access to information and e-services even among the rural population. With the increasing flow of information and communications technology (ICT) through the Internet, bridging the existing digital divide as well as the digital gender divide is essential as it is associated with social and economic progress and also for making optimal use of the technologies. On account of the Covid 19 pandemic, a falling economy followed by unemployment, reduced spending, and subsequent lockdowns as collateral damages has led to a devastating strike on the entire handicraft sector. The fear of human touch in this case of the coronavirus infection has had a wounding effect on the handicrafts sector especially, as any work that was 'weaved' by 'human hands' began to pile up in the rejected list. The loss of several festivals and social events due to the lockdown has been nothing less than a shock to these small businesses as they have lost their major yearly earnings. Most of the handicraft products have come under "non-essentials" which simply is one of the reasons for this alarming situation in this sector today. Yet rural artisans can leverage technology for upgrading their skills and marketing potential. E-commerce companies like Amazon and marketplace like Indiamart are offering different support intervention to support small handicrafts manufacturers to tide over this difficult period. From this perspective, the likes of Amazon and others are not only bringing the market closer but also educating artisans on how they can enhance their marketing and networking skills. Located in this context, the major attempt of this paper is to understand the present trends in usage and adoption of information and communication technologies and how modernization in the sector can aid working women in small-scale business enterprises. Given the fact of illiteracy, the focus group for the study already faces backlash in adopting new technology. This study is based on primary fieldwork in the Bolpur-Sriniketan block of Birbhum district, West Bengal.

Andrew Lalchhandama* / Irene Lalruatkimi

*ndruchhangte@gmail.com

Mizoram University

New trends of sports writing in Mizoram sports web portal

The advent of internet has changed the face of mass media in recent years, internet now became a significant medium for sports coverage, delivering instant feeds to its audience. Due to the advancement of internet, people now can access to the online web portal to get fast and quick readings about any sports events using their small devices. Though sports journalism has often been viewed as the poor relation within journalism, lacking the integrity and characterised as a form of soft journalistic practice for several past years sports journalism now has changed that idea by developing its own separate beat, with dedicated sports journalists, separate web portal and social media pages.

In Mizoram, sports web portal has gained its popularity since recent years, which gradually changed the idea of people the way they look at sports journalism, as most of the audiences are now depending on sports portal to get instant sports news. This study will look at how the internet has developed the online sports journalism in Mizoram, it will try to evaluate the role of new technologies for the current trends in sports journalism following a qualitative research methodology.

Media education for language media: A deviant deconstruction

Swati Chandak*/ Sharmila Kayal

*swatiagch@gmail.com

Adamas University

The Use of Media as A Catalyst for Social Change: Education and Awareness Through Media in The Swachh Bharat Abhiyan

Media can make a social campaign successful by carrying out the dissemination of the messages and educating the society about the issues related to cleanliness, thereby aiding the Swachh Bharat Abhiyan, a cleanliness campaign undertaken by the central Government. In the last few years, the governmental scheme of Swachh Bharat Abhiyan has made extensive use of the print, broadcast and social media to attract the attention of the countrymen. The main objectives of this campaign is to bring about an improvement in the general quality of life in the rural areas, by proliferating information related to cleanliness, hygiene and eliminating open defecation. The government launched Swachh Bharat Abhiyan, a nationwide campaign in India for the period 2014 to 2019 to achieve universal sanitation coverage and to put focus on sanitation, which is also in lieu of the Sustainable Development Goals set by the United Nations. The government claims that it has already brought more than five lakhs of villages under the purview of 'Open Defecation Free', through the Swachh Bharat campaign. This paper aims to understand the role played by the media in the ground level application of The Swachh Bharat Abhiyan by studying the impact of the campaign on the public's attitude towards cleanliness and erudition of its importance. A survey is conducted, an online questionnaire is distributed among people and responses are collected. The opinion of the respondents are analyzed to answer the research questions. This paper investigates the role which media and communication play in the spread of this Swachh Bharat campaign, particularly in the reinforcement of the morals of cleanliness and hygiene. In today's world the media is an important element in propagating the message to the masses. Media and tools of communication can be used to bring about development of the masses and they can facilitate the adoption of innovation by causing a change in disposition of people.

