Report

WJEC- IIMC- UNESCO Roundtable on Journalism Education In India:

Issues and Challenges

10-11 August 2021

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Editor : Prof. (Dr.) Surbhi Dahiya, Professor and Course Director, Department of English Journalism, Indian Institute of Mass Communication, New Delhi.

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DEPARTMENT OF PUBLICATIONS
Indian Institute of Mass Communication
Aruna Asaf Ali Marg, New JNU Campus, New Delhi - 110 067

Prof. (Dr.) Verica Rupar
WJEC Chairperson

Acknowledgments
Message from
Prof. (Dr.) Verica Rupar
WJEC Chairperson

This report would not have been possible without the generous help of numerous institutions, organizations and individuals who gave their support, time, and expertise to make the roundtable "Journalism Education in India: Issues and Challenges" a success.

The World Journalism Education Council (WJEC) would like to thank UNESCO's International Programme for the Development of Communication that provided funding for organizing 16 roundtables around the world, this being one among them. Our project "Journalism education for the 21st century" would not have been possible to run without generous UNESCO support to turn our idea of the ongoing discussion about the improvement of journalism education into reality.

A very special thanks goes to Guy Berger, Director of Strategies and policies in the field of communication and information. Guy's knowledge and experience, his vision, dedication, and his contribution, as a researcher, journalism educator, and UNESCO official, have been invaluable and truly made a difference in numerous WJEC activities and have been instrumental in developing journalism education globally.

This roundtable, "Journalism Education in India: Issues and challenges", organized by the Indian Institute of Media and Communication (IIMC), has made a significant contribution to the project "Journalism education for the 21st century". Meticulously organized, it focused on the issues that define contemporary journalism and journalism education. It takes a team to make an event successful, and I would like to thank everyone involved, Sh. Eric Falt, Director, New Delhi Cluster Office, UNESCO; Prof. Sanjay Dwivedi, (Patron) DG, IIMC; Sh. K. Satish Nambudiripad, ADG, IIMC; Prof. (Dr.) Surbhi Dahiya, (Convenor), Course Director, English Journalism, IIMC; Prof. (Dr.) Anand Pradhan, Prof. (Dr.) Pramod Kumar, Prof. (Dr.) Sangeeta Pranvendra and all other members of the organizing committee, moderators, eminent panelists, guests and rapporteurs.

Most of all, I would like to thank the convenor of WJEC- UNESCO- IIMC Roundtable, Prof (Dr) Surbhi Dahiya for designing, moderating, and overseeing the roundtable. Her leadership and hard work was essential in bringing it to a successful conclusion. Her knowledge and experience in teaching and researching journalism made her a perfect host of the WJEC-UNESCO-IIMC roundtable. Thank you Surbhi, we hope to see you more involved in WJEC activities.

And finally, a big thank you to all participants. Your contribution and insights significantly contributed to our knowledge and understanding of journalism education in India.

Prof (Dr) Verica Rupar
Chair, World Journalism Education Council (WJEC)

Message from

Patron
WJEC- IIMC- UNESCO Roundtable

The Indian media is undergoing a significant transformation as a result of global technological developments. We are living in a convergence period, in which all forms of media have been merged, but most media education institutes continue to teach courses in different parts such as print, television, digital, advertising, and public relations, among others. To deliberate the entire gamut of Journalism and Communication, the World Journalism Education Council (WJEC), UNESCO and IIMC organized roundtable on the theme of **Journalism Education in India: Issues and Challenges**, on 10-11August 2021 which is most relevant and contemporary in the arena of 100 years of Media Education in India.

When we discuss media education, we must consider it in its entirety. We can not merely focus on developing professional journalists to meet the changing needs of the newsroom. Today's media has a very broad scope. Advertising and public relations have already evolved to a new level. Professionals with a background in mass communications are also needed in the government sector.

Social media is playing an important role in media organisations, political parties, the corporate sector, and even individuals who use it for their own purposes. The demand for qualified individuals to manage social media operations is coming from all directions. In the times of 'Fake News' and 'Hate News,' media organisations are increasingly relying on tools such as fact-checking, artificial intelligence, and so on, which is increasing the demand for data journalism practitioners. Media education institutions also require expert media educators who have been trained to deal with all of the issues of the changing times. To improve the quality of research in media education, we need to have dedicated scholars and researchers. Therefore, all aspects related to media education should be elaborated in a holistic manner.

This WJEC-IIMC-UNESCO Roundtable has shown to be extremely valuable for scholars, academicians, and industry professionals. During its two-day marathon, it covered many contemporary concerns of 'Journalism Education for the Twenty-First Century.'

I would like to thank our fellow organisers, The World Journalism Education Council (WJEC) and UNESCO for helping to make this roundtable a huge success. I would like to thank and congratulate Prof. Surbhi Dahiya, Convenor of the WJEC-UNESCO-IIMC Roundtable, and her entire team for successfully organising this intellectual discussion. I would also like to thank all of the panelist's, academics, experts, and participants who came from all over the country to participate in this roundtable.

Prof. Sanjay Dwivedi, Patron
Director General, IIMC

Message from

Convenor
WJEC- IIMC- UNESCO Roundtable

The WJEC-IIMC-UNESCO India roundtable was a two-day event that took place on 10 and 11August, 2021. It was organized to deliberate on journalism Education in India issues and challenges. Organized by the World Journalism Education Council the (WJEC), Indian Institute of Mass Communication (IIMC) and UNESCO, the roundtable linked the role of journalism education in India in regard to the UN Sustainable Development Goals. The roundtable featured global consultations on the issues and challenges in journalism education in India. Hosted by the Indian Institute of Mass Communication, it concerned the WJEC Paris Declaration and its linkage to the role of Journalism Education, tackling the issues of the pandemic, and exploring solutions to the issue of resourcing of journalism education.

The WJEC-IIMC-UNESCO Roundtable coincided with the fortunate milestone of 100 years of media education in India. Media education is a contemporary course that needs to evolve with time. As the media consumption evolves, it is imperative for academics to change with the times and impart education that is relevant and follows a futuristic approach. The domain of media education is driven by innovation and creativity. There is a long debate on the topic whether media education should be considered as a separate discipline or a vocational course. It's been 100 years that media educators have been trying to establish it as a discipline. 100 years of media education in India is an excellent opportunity to reflect on the journey. As technological advancements, digitization 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 establishes itself as an independent discipline. The WJEC- IIMC- UNESCO- Roundtable indeed functioned as a petri dish to develop systematized media education pedagogy in India. It was an attempt to enrich the field of media education and the two-day event touched upon some of the most pertinent issues concerning academic curriculums being imparted in the 21st Century.

On the other hand, many people consider it as a vocational course. With an upsurge in the demand for vocational courses, uptake for skill-oriented courses like Journalism and Mass communication is increasing. Ministry of Skill development, Sector skill council along with NFDC and NSDA have framed qualification packs and defining new job roles in the sector. The curriculums are being aligned accordingly and new media like digital, social, AV mediums are finding place in mainstream course modules. Media education demands a fine balance of theory and practice. Over the years, journalism has transcended from one form to another and media functions in a highly digitized and integrated forms today. From print, to audio, to audio-visual, to interactive social and digital mediums, journalists of the current and future era needs training of the medium and message. They need to possess the technical skills and the art of creative storytelling that cuts across mediums and makes a lasting impression in the mind of their audience.

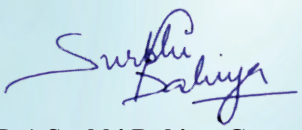
From curriculum to the medium of instruction, to the methodologies adopted for effective instruction, the two day roundtable discussed the best practices and explored the set of futuristic next practices that media education could and should adopt in the Indian context. The need for multi-disciplinary, interactive, and experiential learning was discussed at length. the need for being industry ready and enhancing employability was another critical aspect that was deliberated upon by academia and industry experts.

Continuous in-classroom evaluation metrics, project-based learning modules, on-field exposure, role-play, and case studies were commonly agreed as the methodologies and learning tools that would strengthen conceptual and contextual understanding of the cultural, economic, and social aspects of the society and the nation. experts and dignitaries agreed that rooted in strong ethics, and human values, journalistic integrity should always be of paramount importance in the learning curve and career of a media professional.

The future of media education, as enhanced by National Education Policy 2020, must, be to re-imagine existing pedagogical methods by moving away from the isolated binaries of "thinkers think, and doers do" and enabling craft, creativity, and critical thinking to coexist. The brainstorming which has started in the form of this event is very important. This will not only benefit the media sector, but this will be a great contribution in the implementation of the NEP.

Media is regarded as the fourth estate of any nation and learnings from this event will go a long way in shaping the media education narrative in the country and help prepare a competent workforce. Last, but not the least, the recommendations from the roundtable will help experts frame relevant and progressive policies with regards to the curriculum of media and journalism education in the country. Journalism education needs a uniform set of policies and strategies that can elevate the standard of education and workforce readiness.

We are thankful to the eminent panelists and senior professors invited from across the country, for joining this roundtable and contributing their diverse and valuable ideas and inputs to shape the future of media education in the country. Each session was extremely thought provoking, engaging, and enlightening. All the discussion led to an intellectual epistemology. I wish to thank WJEC Chairperson, Dr. Verica Rupar, IIMC administration, organizing committee, the moderators, the co-ordinators, the rapporteur, the technological and logistical support teams, IT, PR and Social Media Cell and all media educators and students who participated wholeheartedly in every session and made the two-day WJEC-IIMC-UNESCO Roundtable a thunderous success.



Prof. (Dr.) Surbhi Dahiya, Convenor
Course Director, English Journalism, IIMC

THE ORGANIZING COMMITTEE

World Journalism Education Council (WJEC) Chair- Prof. (Dr.) Verica Rupar,
Department of Journalism, Auckland University of Technology (AUT), Auckland, New Zealand

Administrative Members- Indian Institute of Mass Communication (IIMC)

Patron - Prof. Sanjay Dwivedi, DG, IIMC
Sh. Satish Nambudiripad, ADG, IIMC
Prof. (Dr.) Govind Singh, Dean Academics, IIMC
Convenor - Prof. (Dr.) Surbhi Dahiya, Course Director, EJ, IIMC

Committee Members

Prof. (Dr.) Anand Pradhan, Course Director, HJ, IIMC
Prof. (Dr.) Sangeeta Pranvendra, RTV Dept, Head, Dept of IT and Social Media
Prof. (Dr.) Pramod Kumar, Course Director, UJ, IIMC

Coordinators

Sh. Shambhu Sahu, Academic- cum-Teaching Associate, EJ
Ms. Anjulika Ghoshal, Academic- cum-Teaching Associate, EJ
Ms. Pooja Kalbalia, Associate Multipurpose

IT Coordinators

Sh. Sagar Goswami, Associate- Technical
Sh. Parveen Kumar, Associate- Technical

Coordinator- Social Media and PR

Sh. Ankur Vijaivargiya, Associate- PR

Designer

Sh. Sanjay Meena, Graphic Designer

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Prof. (Dr.) VK Bharti, HoD Publication, Dr. Pawan Koundal,
Ms. Garima Nijhavan & Ms. Saima Pervey

WJEC-IIMC- UNESCO Roundtable Schedule
Journalism Education in India: Issues and Challenges
10-11 August, 2021

Day 1: 10August, 2021 (Tuesday)
Inaugural Session
10:00 am–11:15 am
100 Years of Media Education in India: NEP 2020 and Future Challenges

Eminent Guests and Panelists
Chief Guest: Dr. Ms. Pankaj Mittal, Secretary General, Association of Indian Universities
Guest of Honour: Sh. Eric Falt, Director, UNESCO, New Delhi Cluster Office, New Delhi
Patron:Prof. Sanjay Dwivedi, DG, IIMC, New Delhi
Welcoming the Guests: Prof. (Dr.) Verica Rupar, Chairperson, WJEC, AUT, Auckland, New Zealand
Convenor: Prof. (Dr.) Surbhi Dahiya, Course Director, English Journalism, IIMC, New Delhi
Vote of Thanks: Sh K. Satish Nambudiripad, Additional Director General, IIMC, New Delhi
Moderator: Prof. (Dr.) Sangeeta Pranvendra, RTV Department, Head Community Radio, IT, Social Media & PR, IIMC, New Delhi
Rapporteur: Sh. Piyush Kumar, Teaching Associate, IIMC, New Delhi.

Book Launch "*The House that Zee Built*"
11:15 am- 12 noon
Introducing the Book- Dr Surbhi Dahiya, Author

Endorsements and Book Praise
- Reading the Book Praise Written by Dr Subhash Chandra, Chairman, Essel Group
- Foreword by Prof. (Dr.) Alan B Albarran, Professor Emeritus, Univ of North Texas, USA (Video Message)

Distinguished Speakers
- Prof. B.K. Kuthiala, Chairman, Council of Higher Education, Govt. of Haryana & Chandigarh, Former VC of MCU.
- Sh. Anurag Batra, Founder, Exchange4Media and Chairperson, Business World.
- Prof. (Dr.) Graham Murdock, Loughborough University, UK (Video Message)
- Prof. Sanjay Dwivedi, DG, IIMC, New Delhi
- Prof. (Dr.) DayaThussu, International Communication, Department of Journalism, School of Communication, Hongkong Baptist University, Kowloon Tong, Hong Kong
- Prof. (Dr.) Devesh Kishore, Former Professor, IGNOU and IIMC
- Dr. Deb Aikat, Vice President, AEJMC, and Associate Professor, UNC Hussman School of Journalism and Media, University of North Carolina at Chapel Hill, USA
- Prof. Ramon Guillermo R. Tuazon, Communication & Information Consultant, UNESCO Myanmar Office, Secretary General, Asian Media Information and Communication Centre (AMIC) and Chairman, Phillipine Commission on Higher Education, Technical Committee for Communication
- Dr. Rasha El Ibiary, Associate Professor, Future University, Egypt
- Dr. Sadia Jamil, Postdoctoral fellow, Khalifa University, Abu Dhabi (KU) UAE and Chairperson, JRE Section, IAMCR and Country Representative, AMIC
- Sh Richard Pamatatau, AUT, Auckland, New Zealand.
- Sh Kapish G Mehra, Managing Director, Rupa Publications (Video message)
- **Moderator-** Dr Vishnupriya Pandey, Course Coordinator, Department of IIS & Short Courses

Roundtable Plenary-I
12:30 pm- 02:30pm
Multidisciplinary Approaches to Journalism Education in India: The way forward.

Eminent Panelists

- **WJEC Chair- Welcoming of Eminent Panelists**
- Prof. (Dr.) Verica Rupar, Chairperson, WJEC, AUT, Auckland, New Zealand
- Prof. (Dr.) B.P. Sanjay, Manipal Institute of Communication, Manipal, Former VC, CUTN, Former Pro Vice-Chancellor, University of Hyderabad and Former DG, IIMC, New Delhi
- Prof. (Dr.) Usha Raman, Department of Communication, University of Hyderabad,Hyderabad and Vice President, IAMCR
- Prof. (Dr.) DayaThussu, International Communication, Department of Journalism, School of Communication, Hongkong Baptist University, Kowloon Tong, Hong Kong
- Prof. (Dr.) Biswajit Das, CCMG, Jamia Millia Islamia, New Delhi.
- Prof. (Dr.) D.V.R. Murty, Head, Department of Journalism and Mass Communication, Andhra University, Visakhapatnam
- Prof. (Dr.) JaishriJethwaney, Senior ICSSR Research Fellow and Former Professor and Head AdPr, IIMC, New Delhi
- Prof. (Dr.) Gopalan Ravindran, Head, Central University of Tamil Nadu, Thiruvarur, Tamil Naduand Former Professor and Head, University of Madras, Chennai
- Prof. (Dr.) Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies, Bhuvneshwar

Convenor/Panelist cum Moderator: Prof. (Dr.) Surbhi Dahiya, Course Director, English Journalism, IIMC, New Delhi
Rapporteur: Sh. Shambhu Sahu, Teaching Associate, IIMC and Sh. Martand Jha, Senior Research Fellow at School of International Studies, Jawaharlal Nehru University

Panel Discussion I
3:00 pm – 04:30pm
Hybrid Newsrooms and Blended Classroom: Industry meets Academia

Eminent Panelists

- Prof. (Dr.) Govind Singh, Dean Academics, IIMC, New Delhi
- Prof. (Dr.) Shahid Rasool, Dean, School of Media Studies, Central Universityof Kashmir, Ganderbal, Jammu and Kashmir
- Prof. Ashok Ogra, Advisor (Mass Communication), Apeejay Education Society, New Delhi
- Sh. K.A. Badarinath, Sr. Journalist
- Dr. Mausumi Bhattacharyya, Associate Professor, Centre for Journalism & Mass Communication,Visva-Bharati University, Santiniketan
- Dr. Shahid Ali, Associate Professor and Head, Department of Mass Communication Kushabhau Thakre University of Journalism and Mass Communication, Raipur, Chhattisgarh