Shirin Abbas*/ Ghazal Masarrat

*prof.shirinabbas@gmail.com

Mediacom PR & Consultancy

Post-Covid implications of content in the Language Media

In countries like India where there is a vibrant vernacular media often with a following several times more than some prominent English dailies, the Language Media has its own goals, focus areas and themes. This study looks at Hindi and Urdu media and the prominent themes dominating the two. A report on television viewership by E&Y reveals that growth is being led by regional TV channels, even as the latest Indian readership survey highlights the boom in regional print media markets. As regional content gains traction, it was only a matter of time before this trend also pervaded the digital realm. As internet penetration grows across tier 2 and 3 cities, the time for regional content to reign over the digital medium is now. As per the Google KPMG report, the Indian internet user base will increase to 735 million by 2021. Indian language internet users are expected to grow at a CAGR of 18% to reach 536 million by 2021, while English users are expected to grow at only 3% reaching 199 million within the same period. Clearly the growth opportunity for brands lies in the regional markets (Economic Times, March 4, 2020). For most of India, it is the language media that showcases news closest to their heart and causes that they support and which concern them. Vernacular content is created in regional languages targeting the non-English speaking audience. With the increasing number of non-English speaking audience, there is a significant opportunity for aspiring digital marketers that speak vernacular languages. Leading content generation platforms have already started focusing more on Hindi and other Indian languages. While 95% of YouTube videos consumed are in regional languages, apps such as DailyHunt and ShareChat are allowing people to consume content in multiple languages Facebook and Google have started focusing on vernacular content, furthering the mass distribution of regional content. In fact, earlier this year, Google enabled voice search for eight Indian languages earlier this year The exponential increase in creation and distribution of regional language content has led to an explosion in terms of content consumption. This offers a huge growth potential to target these Indian language Internet users, which are expected to account for nearly 75% of India's internet user base by 2021.



This paper takes a look at the current status of vernacular papers/ Portals and channels and see how the scenario has changed and how they are gearing up to go beyond the news. Research Methodology: The paper will be using content analysis and interviews of prominent stakeholders from the language media (Hindi and Urdu newspapers, channels and portals) and analyse the viability of the same. It will look at the special needs of this sector and trace its history and *raison d'être* and establish a white paper on the future of the language media as technology takes over the delivery of news from this media to the masses, its consumers through apps, webpages and other Social Media platforms.

Sanjay Ranade

sanjayvranade@yahoo.com

University of Mumbai

Interrogating media education in the English language in India

Teaching and learning communication, journalism and media in the English language in India has more disadvantages than advantages. The present study is the fourth in a series that examines this premise. In the first three studies I examined the linguistic space occupied by students and teachers of communication, journalism and media and found that this space was translingual, transmedia, multimodal and subliminal. The present study involves four case studies. Each represents a journey of individuals who came to media education and then entered the media field in different capacities at different points of time in the 21st century even as the technology changed rapidly making the user increasingly significant in the economics of content creation and dissemination. The four individuals represent various social contexts. Through their narratives I examine how the language universe of the individuals conflicted with that of the teaching and practice of mass media, what steps did they take to deal with the situation, how debilitating or reassuring was the use of English in the classroom and the newsroom and present a set of learnings from the case studies.

Jyoti Prakash Mohapatra* / Ashish Kumar Dwivedy

*jpm.iimc@gmail.com

IIMC, Dhenkanal / Odisha State Open University

Journalism teaching and learning in Odisha: Identifying background issues and present problems

Media Education has a significant role in forming and sustaining a vibrant mass media and thus an accountable democracy. And yet, in India at least, media education as a field of enquiry has received scant attention from academicians and scholars alike. Journalism, as a discipline, has special requirements. Journalism probably falls somewhere between the arts and sciences, reflected in journalism degrees being offered both as Master of Arts and Sciences. Not to mention the paradigm shifts that the field has witnessed with the entry of new and emerging technologies that now play a key role in the functioning of most media industries. The recent proliferation of communication tools and services has thrown fresh challenges to the existing pedagogy in Indian media studies. The present paper while taking Odisha, an eastern state in India, as a case in point, traces the growth and evolution of its media education. The study assumes importance looking at the pace with which Odisha, within a very short span, has emerged as a major educational hub of India. The paper also tries to provide an insight into the dilemmas of media educators as they try to grapple with the realities of a fast changing discipline. Findings aim at providing a clue to the understanding of media education in other developing societies of South Asia.

Media education for subaltern voices

Mervat Ibrahim

mera_ak@hotmail.com

Golden Rubber Co.

The role of Media Education in building the concept of sustainability

The reality of Media education secondary schools from the perspective of teachers in Qatar the importance of research on the importance of the role of media education in building the concept and responsibilities of sustainable development among school students. The descriptive analytical approach was used to analyze and develop concepts and foundations in order to stand on the ground on the ground on the reality of media educations in order to stand on the ground on the reality of media education and its impact on students in sustainable development. the students in sustainable development. The study sample consisted of (100) teachers and teachers from secondary schools, which divided by (50) teachers from secondary schools for boys and (50) female school teachers, who were selected in a simple random way. using the questionnaire form to collect information for the specific sample. The results of the study showed that: 85% of the research sample agreed that media education helps students to form their personality. 39% of the sample agreed that media education is effective and has prominent activities in secondary school. And 58% of the research sample agreed that there is an activation of the means of technology in media education in secondary schools and 32% of sample believe that there are many media education activities in secondary schools. And 39% of the sample agree that students are encouraged to participate in media education activities. 59% of the sample agree that higher education contributes to building the value system among high school students. And 55% of the sample agree that media education contributes to spreading the spirit of loyalty and belonging to the homeland among high school students.