- **Panelist cum Moderator:** Prof. (Dr.) Pramod Kumar, Course Director, Urdu Journalism, IIMC, New Delhi
- Rapporteur: Ms Garima Sharma Nijhawan, Principal Consultant, Archetype India and Guest Faculty DSJ – DU and Ms. Pooja Kalbalia, Associate Multipurpose, IIMC, New Delhi

Panel Discussion I
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- Sh. K.A. Badarinath, Sr. Journalist
- Dr. Mausumi Bhattacharyya, Associate Professor, Centre for Journalism & Mass Communication,Visva-Bharati University, Santiniketan
- Dr. Shahid Ali, Associate Professor and Head, Department of Mass Communication Kushabhau Thakre University of Journalism and Mass Communication, Raipur, Chhattisgarh

- **Panelist cum Moderator:** Prof. (Dr.) Pramod Kumar, Course Director, Urdu Journalism, IIMC, New Delhi
- Rapporteur: Ms Garima Sharma Nijhawan, Principal Consultant, Archetype India and Guest Faculty DSJ – DU and Ms. Pooja Kalbalia, Associate Multipurpose, IIMC, New Delhi

Panel Discussion II
04:45pm – 06:00pm
De-colonizing Journalism Education and Pedagogy: The Road Ahead

Eminent Panelists

- Prof. (Dr.) K.V. Nagraj, Former Pro Vice Chancellor, Assam University and Former Professor, Mizoram Central University, Mangalore University, Mysore University
- Prof. (Dr.) B.K. Ravi, Chairperson, Department of Communication, Bangalore University, Bengaluru, Karnataka.
- Prof. (Dr.) Madhavi Reddy, Head, Department of Media & Communication Studies, Savitribai Phule Pune University, Pune
- Prof. (Dr.) Saima Saeed, Hony. Director, CCMG, Jamia Millia Islamia, New Delhi.
- Dr. Jatin Srivastava, Associate professor andDirector, Institute for International Journalism, E W Scripps School of Journalism,Ohio University, USA
- Dr. Sanjay Ranade, Associate Professor and Head of Research Centre, University of Mumbai, Mumbai
- Dr. Deepti Ganapaty, Assistant Professor, Centre for Management Communication, IIM, Bangalore

- **Panelist cum Moderator:** Dr. Ankuran Dutta, Associate Professor and Head of Department of Communication & Journalism, Gauhati University, Guwahati.
- Rapporteur: Dr. Parul Mehra, Associate Professor, TIIPS

Day 2: 11thAugust, 2021 (Wednesday)

Roundtable Plenary-II
10:00am – 11:30am
Reinventing Journalism Education in the Digital Age: Emerging Technologies and Formats

Eminent Panelists

- Prof. (Dr.) Usha Rani Narayana, Senior ICCSR Fellow, and Former Professor and Head, Department of Journalism and Mass Communication, University of Mysore, Mysore
- Prof. (Dr.) Umesh Arya, Department of CMT, Guru Jambheshwar University of Science and Technology, Hisar
- Prof. (Dr.) Ujjwala Sunil Barve, Head, Department of Communication and Journalism, SavitriBai Phule University, Pune.
- Prof. (Dr.) Ruchi KherJaggi, Director, Symbiosis Institute of Media and Communication (SIMC), Symbiosis International (Deemed University), Pune.
- Prof. (Dr.) DevVrat Singh, Department of Mass Communication, Central University of Jharkhand, Ranchi.
- Dr. S. Arulchelvan, Associate Professor, Department of Media Sciences, Anna University, Chennai

- **Panelist cum Moderator:** Prof. (Dr.) Anand Pradhan, Course Director, Hindi Journalism, IIMC, New Delhi
- Rapporteur: Ms Roma, Assistant Professor, IMC and MT, Kurukshetra University, Kurukshetra and Ms. Anjulika Ghoshal, Teaching Associate, IIMC

Panel Discussion- III
11:30am – 01:00pm
Need for Robust Research in Media Domain: Integrating Theory With Practice

Eminent Panelists

- Prof. (Dr.) Geeta Bamezai, Former Professor and Head, Department of Communication Research (DECORE), IIMC, New Delhi.
- Prof. (Dr.) Sunil Kanta Behera, Former Professor of Eminence, Tezpur University, Tezpur.
- Prof. (Dr.) Shohini Ghosh, Officiating Director, MCRC, Jamia Millia Islamia, New Delhi.
- Prof. (Dr.) Manukonda Rabindranath, Chairman, Center for Media Studies, Jawaharlal Nehru University, New Delhi.
- Prof. (Dr.) Shashwati Goswami, Head, Department of Communication Research (DECORE), IIMC
- Prof. (Dr.) Anubhuti Yadav, Head Department of New Media, IIMC
- Dr. Sumit Narula, Deputy Dean, Amity School of Communication, Amity, Gwalior

- **Panelist cum Moderator:** Dr. Uma Shankar Pandey, Associate Professor, Surendernath College for Women, Kolkata.
- Rapporteur: Dr Ananya Roy, Senior Consultant, Department of Communication Research (DECORE), IIMC, New Delhi

Panel Discussion – IV
02:00pm – 03:30 pm
Shift from Classroom Discourse to Online Teaching: Challenges and Prospects.

Eminent Panelists

- Prof. (Dr.) Mira K. Desai, Department of Extension and Communication, SNDT Women's University, Mumbai,
- Prof. (Dr.) Archana R. Singh, School of Communication Studies, Panjab University, Chandigarh and Senior Fellow ICSSR.
- Prof. (Dr.) Manisha Pathak Shelat, Chair, Centre for Development Management and Communication (CDMC), MICA, Ahmedabad.
- Prof. (Dr.) Padma Rani, Director, Manipal Institute of Communication, Manipal Academy of Higher Education, Manipal
- Prof. (Dr.) Sunetra Sen Narayan, Publications Department, IIMC.
- Prof. (Dr.) M.S. Sapna, Department of Communication and Journalism, University of Mysore, Mysore.
- Dr. Jyoti Raghavan, Associate Professor, Kamala Nehru College, New Delhi.

- **Panelist cum Moderator:** Dr. KulveenTrehan, Sr. Assistant Professor, Guru Gobind Singh Indraprastha University, New Delhi.
- Rapporteur: Dr. Albert Abraham, Assistant Professor, School of Humanities and Social Sciences, CHRIST (Deemed to be University), Delhi NCR Campus.

Valedictory Session
03:45pm – 05:30pm
Growth of Indian Language Journalism and Media Education: Issues and Concerns

- **Chief Guest:** Prof. Bhushan Patwardhan, Chairman, Indian Council of Social Science Research (ICSSR)
- **Guest of Honour:** Prof. B.K. Kuthiala, Chairman, Council of Higher Education, Govt. of Haryana & Chandigarh, Former VC of MCU.

- **Eminent Panelists** Sh. K. Satish Nambudiripad, Additional Director General, IIMC, New Delhi
- Prof. (Dr.) Sanjeev Bhanawat, Former Head, University of Rajasthan, Jaipur.
- Prof. (Dr.) Sudhir Gavahane, Founding & Former VC, MGM University, Aurangabad
- Prof. (Dr.) Sh. Mrinal Chatterjee, Regional Director, IIMC, Dhenkanal.
- Prof. (Dr.) Kanchan K. Malik, Department of Communication, University of Hyderabad, Hyderabad.
-
- **Moderator:** Dr Rubal Kanozia,Assistant Professor, Central University of Punjab, Bathinda
- **Rapporteur:** Sh. Nadim Akhtar, Teaching Associate, IIMC, New Delhi and Ms Chhavi Bakaria, Associate Outreach,

WJEC-IIMC- UNESCO ROUNDTABLE SCHEDULE
JOURNALISM EDUCATION IN INDIA: ISSUES AND CHALLENGES
10-11 AUGUST, 2021
DAY 1: 10AUGUST, 2021 (TUESDAY)

INAUGURAL SESSION 10:00 AM–11:15 AM

100 YEARS OF MEDIA EDUCATION IN INDIA:
NEP 2020 AND FUTURE CHALLENGES
EMINENT GUESTS AND PANELISTS

Chief Guest: Dr. Ms Pankaj Mittal, Secretary General, Association of Indian Universities
Guest of Honour: Sh. Eric Falt, Director, UNESCO, New Delhi Cluster Office, New Delhi
Patron: Prof. Sanjay Dwivedi, DG, IIMC, New Delhi
Welcoming the Guests: Prof. (Dr.) Verica Rupar, Chairperson, WJEC, AUT, Auckland, New Zealand
Convenor: Prof. (Dr.) Surbhi Dahiya, Course Director, English Journalism, IIMC, New Delhi
Vote of Thanks: Sh. K. Satish Nambudiripad, Additional Director General, IIMC, New Delhi
Moderator: Prof. (Dr.) Sangeeta Pranvendra, RTV Department, Head Community Radio, IT, Social Media& PR, IIMC, New Delhi
Rapporteur: Sh. Piyush Kumar, Teaching Associate, IIMC, New Delhi.

Prof. (Dr.) Verica Rupar
Chair, WJEC: Welcome Address

Prof. (Dr.) Verica Rupar *is a Professor at the School of Communication Studies, AUT, New Zealand and the Chair of World Journalism Education Council. She has published widely on journalism and its contribution to the democratic society. She has worked as a journalist and journalism educator in Serbia, Slovenia, Hungary, Australia, UK and New Zealand.*

Prof. (Dr.) Verica Rupar, Chairperson, WJEC and Professor, AUT, Auckland, New Zealand highlighted that WJEC-IIMC-UNESCO roundtable is part of the larger project called the 'Journalism education for 21st century' conceptualized and run by WJEC. Prof Rupar briefed everyone about the scale and magnitude of WJEC project. She informed that WJEC is a consortium of journalism educators associations around the world comprising of different associations. WJEC-IIMC- UNESCO roundtable is part of larger project called the journalism education for twenty first century run by WJEC. Thanking the UNESCO for the project, she informed the guests about roundtable being a part of UNESCO international programme for the development of communication and its support for strengthening journalism. The project aims and supports collaborations between journalism educators across the globe and civil society groups and appropriate government bodies with the ultimate goal of guiding quality journalism education across the globe. It includes a total of 16 roundtables around the world. The WJEC-IIMC- UNESCO Roundtable is the third in these sixteen roundtables. The list and recording of these sessions will be available on the WJEC website.

She told about the council being an association or consortium of journalism educators associations around the world, some of these associations are rather small. New Zealand association for example has less than 20 members and that's the organization to which she belongs to some are huge, for example, European Journalism Educator Association has members from all European Countries and more than 80 schools. She said “We are fortunate to have the support of UNESCO for the project, our roundtable responds to the vision of UNESCO international programme for the development of communication and particularly it stands for strengthening journalism education worldwide.” She also added that it supports coagulation between journalism educators across the globe by building stronger relationships between big industries with civil society organizations and appropriate Government bodies, hoping to guide quality journalism education globally, the wider project includes 16 roundtables around the world.

So far two, have been conducted sussefully this is the third one, the first one was run collaboratively on journalism education and reporting in the zones of risk, the second one was run in the States recently on the topic of journalism and place of journalism in school in wile research at research led universities. The next roundtable after this is scheduled to be held in Nigeria followed by one in Kazakhstan, Russia, France each . The full list of roundtables and the recordings of these sessions are on the WJEC website. She expressed her gratitude to IIMC for the tremendous support that they have provided as the host for this important gathering and particularly to Prof. (Dr.) Surbhi Dahiya and the organizing team for hosting the event. She described that they have put together a really intriguing, engaging and inspiring programme and that she is looking forward to learning more from these sessions.

Prof. (Dr.) Surbhi Dahiya, Convenor About The Roundtable

Prof. (Dr.) Surbhi Dahiya *is presently working as a Professor and Course Director in the Department of English Journalism at the Indian Institute of Mass Communication (IIMC) (under Ministry of Information and Broadcasting, Government of India). She is Former Dean Students Welfare and Editor Communicator. She started her career as a correspondent with The Tribune and later shifted to academics in 2003. She served Delhi University for eight years. Academically, she is a gold medallist in graduation.*

Internationally, Prof. Dahiya has represented India on many platforms. She is the IAMCR Faculty Ambassador. Prof. Dahiya was the SUSI Scholar from India and completed the Study of the United States Institute Programme organised by the US Department of State, conducted at the Ohio University USA in 2017. She participated in AEJMC Conference in Chicago in 2017. She was elected as the Liaison Chair for Academia and Industry by the newly formed South Asian Communication Association (SACA). Prof. Dahiya chaired a number of sessions, presented many Research papers nationally and internationally. She was the convenor of the World Journalism Education Council WJEC- IIMC- UNESCO Roundtable in India (August 2021); chaired a session at JRE, IAMCR, Nairobi, Kenya (July 2021); Presented a paper at the 5th WJEC, Paris (July 2019). Presented Power Research Talk in ICA (SACA), Czech Republic (May 2018); World Press Freedom Day at Helsinki, Finland (May 2016); Journalism Education at IAMCR, Leicester, UK (July 2016; Montreal, Canada (July 2015); UNESCO invited her to present on Safety of Journalists in Montreal, Canada (July 2015)

Prof. (Dr). Surbhi Dahiya welcomed all the eminent guests and panelists and all the other esteemed media educators and students participating in the Roundtable. She elaborated that the WJEC-IIMC - UNESCOroundtable will feature global consultations on the issues and challenges in journalism education in India. She highlighted that the multi-stakeholder roundtable concerns the WJEC Paris declaration and its linkage to the role of journalism education in regard to the UN sustainable development goals- tackling the issues of the pandemic and exploring solutions for the issue of resourcing of journalism education. As the world is witnessing change on an unprecedented scale due to the technology and corona pandemic, media educators, just like the media industry, are faced with challenging times. She introduced the aim and objectives of the roundtable. Talking about the challenges in front of the media industry and media educators posed by the pandemic and advancements in technology, Prof. Dahiya highlighted the need for adopting the latest technologies to manage different stakeholders. According to her, the changing distribution dynamics also adds new dimensions to the challenges in media education and training. The roundtable aims to help in managing and adapting to these changes and tackling these challenges.

In this new environment, media organizations and media training institutes are fast adopting the newest and best technologies and strategies in managing all the stakeholders and it may change how journalism and journalism education takes place globally. So, with the changing distribution networks, traditional media, as an industry, is facing grave challenges. While new developments are widening the horizons of media consumption, this also adds new dimensions to media education and the kind of training that would best equip a new age journalist. Still, the search for new professional and educational paradigms that help in the interpretation as well as management of this double change is the goal of this roundtable. It discusses the current status and future prospects, vision and challenges in the media and media education in India.

Elaborating on the event, Dr. Dahiya informed the listeners about the different sessions in the roundtable featuring eminent speakers from India and abroad. She discussed that this event is to investigate solutions to the current issues and challenges in journalism education and it envisages an opportunity to expand collaboration between journalism educators to create partnerships with industry, civil society organisations, UNESCO, and appropriate government bodies to grow and guide quality journalism education in India. She thanked Professor Verica Rupar for providing the opportunity to conduct and host this roundtable in India for the benefit of all the media educators and students in India.

Dr. (Ms.) Pankaj Mittal: Chief Guest

Dr. (Ms.) Pankaj Mittal, Secretary General of the Association of Indian Universities (AIU) is the second women Secretary General of the Association in its 96 years of existence. Prior to joining AIU, she served the higher education sector especially university education for more than 03 decades at the apex regulator of higher education, the University Grants Commission of India. Mittal is a Fulbright Scholar and has been a topper in MSc and PhD in Agricultural Statistics from IARI, New Delhi. She has a wide-ranging experience of more than three decades in Higher Education in Policy Planning and Management of Higher Education. She is also National Commissioner for Rangers of Bharat Scouts and Guides. Dr Mittal earlier served as the first regular Vice Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya, Kanpur, the first rural women university of North India, in 2008, at a young age of 44 years, to undertake an onerous task of developing a tiny Gurukul into an institution of repute.

Dr. Pankaj Mittal, Chief Guest, Secretary General, Association of Indian Universities, discussed the role of University Grants Commission as well as UNESCO in standardising the curriculum for journalism education in the country. She also touched upon the role and relevance of New Education Policy (NEP) in catalyzing the much-needed paradigmatic shift in the field of media education in India in the coming 5 to 10 years. She opined that the evolution of media education will entail restructuring of methods, programmes, teaching methodologies and assessment metrics to promote experiential learning.