Anantha Raman P*/ V. Ratnamala

*ananthaashrit@gmail.com

Mizoram University

Dalits and New Media: Dalits Public Sphere in Social Media with special reference to Hathra Case

The Present paper is aimed to study the Dalits public sphere in New Media. Traditionally the Dalits experience untouchability in a number of ways in the society. It is carried over to the coverage of Dalit news in the traditional media too. Here the Dalits are experiencing a new form of untouchability in the society in the news coverage. The Dalits are placed at the bottom of the caste hierarchy in the society. It gets reflected in the media. The Dalits position in the society correlates with their position in the media. Hence one can say that casteism is operating in the media in the form of news coverage and newsroom composition. A number of studies confirmed that the Dalits have little access to the public sphere in mainstream news media. The present paper will find out whether the modern new media is different from the mainstream traditional media. This will be done with special reference to Dalits active interaction regarding to Hathra rape violence in social networking website Facebook and Twitter in the light of Deleuze's deterritorialization. On 14 September 2020, a 19-year-old Dalit woman was gang-raped in Hathras district, Uttar Pradesh, India, allegedly by four upper caste men. After fighting for her life for two weeks, she died in a Delhi hospital Content analysis will be the main research method to study the issue. To study the Dalits public sphere in New social media, the content of the Face book and Twitter will be chosen and the posts regarding Hathra rape and killing will be analysed. The posts by the individuals, the personal notes, the articles of the websites, the comments and the discussions regarding the Hathra incident will be analysed.

Anjuman Borah* / Tinam Borah

*anjuman.borah@gmail.com

Tezpur University/ Delhi Metropolitan Education,

Creating Spaces for Children's Voices: Media Education as a Way Forward

Children form a sizable segment of media audiences in today's world. Communication media play an important role in the everyday lives of children from a very early age, shaping their impressionable minds. This unadulterated influence encompasses several aspects of their development, protection and also their process of socialization. Such a scenario calls for considerable understanding and sensitivity on the part of journalists and producers of media content meant for children. It is essential that they do not merely view children as passive users or consumers of media, but instead as active prosumers.

The context of children's communication rights can be drawn from two important documents- the UNCRC i.e., United Nations Convention on the Rights of the Child and the Oslo Challenge. The UNCRC, adopted by the United Nations General Assembly in 1989 is an international instrument dedicated to children, encompassing and upholding an extensive range of rights for children. The Oslo Challenge was the outcome of a meeting between children and young people, media professionals, child rights experts, UNICEF and the Norwegian government at Oslo on the 10th anniversary of the adoption of the UNCRC.

It is important for journalists, media producers and broadcasters to be aware of and have respect for children's communication needs and rights. Such awareness and sensitivity can be the first steps towards the creation of a media environment that is healthy, meaningful, and beneficial to children.

The objectives of this study are

- to understand the context of children's communication rights as articulated in the UNCRC and the Oslo Challenge
- to evaluate the extent to which the newspaper media in India is sensitive to these rights
- to assess the extent to which media education curriculum in India is responsive to the rights of children as a significant audience segment

This study uses qualitative content analysis to study the news content and nature of reporting on children in four leading English language newspapers of India over a period of three months to assess whether and to what extent these newspapers are sensitive towards children's issues and rights, and particularly their communication rights. Along with that, the content of the children's supplements of these newspapers are also analysed in order to understand the extent to which these supplements have created spaces for children's voices to be heard and for children to become aware of their rights. Curriculum analysis of Mass Communication and Journalism courses of various universities of India will also be undertaken in order to understand whether these curricula prioritize upon strengthening the proficiency of the media students to engage in more ethical and child rights sensitive journalistic practices. The study finds that the newspaper media in India are yet to adopt a child-friendly approach in terms of its content on and for children, and there is very little content that advocates for children's voices or their rights as individuals. The mainstream media generally present three main sets of images - violation of children's rights through insensitive/sensational reportage and misrepresentation, denial of space for issues related to children and for children to express their own opinions on matters that affect them and help them grow as meaningful adults (Ratna, 2011).

Kiruththiga Tharumarajah*/ Vijayatharsiny

Thinesh/ Sivasubramaniam Raguram

*kiruththiraja@yahoo.com

University of Jaffna, Sri Lanka

Space and Execution of Gender Sensitivity in Media Education: A Sri Lankan Experience

Media play important roles in society. They report on current events, provide frameworks for interpretation, mobilize citizens with regard to various issues, reproduce predominant culture and society, and entertain (Llanos and Nina, 2011). As such, the media can be an important factor in the promotion of gender equality, both within the working environment and outside. Communications interventions designed to change norms, attitudes, and behaviors around gender are quite important for developing transformative ideas on the construction of gender norms. Gender studies and the gender sensitivity approach in media education are quite important in terms of eliminating the gender disparities in society as well as the framing of issues on gender-related matters in the media outlets. The development of an integral plan to promote gender equality and women's empowerment through the media is a priority on UNESCO's agenda. Universities and schools specialized in different areas of communication are called to play a key role in helping eradicate any form of discrimination against women. 'Gender Sensitization' in higher education is the key area and the Sri Lankan education sector has imitated different steps to include gender in schools and universities as one of the components in their curriculum, reflecting the global trends. This research study mainly focuses on two ways: the first one is how the gender components and gender-sensitive approaches have been included in the curriculum of Media and Communication Studies so far based on the Sri Lankan context in universities and schools and the second one is the challenges and the opportunities faced when it comes to executing stages at the professional media-working environment. Since 'Communication and Media Studies' has been introduced in schools at the General Certificate of Education– Ordinary Level and Advanced Level and Universities for a considerable period in Sri Lanka, Gender studies also have been got the opportunities to include in many forms in the discourse of Media Education.