She started her talk by highlighting the hundred years of media education which have created journalists, media persons, and advertising experts among others who have shaped the dynamic demography of media today. The history of journalism and media education, as she said can be credited to Dr Annie Besant for having initiated the first journalism course at the National University of Arya at Madras under the aegis of Theosophical Society, in 1920. She also talked about Prof P.P. Singh who is known as "founding father of formal journalism education in India."Then she discussed in detail the journey of Journalism education, how universities and institutions came into existence. She highlighted that journalism has travelled a long, long history over all these hundred years and it has shifted or maybe transitioned from print journalism to electronic journalism and now social media journalism. Social media journalism is becoming popular. By quoting a story from Einstein and his theory of "same question with different answers" concept she elaborated that though what to teach, how to teach, the curriculum, what should be the method of teaching, what should be the method of evaluating the students is same but before pandemic or before NEP or after NEP, the answers are all different now. She talked about how the NEP has led to the restructuring of institutions, programs, methods of teaching, assessment and evaluation, and technology. According to her NEP is affecting all the education programs including

media education and it will be changing the paradigm of higher education in the next 5 years. Then she talked about media education and the employability issues in Media houses. She described the importance of practical training and internship for exposure of the field while pursuing the course academically. Then she went on and talked about the multidisciplinary approach in media education as according to her no discipline in social science can exist as a standalone subject, everything in society is interwoven. Then she gave a peak into the concept of ABC (Academic Bank of Credit) of NEP through which every student can pursue his or her passion. She elaborated "like a commercial bank in which you have credit and you deposit money, In ABC (Academic Bank of Credit) you deposit credits. And how will you deposit credits? So, what will happen is that the student instead of taking admission in a complete programme in aparticular university, the student will take admission in various courses. So right now, suppose in Bachelor of Mass Communication and journalism there are say 15 papers, all the 15 papers have to be done from a single university. But when this ABC route comes, one can do 2 papers from Indian Institute of Mass Communication, 2 papers from Nagpur university, 2 papers from JNU. Not only any university one could also pursue any subject."She shared details of how this concept is catching up popularity across the globe and people are happy to receive such freedom of choices in education. Then she highlighted that the online education and the culture of the world shifting to online will stay. She emphasized how digital have become important. She said "the future is blended mode of education. So blended is going to stay, also all over students who are studying media education or any other subjects, they must keep themselves abreast with the technology. And the latest happening in technology; assessment and evaluation, these also won't be held like they were in the past at the end of the semester, and we all saw how big a challenge it was to evaluate in the pandemic."

Sh. Eric Falt
Director, UNESCO, Cluster Office
New Delhi: Guest of Honour

Sh. Eric Falt (France) is the Director and UNESCO Representative for the UNESCO New Delhi Office, covering Bangladesh, Bhutan, India, Nepal, the Maldives and Sri Lanka. From 2010 to 2018, he was based at UNESCO Headquarters in Paris as the Assistant Director-General for External Relations and Public Information, with the rank of Assistant Secretary-General of the UN. Sh. Falt served from 2007 to 2010 as Director in the United Nations Department of Public Information in New York. Prior to that position, he was Director of Communications for the United Nations Environment Programme (UNEP), based at its global headquarters in Nairobi. Throughout the 1990's and until 2002, he served in UN peacekeeping and humanitarian operations in Cambodia, Haiti and Iraq, as well as in Pakistan.

The Guest of honour Sh. Eric Falt, Director UNESCO New Delhi Cluster Office, regarded information and effective communication as critical life savers in the pandemic era. According to him, the rise in the demand of vital information requires meticulous emphasis on quality of journalism education and therefore in his opinion, revisiting curriculum and teaching methodologies becomes critical.

He thanked the World Journalism Education Council and Indian Institute of Mass Communication for organizing this event. He started by discussing the unprecedented health crisis wherein information has emerged as a life saver. He said the present times are more crucial in terms of need of information dissemination, so journalism education has gained importance now. He talked about the boom in the commercial media and digital journalism platforms which have emerged in recent

times which have open avenues such as citizen journalism. One could have a lot of debate around this issue. He stated that today as a journalist the role that we play certainly to strengthen the freedom of speech and press are related directly to the journalism education. He said it can be considered that journalism as a profession acts as guardian of public interest. By disseminating trusted information, news media enabled citizen participation in development and also re-strengthen accountability feedback mechanism. According to him citizens cannot exercise and enjoy the citizenship in absence of crucial and verified information which of course well-trained journalist provide better than those who are not trained as journalists.

UNESCO'S support for journalism education also has a strong conviction that professional journalistic standard are essential to bring out the potential of media system to foster democracy, dialogue and development. He said, "At UNESCO we have been supporting the development of literacy in response to emerging challenges to the very fast changing world. To reach this objective we assembled an international team to develop syllabi on various issues related to climate change, media sustainability, data journalism, Children trafficking, science journalism, reporting on sustainable tourism and much more." He stated that Fake news is a serious challenge globally and magnified during the global covid19 pandemic outbreak and all of these challenges have global ramification that is why certainly the need of the hour for governance, global partners, institution of media training to join hands and accelerate efforts in this direction. As a global media educator in years of research in this field it is evident that many of us at UNESCO supported of the years have not become strong, better network, and become self-greater capacity to be part of the new global network of journalism school that can take definition of excellence into the future. The UNESCO Global initiative for excellence in Journalism Education also provides the platform for National school of journalism to form a network with others in a global agenda for improving the overall quality of teaching, practicing, and researching journalism. At the end he suggested that there must be discussion on the dynamic nature of communication technology which are reshaping media landscape, practically expanding the participation which contain a lot of platforms. He suggested we must evolve our teaching techniques keeping in view all these challenges.

Prof. Sanjay Dwivedi
Patron, DG, IIMC:

Prof. Sanjay Dwivedi is an eminent journalist, editor, writer and media educator of India. He has held important responsibilities in various leading media houses including'Dainik Bhaskar', 'Haribhoomi', 'Navbharat', 'Swadesh', 'InfoIndia. Com' and Chhattisgarh's first satellite channel 'Zee-24 GhanteChhattisgarh'.In MakhanlalChaturvedi Rashtriya Patrakarita AvamSancharVishwavidyalaya, Bhopal, he has been the head of the Mass Communication Department, Registrar as well as Vice Chancellor in charge. More than 3000 of his articles on political, social and media issues have been published in different journals. Prof. Dwivedi has authored and edited 26 books so far. He has been honoured by many organisations for his contribution to the media sector.

The patron of the event Prof. Sanjay Dwivedi stressed on the importance of vernacularisation of journalistic literature. India being a land of diversity, consumes information in regional languages and it is imperative for universities to lay equal emphasis, if not more to formulate content that is for masses to include a wider set of students in the academic fold.

This year marks the hundred Years of Media Education in India. In 1920, under the auspices of the Theosophical Society, Anie Besant started the first course of Journalism at Madras University. Prof. Sanjay Dwivedi spoke about the contribution of educators like Dr. Annie Besant, Prof. Eapen and others in the field of media education in the country. He said "Professor Eapen believed Media educators should have direct experience of working in media, only then will he be able to teach students effectively."

Prof. Dwivedi started by talking about the theme of the inaugural session and the challenges posed by COVID-19.He discussed that studentswishto return to schools and colleges again. He mentioned how people will not only remember 2020 due to the effects of Covid-19 as an epidemic, but also as a media educator, this year is very important. Most of the media education institutions in the country are giving priority to such people as teachers, who have good experience in the field of media as well as academia, so that these teachers could prepare a course curriculum that would help students in future.". He said that though today people say that journalism has become a business, but he believes that it is understandable. Journalism is a special kind of business and it'sspeciality is what that binds it to responsibility. We also know that media is called as the fourth pillar of democracy. A journalist should be competent in his/her work. He highlighted that major issue is the lack of books in Media. Textbook production is the biggest challenge, but he said everyone must try to seek solution for this issue. According to him a report tells that in India there are more than 15 hundred media institutions and if every organization starts producing two books a year, then 3000 books will be available to the students in a year.

Inaugural Session WJEC-IIMC- UNESCO Roundtable

He argued for media educators to have necessary experience in the profession before teaching. According to him, social responsibility adds a special dimension to media business. Prof. Dwivedi

stressed on producing literature in journalism in Indian languages and in Indian context. Lauding the new education policy, Prof. Dwivedi said that for the first time in history of policy revision, consultations were held with more than 2 and half lakh Gram Panchayats and involved all the stakeholders be it students, teachers, elected representatives, guardians etc. According to him, NEP will prepare global citizens who will be linked with their roots, values and culture but will also have a deep understanding of global values and issues. They will promote their mother tongue with dignity and respect. Prof. Dwivedi spoke about the need to convert challenges into opportunities. With largest young population in the world, he said, "we can create skillful and proficient human resource in the fields like big data, machine learning and artificial intelligence." He argued that flexibility provided by NEP will enable this and revolutionary education in the country.

According to him under the National Education Policy, care has been taken to map the transitions and needs of all parts of the country.He concluded by saying that an Education Council is needed to increase the quality of education. With its help, not only the curriculum of journalism and mass communication education will be improved, but the needs of the media industry are there. Accordingly, institutions will be able to prepare journalists. Journalism has changed a lot in today's time. Therefore, a change in journalism education is necessary. He highlighted how it is the responsibility of every media teacher to understand media convergence. Teach among the students how they can become a better journalist in the age of social media so that they avoid that fake news. Apart from this, there is a need to focus on employable education under the mission. He concluded by saying "Let us all come together to give a new dimension to media education and help create a better environment for mass communication education."

Lastly, speaking on the challenges in front of media educators in the current times, Prof. Dwivedi stressed for the educators to understand digital convergence holistically.

Prof. (Dr.) Surbhi Dahiya, convenor of the event credited liberalisation, privatization and globalization for the growing demand for media professionals in the country since the 1990's and highlighted the need for a fresh approach to lay foundation for a dynamic media education curriculum in times to come.

She stated that the Indian Media Education has come a long way. In the centenary year, it becomes imperative for scholars, academicians, and students in this discipline to introspect and see those milestones that have been achieved over the last 100 years since media education was conceived in India. The journey of these last ten decades has been nothing less than a roller-coaster affair. Despite all the ups and downs in the road, it can be said that the overall picture of the journey can be best described in the phrase, "From Evolution to Revolution". Prof. Dahiya highlighted the journey of media education in India, stressing on the importance and role of freedom movement leaders in journalism and journalism education in India. According to her, publications and contributions by freedom fighters such as Gandhi, Tilak, Bose, Besant and others in freedom movement is important to understand the context in which media education emerged in India. Commenting on journalism as a discipline, Prof. Dahiya attributed the failure of journalism to emerge as an independent to the lack of theoretical grounding and its newness unlike traditional humanities subjects that had history of decades and centuries. She credited liberalization, privatization and globalization for the

mushrooming of media educations centers across the country in 1990's as a consequence of growth in media sector and growing demand of media professional. Speaking on challenges in front of media education in post-digitalization era, Prof. Dahiya opined that introducing latest technologies to teach students across the country would require consistent efforts from institutions in future. Speaking on New Education Policy Prof. Dahiya lauded the policy in its aim to eliminate the gap between employer's needs and curriculums introducing structural changes.

In the pre-independence era, the seeds of making journalism into an academic discipline were sown. In the post-independence period, the seeds that were sown in pre-independence era were taking roots deeply across the length and breadth of the country. The year 1991 was special because the very same year marked a paradigm shift not just for the field of media education but for India as a nation. This was the year of LPG (Liberalization, Privatization, and Globalization) reforms which opened the Indian economy and had severe long-lasting impact on the growth of media and media education in the country. There were overall shifts in the way journalism was started to being taught to the students in India. Finally, Covid 19 and NEP 2020 have also impacted media education in India.

There is a need to establish journalism education as an independent discipline. The technological advancements are changing the dynamics of the teaching and learning process. The domain of Media is sparked with innovation and creation, with the upsurge of the phenomenon of Quality Education, the skill-oriented courses in Journalism and Mass communication are becoming popular. The curriculums are being updated as per industry needs and designed differently today. Media education has completed 100 years. It is a fête of high-quality journalistic skills, media, and mass communication education. Numerous efforts have been made in media classes across India to establish an amalgamation of practice and theory. There have been many intellectual discussions about the shifting paradigms in media education and change in the paradigm due to technological advancements.

NEP 2020 is an initiative to bring transition in the stagnant education system in India. Education is the prerogative of all citizens. This WJEC-IIMC-UNESCO Roundtable might be one of the attempts to help implement the NEP 2020 recommendations in media education as media educators across India deliberated on various topics related to the same. The celebration of 100 years of media education is a great opportunity to raise awareness on the problems that educators and students confront in this field. For the next generation, a worldwide aptitude and only high-quality education with in-depth knowledge is required. Personalization of the teaching learning process, self-paced courses, and possibilities for interactive and collaborative work are all priorities for the next generation of professionals. Journalism and mass communication education should be connected with the demands of a networked society and immersive virtual reality (VR) and augmented reality (AR) environments. This necessitates the careful application of technology to meet the requirements of people with varying abilities.

The new amendments in the NEP 2020 have set on a high sail this time. It encapsulates the formation of a more student-centric curriculum rather than sticking to the old practices where the teachers used to decide and evaluate the subjects. This update has made it possible for the students to select the subjects they would like to study, which will ease the aspects of attaining higher studies.A key goal of the Policy is to promote interdisciplinary research and innovation to address several societal challenges. For instance, Higher Education Institutions (HEIs) have been encouraged to set up start-up incubators and technology development centres. In addition, the government proposes

establishing a National Research Foundation to foster a culture of learning. The Policy outlines the inception of the National Educational Technology Forum (NETF), a forum for the free exchange of ideas on the use of technology to enhance learning, appraisal planning and administration for schools and universities. The Policy also recognizes the challenges arising on account of the widespread use of Artificial Intelligence (AI) and illustrates the need to adapt to recent changes due to the growth of artificial intelligence in various sectors. It has tasked the NETF with identifying and categorizing emergent technologies based on their flair and aptitude and estimated duration of the disruption. This can be done by presenting periodic analyses to MHRD, who shall then identify the technologies that need appropriate educational responses. With the advent of disruptive technologies, this Policy is considered pioneering; its bespoke generating awareness and conducting research on various aspects of the technologies, including concerns pertaining to data handling and protection.

The new amendments that have been crafted recently, will surely encourage students to pursue mass communication and would end up with better career prospects for the students on account of quality knowledge of practical know-how of the subject. It is rightly said," Education is not the filling of a pail, but the lighting of a fire" and this fits the introduction of the new policy in the education system. Such a move will invigorate the students to learn more.

Media education in India is still taking deeper roots and the scope of media education expansion is still pretty huge. The last 100 years have shown that India as a country is more than ready to expand media education and the utility of media education is now unquestioned. But there are questions that are unanswered. Some of the questions concern new directions for growth, relevance, curricular needs, its recognition as a discipline, its connect with the media industry etc. Strangely, the centenary year of media education in India has also coincided with the period of coronavirus pandemic. It is but natural that a different phase of media education would start in the post-Covid world not just to demarcate the history of media education in India between in its first 100 years and years to come but the demarcation would also be in terms of media education in India pre-Covid and post-Covid years.

Media education is currently suffering a lot due to Covid19 but one hopes that soon the world would return to a life without the necessity of masks and physical distancing in the post-Covid world. Till such a time comes, the teachers of media are doing their best to teach online classes because they can only control the 'controllable', while nothing can really be done about things that are out of one's control. Even media workshops about production and camera work are being held on digital classes but hands on experience to touch and use the equipment is being largely missed by both the students and the faculty. Currently, in the era of epidemic disease, how can online media education bridge the gap between those who have digital access and those who do not? Today, nobody can predict for sure when things would resume normally and when the world could go back to the life as people knew it before this pandemic. Till then the idea of media educators is to sustain on technology to give whatever little one can give in terms of education to the students.

Vote of Thanks
Sh. K. Satish Nambudiripad
ADG, IIMC

Sh. K. Satish Nambudiripad is 1991 batch Indian Information Service (IIS) officer. He is Additional Director General of IIMC, Head of Electronics Media Monitoring Centre (EMMC) and New Media Wing under the Ministry of Information &Broadcasting, Government of India. During his 29 year long career, he held the responsibility of Private Secretary to Union Minister for Food & Public Distribution and Consumer Affairs in the second UPA Government, Director (Secondary Education) and Registrar of Copyrights India in the Union Ministry of Human Resource Development (2006-2011), Deputy Press Secretary to the President of India the late Dr. K.R. Narayanan (1998-2002) and first Chief Executive Officer of NORKA Department (Non-Resident Keralites Affairs) in his home State of Kerala. He is Post Graduate in English language and literature. He has also been trained in various aspects of governance, public policy and media management from institutions such as IIM Bangalore, IIPA Delhi, University of East Anglia in UK and University of California, Berkeley.

Sh. Nambudiribad was invited for proposing the vote of thanks. He started by acknowledging the relevance of the roundtable as paradigmatic shifts are being experienced across the global media behaviour. Sh. K Satish Nambudripad shared the legacy of IIMC and UNESCO's historical association and the role of the two organisers in elevating the stature of media education in the country. Broadly outlining IIMC's achievements, Sh. Nambudiripad talked about institution's contribution in the field of media and media education, touching upon the large network of alumni holding key positions in media industry in India as well as globally.