This gender-inclusive education has had an impact on the reflection of media outlets since culture and social norms play an integral part in gender and formal education in Sri Lanka. Based on the qualitative and descriptive analysis, the study explores the curriculum of universities and schools in regard to the Journalism and Media Studies in the Sri Lankan situation. Interviews are also done based on the academic staff of selected Universities, where the Gender-related course units are available in the curriculum and the researches have been carried out at the post-graduation level. In addition to this, in order to explore the status at schools, the teachers of 'Communication and Media Studies' are also interviewed to check the validity of the curriculum and the necessity of the space for gender sensitivity. Further, the placement of the gender components in the curriculum has been analyzed among the students who have passed out from the Universities and working in the media industry by interviewing in order to get the applications of academic learning in the world of work. The results of the research showcase that the Media Education in Sri Lanka has included gender components in varieties of ways in the curriculum of the schools and the Universities. The media literacy and the media culture in the School curriculum at Ordinary and Advanced Levels have accommodated a considerable amount of gender components as part of the contents. The course units: Gender and Communication, Mass Communication and Society and Development Communication at the University of Jaffna, Gender Studies in Media at the University of Kelaniya, Gender Issues in Development at the University of Peradeniya, Communication, Gender and Society, Development Communication and Organizational Communication at Trincomalee Campus of Eastern University also play an important role to create and develop a constructive space on the discourse of gender. In addition to this, quite a number of student's research work of the post-graduate degree programmes in the relevant departments also have a notable sphere of gender-responsive studies. Anyhow, there is a gap found between the education and the practicing principles in the working environment, which have many influences, by existing social norms, values and power relations in the society and even within the media institutions. The women are still underrepresented in the newsrooms and the decision-making positions in Sri Lankan Media Institutions. There is a lack of development and mentoring opportunities for enhancing leadership skills to the women journalists along with a lack of psychosocial needs and pay gaps. The responsibility on the content management of prime time and the hard news always goes for men and the soft part to women journalists and they are severely encountered by gender-based violence physically and mentally and cyber pulling. The research further reveals that the personal lives of women journalists also influence their professional working environment due to the social and cultural norms and the stereotypical thoughts strongly existing in the local society.

Media Literacy: Return to social watchdog function

N. Johnson/ K. Rajadurai*

*rajaduraikpt@gmail.com

Alagappa University

Exploration of Media Literacy: Return to social Watchdog function

Media literacy education is the mechanism that induces media literacy skills in today's knowledge society. By integrating information technology, the application and involvement of media has shifted from print to non-print or other virtual medium. Today, the arrivals of the internet and its accessibility have made it easier to transcend the physical and geographical obstacles and help to access the right information at the right time. Likewise, in this period, Indian society has undergone virtual or electronic type conveyance over paper. Furthermore these changes and the explosion of knowledge exchange have seen society shift from media scarcity to media abundance. Accordingly, Koltay (2012) argues that with the advent of new technology, new concepts like digital literacy, knowledge literacy, particularly media literacy, left their mark on life and have critical approach to media messages. Media literacy is an umbrella. It is defined by different viewpoints and various meanings. Media literacy was described as the ability to access, interpret, evaluate and communicate messages in various forms (Aufderheide, 1993). Media literacy is a perspective to expose ourselves to the media and view the context of messages. Media literacy emerging from other subjects, such as digital literacy, is met with critiques that are not boundaries.

Public media awareness has opened up plenty of social disharmony and stability to limelight at various levels. With free access to media on the one hand, and media literacy education on the other, social awareness of political and cultural maturity can build that can bring unity, and a wave of hope, dynamism, and growth in various social contributions. This wave will influence the mechanism of media content caused and stay as an anti-wave against misuse advertising and current fashion. It would be best done when the audience achieves awareness and trust in themselves and their culture. Therefore, conferences and workshops, training centers, towns, sports and entertainment venues, cultural, social and advertising initiatives can be helpful. Media literacy is a new, short-lived concept. In comparison, media is one of the oldest human instruments to interact with the human stage of development. This paper throws light on media literacy and explores on ways it performs social watchdog function in the present scenario.