He gave the vote of thanks to the panelists. He stated that IIMC and UNESCO have a long-standing association, which has been an "illustrious part of media education in India." He said that as Media education provides critical knowledge and empowers people with the analytical tool that empowers the option as autonomous and rationale success . The pandemic has further fueled changes in the field of communication and education. Speaking on NEP, Sh. Nambudiripad opined that holistic education has always been part of traditional Indian education and the new education policy is attempting to bring these values to the fore. If implemented properly, NEP according to him has potential to mould India into global hub for education where the youth are empowered with right knowledge and skills. He then thanked all the eminent guests and panelists.

Prof. (Dr.) Sangeeta Pranvendra

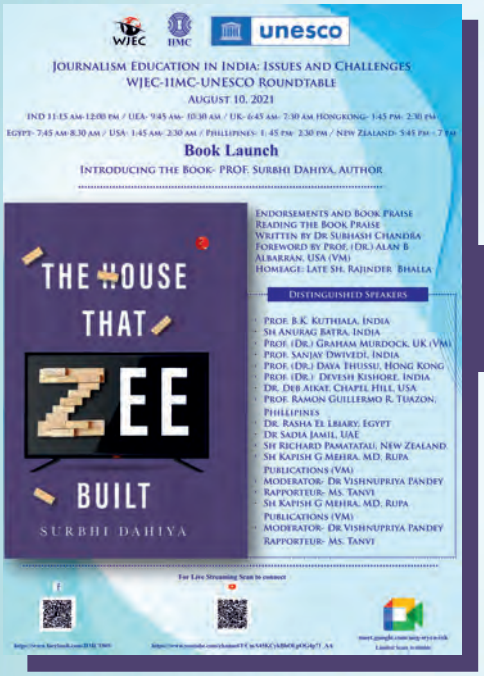
Prof. (Dr.) Sangeeta Pranvendra is a Professor in the Radio and Television Department at the Indian Institute of Mass Communication (IIMC), New Delhi. She heads the Social Media and PR Department, IT Department and the Community Radio of IIMC – Apna Radio 96.9FM. Dr Pranvendra is a PhD in Journalism and has a work experience of over 20 years in leading media organizations like India TV, Hindustan Times, Bhaskar TV, DNA Newspaper and The Free Press Journal, Mumbai. She has also been associated with All India Radio and Doordarshan. She has worked in print, radio and television and has extensively covered news on politics, agitations, natural disasters, child marriages, human rights, child labour, water, women, gender, health and stories from the Indo-Pak border. Dr Sangeeta Pranvendra is the first journalist who has covered the sensitive issue of child marriages in the rural, tribal areas of Rajasthan on camera with reporter presence on spot. She has conducted ToTs (training of trainers) and workshops for ground level workers, academicians and officers.

Prof. (Dr.) Sangeeta Pranvendra was the moderator of the inaugural session. She gave an introduction about the event. Then briefed about the inaugural session of the round table that was based on the theme 100 Years of Media Education in India: NEP 2020 and Future Challenges. She elaborated that the roundtable is being organized to deliberate on journalism education in India issues and challenges. The inaugural session set the tone for the conference and discussed some pertinent points for further deliberation by experts over the following two days. She invited all the panelists to deliberate on the topic one by one

Rapporteur

Sh. Piyush Kumar

Sh. Piyush Kumar *is an early career researcher and academic cum teaching associate currently working in Hindi Journalism department at Indian Institute of Mass Communication. His research interests include public policy, Media law, labour and media, political communication, Hindi media ecosystem and digital governance. He has contributed in research studies on range of issues including public funded higher education institutes in India and digital governance. Previously associated with think tanks in Delhi, Piyush Kumar holds a master's degree in Media governance from Centre for Culture, Media and Governance, Jamia Millia Islamia and Post graduate Diploma in Media Law from NALSAR University of Law.*



Book Launch "The House that Zee Built"
11:15 am- 12 noon
Introducing the Book- Dr Surbhi Dahiya, Author

Endorsements and Book Praise
Reading the Book Praise Written by Dr Subhash Chandra, Chairman, Essel Group
Foreword by Prof. (Dr.) Alan B Albarran, Professor Emeritus, Univ of North Texas, USA (VM)

Distinguished Speakers
Prof. B.K. Kuthiala, Chairman, Council of Higher Education,
Govt. of Haryana & Chandigarh, Former VC of MCU.
Sh Anurag Batra, Founder, Exchange4Media and Chairperson, Business World.
Prof. (Dr.) Graham Murdock, Loughborough University, UK (Video Message)
Prof. Sanjay Dwivedi, DG, IIMC, New Delhi
Prof. (Dr.)DayaThussu, International Communication, Department of Journalism,
School of Communication, Hongkong Baptist University, Kowloon Tong, Hong Kong
Prof. (Dr.) Devesh Kishore, Former Professor, IGNOU and IIMC
Dr. Deb Aikat, Vice President, AEJMC, and Associate Professor, UNC Hussman
School of Journalism and Media, University of North Carolina at Chapel Hill, USA
Prof. Ramon Guillermo R. Tuazon, Communication & Information Consultant,
UNESCO Myanmar Office, Secretary General, Asian Media
Information and Communication Centre (AMIC) and Chairman,
Phillipine Commission on Higher Education, Technical Committee for Communication
Dr. Rasha El Ibiary, Associate Professor, Future University, Egypt
Dr. Sadia Jamil, Postdoctoral fellow, Khalifa University, Abu Dhabi (KU) UAE
and Acting Chairperson, JRE Section, IAMCR and Country Representative, AMIC
Sh Richard Pamatatau, AUT, Auckland, New Zealand.
Sh. Kapish G Mehra, Managing Director, Rupa Publications (Video message)
Moderator- Dr Vishnupriya Pandey,Course Coordinator, Department of IIS & Short Courses
Rapporteur- Ms. Tanvi,Reporter, *SheThePeople*

The inaugural session was followed by the virtual launch of Prof. (Dr.) Surbhi Dahiya's book - "The House that Zee Built" that captures the journey of one of India's largest and most influential media house, the Zee Network. The House That Zee Built isn't simply a book. It is a repository of knowledge about an institution that served as the foundation of the Indian satellite media boom. ZEE stands today as a formidable player being the first satellite Tv channel in India and among the oldest, in the news and culture ecosystem – a position that comes today from the media conglomerate's strong-willed enterprise built up from a grain business in the late 19th century.

Prof. (Dr.) Alan B. Albarran
Prof. Emeritus, University of North Texas, USA

Prof. (Dr.) Alan B. Albarran is Professor emeritus and Former Chair of the Department of Media Arts at the University of North Texas, in Denton, Texas. Dr. Albarran previously served as Director of the Center for Spanish Language Media at UNT from 2006-2012.Dr. Albarran holds B. A. And M. A. Degrees from Marshall University and a Ph. D. From The Ohio State University. He has extensive experience as an editor and author and is widely recognized as an international scholar in the area of media management and economics.He has authored/edited 14 books and numerous articles on the management and economics of the media industries and Spanish Language Media. He also served as Editor of the Journal of Media Economics (1996-2005) and The International Journal on Media Management (2006-2008).Dr. Albarran has lectured and presented workshops in 18 different countries. He also serves as an industry consultant and is a member of the Gerson Lehrman Council of Advisors.