Charu Lata Singh*/Mrinalini Mehra

*charukuldeep@yahoo.co.in

VIPS

A Study on Media Literacy Education Among Media Students

In a democratic system freedom of speech and expression and right to information are granted. In such a free environments change is imminent and leads to transformation, disruption, creativity and innovations. Public access to information and fundamental freedoms are also to be propagated as per SDGs. The fast developing technology has lead to a hyper- abundant media environment and thereby creating mediated society in all its aspects; be it social , political , economic or cultural spheres. At the same time, it has created a Post truth phenomenon where facts are viewed as irrelevant, or less important than personal beliefs and opinions; and emotional appeals are given much more importance and are used to influence public opinion. In such a background, it is important to understand media literacy. To define, media literacy, " it is a set of perspectives that we actively use to expose ourselves to the mass media to interpret the meaning of the messages we encounter" (Potter, 1998). In other words, media literacy is the ability: 'to access, analyse, evaluate and communicate messages in a variety of forms. It is about 'Creation, Communication and Consumption' of information. It is all about critically analysing and consuming the information. Better media literacy means better ability to understand and interpret the messages. But there is a problem, much of the population does not take into consideration all these things, which leads to spread of fake news or misinformation. People have blind faith in some opinion leaders/friends /family which leads to chaos and even violence. This paper is an attempt to study the level of media literacy education among the media students and media faculty. The methodology is to collect the data through survey using questionnaire from students and interview by faculty. It is basically about understanding knowledge of media students and the media faculty about the media literacy education in the process of Media creation, Media production and Media distribution.

Sunayan Bhattacharjee

sunayan.bhattacharjee@adamasuniversity.ac.in

Adamas University

Media Literacy and Cinema: Identifying the Effective Learning Components for a Comprehensive Course on Cinema at the Undergraduate and Postgraduate Levels

Someone rightly said that cinema is the most complete art form that there is. Cinema entertains, cinema enthralls, cinema moves, cinema deviates and cinema disturbs as well. Cinema mirrors the society and creates a comprehensive chronicle of different times. Cinema is a journey along the trajectories of the conscious, sub-conscious and semi-conscious compartments of the human psyche. Cinema, however, is the most misunderstood art form as well. Decoding cinema needs a certain amount of content and technology awareness. At the same times, cinema demands a clear understanding of narrative structures – the governing dynamics of the audiovisual medium. A strong understanding of the cinematic text could be extremely beneficial for students at the undergraduate and postgraduate levels – their respective areas of specialization being no bar. Understanding the reel world can significantly empower young minds in deciphering the real world in all its dimensions. Consequently, there is a necessity to introduce cinema as a separate subject at the collegiate and university levels. The researcher understands the importance of delivering cinematic awareness as an integral part of media literacy exercises being carried out across many colleges and universities across the world. The current paper would try and find out the different learning elements that should be incorporated as a part of a comprehensive course on cinema. The researcher would use multiple Focus Group Discussions and Intensive Interviews of academics, experts and professionals in trying to zero in on the exact curriculum for a generalized course on cinema that would try to cover learners from across the spectrum. The study would pinpoint the exact areas that need to be covered in order to make students not just understand cinema but also appreciate it.

Apoorva Buttan

abuttan@amity.edu

Amity University, Noida

Need for Media Literacy in India: A study on the spread of Infodemic during the Covid-19 Pandemic on Social Media Platforms

Sir Isaac Newton's third law of motion states that Every Action has an Equal or Opposite reaction, applying the same to the social media, a democratic space meant for one and all where the masses can create and consume content, this law of motion has turned into lawlessness of commotion. The degree of information flow on the digital platforms is so huge that it has become impossible to exercise effective control or curbs on the flow of information and this is turning into an infodemic. The Hypodermic Needle Model (1930s) gave an insight into the effects of media on the behaviour of the masses, there has been no stronger and bigger influencer than the social media, the impact of content being consumed through a smartphone on the palm is way larger than watching a television channel or reading a newspaper. Alvin Toffler in the 1980s coined the term 'prosumer' with the vision of a common platform for peer production, while in today's scenario, the user is the one who runs and sustains the social media platform. This calls for the need for social media literacy where each user is sensitized towards responsible use, creation and distribution of content.

This study aims to understand the impact of social media content during the Covid19 pandemic and the unfiltered content distribution mechanism (using forwards and shares) adopted by Indian users (between the age group of 16 to 25 years). The study also tries to explore ways used to check the credibility of the information/news (if exposed to fact checking websites or apps).

As the Covid-19 pandemic engulfed the Indian subcontinent, the people were subject to an influx of messages (text, audio, video, multimedia) on their smartphones through various social media websites and apps like Facebook, WhatsApp, YouTube, Twitter, TikTok to name a few. India went into lockdown on 24th March 2020 and an average Indian spent atleast 4 hours a day on the social media platform in the first week of the lockdown which was an increase of 87% from the previous week as per a survey conducted by Hammerkopf Consumer Survey. The news websites and apps gained traction only in the forthcoming weeks where the traffic grew 17%. The major

sources of information and news for the users was the side doors than the news making outfits. This gave rise to content with mal-intent and disinformation packaged as news, the real challenge is that the news reaches as small video or audio clips without any filtering mechanism can be forwarded or shared by the user. In India, news was packed with falsehood and fabricated content was circulated through social media platforms which caused damage to religious integrity (Tablighi Jamaat Covid-19 cases) also leading to economic boycott of Muslim businesses like poultry which incurred a staggering loss of 130 billion rupees, a few poultry farmers buried their stock alive since they didn't have any takers. Information disguised as 'medical advice' circulated through platforms like Facebook, WhatsApp, TikTok on getting cured from contracting the virus, home remedies like intake of Vitamin C, Turmeric, spices, herbal water and Cow's urine spread like wildfire. There is a need of social media literacy where people check the sanctity of information and not engage in mindless forwarding which leads to irreparable damage of life and business. The need of the hour is to positively channelize the use of social media and have some external (unbiased) agencies exercise considerable curbs on the spread of fake news. The proposed methodology of the study would be using both primary and secondary research tools. Content Analysis of Social media posts which were labelled fake and went viral during the lockdown period in India and use of questionnaire (using purposive sampling for sample) which would aim at analysing the trends of content distribution and the need for social media literacy.

Yashasvika Yadav*/ Kritika Sati

*y.yadav@dme.ac.om

Delhi Metropolitan Education

Inculcating Critical Skills: A study on the importance of Media literacy in Indian Schools

Media literacy can be understood as the ability to access, analyse, evaluate and create media. The media literates can better comprehend the complex messages embedded in the media messages. Media literacy aims to expose students to diverse kind of media content and help inculcating critical thinking skills. It is an important skill in the contemporary times wherein they are exposed to fake news, clickbait content, dangerous online games like- Blue Whale Challenge and phishing attacks. The curriculum of media literacy courses usually include-the construction of media messages, impact of the media content and response of the audience to the messages. Further, the curriculum of media literacy should be revised regularly as it is an evolving discipline and the technological disruptions are a common occurrence. The need for media literacy is felt as children are getting acquainted early to social media and other online content, further, mobile phone is no longer a luxury, but it has become a necessity. Media literacy is important as it will help them in distinguishing between fake and true information. Children are digital natives, they consume vast quantity of media from memes, viral videos, messages on instant messaging apps. Imparting media literacy to children is also important since they are change agents and will inculcate the habit in their parents as well. It will help in formation of healthy media habits and protect freedom of speech and expression. Safe technology will enable students to be responsible digital citizens and understand digital interactions. In this background, this research is an attempt to understand the importance of media literacy amongst the students in India. The research paper aims to study the course outline of Finish Fakatbari EDU Project (2014) and Google's initiative Be Internet Awesome (2017) to understand the essential skills imparted to students to make them informed digital natives.

Moumita De Das

dasmou@gmail.com

Adamas University

Media Literacy: The Vital Criterion In 21st Century

Media literacy is a holistic approach to enhance metacognitive critical thinking abilities to consume information, counter misleading or false narratives, and further comprehend the associated issues with the technology such as bias, privacy, and security. ? Alireza Salehi Nejad The inquiry of media literacy has gradually become imperative that we as a society are able to classify and enable to attain the skills required by the populace at large for the usage of current era information and communication technologies effectually and securely. The debate is thus becoming intensive on the ensuing queries: What is media literacy? How is it varying in the new and converging media milieu? What is media literacy for (and why does it matter if some have more than others)? How should it best be endorsed? Is the Indian population media literate? According to Sonia Livingstone, "Literacy is a concept grounded in a centuries-old struggle between enlightenment and critical scholarship, setting those who see literacy as democratising, empowering of ordinary people against those who see it as elitist, divisive, a source of inequality. Debates over literacy are, in short, debates about the manner and purposes of public participation in society. Without a democratic and critical approach to media literacy, the public will be positioned merely as selective receivers, consumers of online information, and communication. The promise of media literacy, surely, is that it can form part of a strategy to reposition the media user - from passive to active, from the recipient to participant, from consumer to citizen." According to Global Media Literacy (globalml.pbworks.com) Media Literacy is essential to help the general populace. Some other key objectives are: 1. To comprehend media in order to become better citizens. 2. To understand how media convey ideas, information, and news from the individual's perspective. Thus, media is an integral of a glorious movement to enable all citizens to adapt 21st-century skills. Now is the time for media literacy to appear with a needful impetus and mutual understanding and know-how for all of civilization. This research paper gives insight on the key issues of media literacy which are the major talking points of the new trends in the globalised world. It will also add the perspectives on essential necessities of media literacy in the different sections of the society in the democratic fabric to act as a major watchdog to deter false narratives. It will also add the major challenges of social media that poses threat to media literacy through recent case studies of hashtag campaigns.

Sukriti Arora

sukriti.amc@gmail.com

Delhi Metropolitan Education

Alternative models of media literacy: A case study of social media influencers in India

Alternative models of media literacy: A case study of social media influencers in India Influencer marketing in India has grown exponentially over the last few years. Surveys have revealed that a significant percentage of marketers and strategists believe influencer-driven campaigns to be an effective tool for increasing brand awareness and recall. The success of Social Media Influencers (SMIs) in the consumer market has increased their presence in several other avenues such as media, politics, and elections to name a few. These individuals with millions of followers on online platforms such as Facebook, YouTube, and Instagram are talking about social and political issues and offering an alternative to mainstream media. This paper seeks to understand the role of Social Media Influencers in promoting media literacy through their online platforms. The author has adopted a qualitative approach in analysing case studies of three prominent influencers on YouTube. The content presented by these SMIs on select issues has been studied for components of media literacy, application of media literacy methodologies and audience engagement.

V.L. Ruatpuii* / Irene Lalruatkimi

*puitei.azyu@gmail.com

Mizoram University

Media and Politics: A Case Study of Lawngtlai Media Cover- age on District Council Election 2020

This paper attempts to analyze what the traditional media reports and what the public discuss on online media during the 11th Lai Autonomous District Council (LADC) Election - 2020. The micro media industry in the LADC area of Lawngtlai District of Mizoram comprises of 9 accredited journalists and two local cable television network - KT Vision and SkyNet. In an economy where the largest circulated newspaper Lairam boasted merely 1000 subscribers, the newspapers are highly dependent on the state institutions like the Directorate of Information and Public Relations and on the Lai Autonomous District Council Public Relations Department for news and advertisements to generate revenue. Citizen Journalism in social media compensates for the lack of critical and investigative journalism in traditional media. Content analysis of the media (traditional and new) on the coverage of the election will be done to give a clear understanding of what is printed/ broadcasted and what is being discussed.

Media universities: For whom the bell tolls

**Sanjaya Kumar Sahoo/ Suresh Chandra Nayak/
Jyoti Prakash Mohapatra***

*jpm.iimc@gmail.com

Amity University/ St. Xavier's University/ IIMC, Dhenkanal

Exploring the State of Public Relations Education in Odisha

Education and training plays an important role in professionalization of any practice. It is an important criterion for a practitioner to be called a professional (Grunig & Hunt, 1984). Education and Training helps in expanding the profession by narrowing down the skill gap and expanding the talent pool. Several scholars have emphasized on PR Education for professionalism and growth of the profession (L'Etang & Pieczka, 1996 and Newsom, Turk & Kuruckeberg, 1999). Historically PR Education has been part of journalism programme since the first PR course offered by New York University School of Commerce, Accounts and Finance in 1923. It was taught by Edward Bernays and offered as an option to students to specialise in PR (Theaker, 2012).

Public Relations in India is a thriving profession. By 2019, The Indian PR Industry is valued at Rs. 1600 Crore with presence of almost all the leading global PR Consultancies (PRCAI, 2019). The PR practice has evolved from information to professionalization stage and is considered as an important segment in communication mix of any organisation. Though the first course in PR was offered by the Tatas in 1958 (Sriramesh, 2000), PR Education in India by academic institutes started during 1980s (Vil'Anilam 2014 and Jethwaney, 2015). During 1980s several journalism departments included Public Relations, besides other subjects like communication and advertising etc., in their Course and changed the nomenclature of their departments from "journalism" to "journalism and mass communication" (Muppidi, 2008). Now with the boom in media and communication Industry, a number of Universities and Higher Education Institutions in India are offering Courses on Public Relations, but primarily as a part of Journalism course. There are very few academic institutes that provide specialised courses focusing PR. It is still struggling to get recognition as a strong academic discipline in the country.

With advent of the 21st Century, Odisha is fast emerging as an industrial and educational hub in Eastern India. Journalism and Public Relation got a sudden spurt with entry of various global and national organisations and various other related factors in the State. The Foundation Journalism Education in the State was laid by Berhampur University in 1974 and it got a major impetus with opening of Indian Institute of Mass Communication at Dhenkanal in 1993. There are more than 40 academic institutions, Universities and Colleges, in Odisha offering Journalism and Mass Communication courses in the State and Public Relations has been an important section of their curriculum. The Master Degree Programme exclusively in Public Relations and Advertising by an Institute was closed within few years.

Using In-depth Interview and Content Analysis methodology, the article attempts to understand the existing opportunities for Public Relation Education in Academic Institutions of Eastern Indian state of Odisha. Whether the current PR Education is contributing the growth of the profession in the State and how it is received by the students? The article also discusses various issues and challenges of PR Education in the State. The In-depth Interview would attempt to capture the views of senior academicians and practicing PR professionals. The content analysis would review the syllabus of the Journalism and Mass Communication courses with respect to the five areas that should be addressed by the PR Curriculum, as suggested by Commission of Public Relations Education (2012).

Asif Khan*/ Heeba Din

*drasifk11@gmail.com

Central University of Kashmir/ IUST, J&K

Assessing the state of media education in South Asia: A case study of India, Pakistan and China

In today's world the prevalence and dependence of media across the lengths and breadths of the globe has become a norm. Furthered by digitization, media convergence, the proliferation of digital technologies; the world has created a mediatized landscape whose dominance can be witnessed in every sector of life. From information to education, entertainment, politics, economics, etc. - media impacts every field of life. In such times where media's grip on our lives is well acknowledged to shape our discourses and paint our understandings; it becomes important to to strengthen our media education. Media education, not only creates a young generation of media-literate individuals who can cut through the state propaganda but at the same time cultivate the second line of well-trained media professionals in the field of journalism, communication studies, advertising and marketing, and other allied fields as well. While the state of media education in South Asia is relatively new but it is developing pretty rapidly with the opening up of media schools, introduction of curricula based on journalism and media studies, training centers, and even media organizations opening up their own educational and training enterprises. However, in this part of the world, media education is still predominantly based on traditional western models. This puts the state of media education in South Asia at a very critical juncture, where there is not only a need to develop and implement indigenous media education but at the same time align the media education to the contemporary digital convergence needs of the times. This paper attempts to assess the current state of media education in the major South Asian countries of India, Pakistan, and China. Using the survey and content analysis method, the paper tries to identify the top 5 Journalism schools for each country respectively using different ratings like QS, THE, etc. After achieving a corpus of 15 major Journalism schools, the researchers shall analyze major media educational institutes in the countries in respect of the content which these institutions use for the teaching/learning process. This will help the researchers to assess and understand the media landscape and media education in the region.



The media curricula in the identified institutes will be probed through a critical lens to see if the same borrowed/traditional western media models are being implemented in media education in the region. Further, a comparative analysis of the curriculums from the selected journalism schools will be done to ascertain the knowledge gap in the prevailing media education setup in South Asia. This will also bring to light whether media education in the region is in tune with the current digital trends and if not, allow the researchers to frame and suggest a structure for the digital/new media education in the region.

Mudita Raj*/ Sachin Nair

*m.raj@dme.ac.in

Delhi Metropolitan Education

Industrial Training and Academic Teaching: An exploration of Theory and practice in Indian Media Education

The study seeks to address the lacunae between theory and practice in Media Education by assessing the curriculum and pedagogical practices of Media Universities and Colleges across India. It will attempt the study by engaging with the experiences, learning and the gap between the classroom and ground Zero that media interns face through an exploratory study to know the perception of media interns and professors on how modifications in the syllabus and practices can be made to ensure that students gain their maximum in their exposure with media organizations. We aim to understand what are the lessons learned and the limitations faced by the interns from the point of view of Media Universities and Media organizations for a better understanding of the curriculum. As it is a Triangulation study the tool used for data collection was in-depth interviews, surveys, and content analysis from students who served in media organizations as interns. The interview schedule was made with the help of literature studied and it borrowed some elements to make the schedule, out of which the study found that how there is a transfer of learning from theory to practice, but still the curriculum needed changes so that the interns could perform better and be efficient in the media organization. The research will be beneficial to majorly two stakeholders, media universities and media students with the overhauling perspective of developing a more theoretically efficient and practice oriented media discipline.

Kaifia Ancer Laskar*/ Biswadeep Bhattacharyya

*kaifiaancer@aliah.ac.in

Aliah University

Indian Media Educators' Perceived E-Teaching Experience of Online Teaching during COVID 19 pandemic

The sudden outbreak of Covid-19 has strongly shattered our contemporary world in terms healthy living and well being. It has also brought major disruption in livelihoods, economy and social relations. The education sector all around the world also faced seismic shifts with educational institutions shutting down and congregation of educators coming to a standstill. This led to shift to online mode of imparting education with the help of various learning management software and academicians had to update their basic virtual competencies. Issues such as evaluation of students, managing travel restrictions of international students and ensuring psychological well being of student and faculty became prime concerns in higher education (Sahu 2020). The pandemic has changed the behaviour of human beings and their way of social interaction but also teaching learning behaviour. Although the tools and platforms available to support online interactions were already accepted in most of the developed nations but in a country like India with huge infrastructural deficits, shifting to online education would have some more years. But the pandemic and its new normal nature has forced Indian education institutions to adopt online teaching and learning fully instead of blended learning due to the Covid-19 pandemic. Drawing from the Expectancy Value Theory and Uses and gratifications, we try to define the perceived e-teaching experience among the media educators of India. We try to find out if the media educators find online classroom environment more active with the use of activities like Answer Garden, Padlet, KAHOOT then traditional mode of chalk and talk. We also try to analyse if there exist any mental or psychological stress among the media educators in adoption of the online mode of teaching. Finally we seek to understand if this sudden transformation from face to face teaching to online and blended learning has opened newer avenues of a participatory learning rather than top down form of education dissemination. We try to find out whether the media educators seek and find gratifications out of the use of various paid or free e learning management systems. For this study we propose to conduct a cross sectional survey among 300 media educators of India administering online questionnaire including close ended as well as open ended questions.

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HQ: A-1, 2nd Floor, Block-C, SRD Laxmi Niwas

Sankardeva Nagar Complex, North Jalukbari

Guwahati-781014, Assam, India

www.armt.in/ +91-98641-56550

dranamikaraymemorialtrust@gmail.com