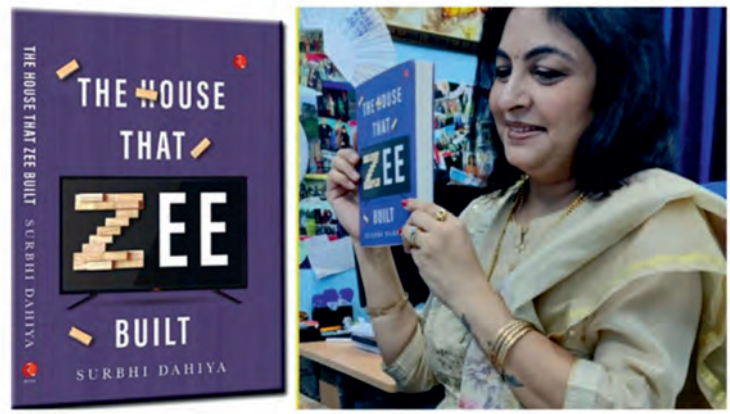
The book launch event commenced with the recitation of the book praise written by Dr. Subhash Chandra, Chairman, Essel Group. The book launch session saw noted names from academia, media and journalism dignitaries in attendance. Dr. Alan B. Albarran, Prof Emeritus, media management at the University of Texas, who penned the foreword for Dr Dahiya's book, said on the occasion, "Dr. Surbhi has done an outstanding job of research. This book covers everything about the conglomerate Zee. It's history, its business models, its management strategy. It's the first thing in the account of the people who started the company and where it stands today. According to him it is one of the leading companies in India but also perhaps soon it'll be one of the leading conglomerates in the world." Prof. Albarran appreciated the comprehensive compilation of the conglomerate's rise in India and the mapping of its international footprint – from its history to the business models to the management strategy and beyond. He acknowledged the strong presence of the Zee network globally and discussed potent possibilities of the brand becoming a leading conglomerate in the world

Prof. (Dr.) Graham Murdock
Prof. Emeritus, Loughborough University, UK

Prof. (Dr.) Graham Murdock is a well known Professor of Media and Communication, having been fundamental in the setting up of Media postgraduate programmes within the School of Social Sciences and Humanities at the Loughborough (East Midlands) campus. After graduating from the London School of Economics with a First Class Honours in Socioogy, Professor Murdock went on to graduate studies in the sociology of art and literature at the University of Sussex before joining the pioneering Centre for Mass Communciation Research at Leicester University. Professor Murdock later moved to Loughborough University to launch the teaching and research programme in media and cultural analysis. Loughborough University is now ranked number one in the UK. Professor Murdock's own research focuses on the changing organisation and impact of contemporary communication systems. It ranges from studies of institutional structures to research on cultural forms and everyday practices but he is best known for his work in the critical political economy of culture and communications and explorations of the relations between the organisation of communication systems, the exercise of power and the dynamics of change.

Prof (Dr.) Graham Murdock in his video message, stated that "I was lucky enough to be asked by Dr Dahiya to write the foreword for her upcoming book on the Indian Media Giants by Oxford University Press which deals primarily with the Indian Media houses. This book on ZEE, the pioneering TVchannel is in lots of ways a follow up, a supplement to her major work." I recommend this book to you. It's immensely detailed, well researched and important account of one of the world's great media companies. But as with all of those accounts, we have to think beyond the media practicalities of organizing communication as a system of transmission and ask ourselves: What are the environmental and social costs of the way we do it now and could we do it differently? That I think is a great challenge for us.

Greeting all the eminent media educators, professors, family members, colleagues and students author, Prof. Dr. Surbhi Dahiya said,' Today, among all the brilliant minds that are continuously contributing to the field of media and communication, I take this opportunity to introduce to you the result of my arduous efforts. It's been years since I found a home in media and communication studies. My major edifications are a token of it. As a result, my fascination for how the media industry functions never diminished, and it certainly would not in the future as long as I live. Media, being an ultra-diverse arena, could not be fathomed by just studying one vector of it, and hence, I also gained a degree in management during my educational journey. With continuous and ardent efforts to hone skills in the field of media, I ended up researching extensively about many media houses in India and specially one of the media giants that ignited the fire of the entertainment revolution in India'.



Prof. (Dr.) Surbhi Dahiya, Author Introducing the book

Greeting all the eminent media educators, professors, family members, colleagues and students, author, Prof. Dr. Surbhi Dahiya said,' Today, among all the brilliant minds that are continuously contributing to the field of media and communication, I take this opportunity to introduce to you the result of my arduous efforts. It's been years since I found a home in media and communication studies. My major edifications are a token of it. As a result, my fascination for how the media industry functions never diminished, and it certainly would not in the future as long as I live. Media, being an ultra-diverse arena, could not be fathomed by just studying one vector of it, and hence, I also gained a degree in management during my educational journey. With continuous and ardent efforts to hone skills in the field of media, I ended up researching extensively about many media houses in India and specially one of the media giants that ignited the fire of the entertainment revolution in India'.

She stated, 'The idea to write about media houses was deep rooted in my mind for many years. It strengthened when I met Professors like Prof Graham Murdock at Liecester in 2016 at IAMCR and Prof Alan Albarran Prof Ann Hollfield in Hyderabad and then in Chicago at AEJMC in 2017. And of course Prof DayaThussu, who would ask me in every international conference (that we met in) about my book. Prof Kuthiala kept guiding me. Interacting with a myriad of proficient media professionals motivated me to figure out the intricacies of media management with the most prominent media mogul as the focal point of it all.'

Zee, is a name that is heard in every household and among every age group, and this book offers an in-depth 370 page narration/ detailed case study on the conglomerate. With deep-analysis being the modus operandi of the book, it extensively takes on observations of the media giant right from the humble days of its inception in the post-liberalisation era to its transformation into many powerful business empires in three decades, up until its current enviable stature as a media conglomerate.

The story starts in 1890 in an undivided Punjab and looks at the extremely humble beginnings of the Goenka family. From the family's successful agri-business to an ambitious Subhash Chandra creating India's first satellite television channel, this book is about the metamorphosis of a family business into a global conglomerate known as Zee. The inherently risky business idea became such a national phenomenon that it spawned numerous similar television channels and even made global giants like Sony and News Corporation view India as a major television market.Offering an incisive look into the creation and sustenance of a brand that transcends boundaries, this is also a chronicle aimed at capturing the very essence of the phenomenon called Zee and the entrepreneurial foresight of Dr Subhash Chandra and his sons Punit and Amit Goenka. It offers crisp and memorable insights into the inner workings of the media giant.

Devoid of tilted commentary, the book sheds equal light upon the institution's upheavals and future challenges. The real anecdotes, exclusive inputs by the core team of Zee and the detailed analysis of the media world make this an essential read.

Prof. B.K Kuthiala
Chairman, Council of Higher Education,
Govt. of Haryana & Chandigarh

A student, researcher and teacher of Human Communication, focused on the dynamics of technology mediated communication processes. Initiated several innovative academic programs and established many new departments and centres of journalism and mass communication studies. Led the first journalism university of Asia for eight years as Vice-chancellor. Applied anthropological research methods to media impact studies. Explored the ancient texts for theories and principles of human communication, specifically the scriptures authored by Rishi Narada, Muni Bharata and King Bharatrihari. Expanded on the concepts of human communication as compressed forms of helical spiral and the essentiality of public welfare oriented objectivity in the content of media. Promoted inclusion of Indian theories of communication in the courses of journalism and mass communication. Wrote extensively on the relevance of Indian way of living for a harmonious and happy humanity. Later, moved from teaching and research to academic management and policy making. At present, leading Higher Education Council of one of the most progressive state of India. New book on Samvad ka Swaraj (Selfrule of human communication) was released recently.

Prof. B.K. Kuthiala, Chairman, Council of Higher Education, Government of Haryana added to the discussion, "I am very sure that this book is going to be an example of how a research-based document can be produced and the mysteries of Indian media that are there in the minds of the people, students, teachers and researchers can be revealed". He expressed how proud he is as a teacher because according to him Dr. Surbhi as his student was a great storyteller, he appreciated her talent of narrating the events and chronologically listing them has resulted in this book, 'The house that Zee built'. During her graduation only she started studying media houses and her passion to demystify the growth, mechanics and dynamics of the media organizations has grown and she has produced not only one book but she has produced more than one book on the topic. He added that this book makes an interesting reading because and he said he would like to bring to notice three very fascinating contents in this book. He said "One is when Subhash Chandra Ji is asked about his reaction to the attempt of Zee to partner with national and international organizations, Subhash Chandra says & it is quoted in the book, "The bride has many suiters, this also reflects the strength and the ambition of the person and of the family who arises from the very humble maidens. The second generation of the family when commenting upon the serious situation when company was on short of funds Punit Goenka Ji says it is quoted in the book that, "Therefore we are continuously pumping in capital from secondary sources". It is a very important observation, the third thing that is very important is when in their logo they introduced a traditional ancient diction of Sanskrit Granthas that is 'Vaasudhaivkutumhbkam' and Punit Goenka says the ancient Indian diction of shared humanity promoting a world where there is unity, harmony and respect for every individual irrespective of caste and creed. This is perhaps the moral or spiritual commitment of the Zee organization or the Goenka's family.

Dr. Anurag Batra
Founder Exchange 4 Media
and Chairman Businessworld.

One of the youngest Media Moghul from India, Dr.Annurag Batra is a serial Entrepreneur and a mentor to many successful entrepreneurs. Dr. Batra, a man of many talents and someone who adorns many hats. He is an entrepreneur, an author, an angel investor and a TV show host and the founder of the iconic exchange4media group and the Chairman and Editor-in-Chief of BW Businessworld group. Dr. Batra believes if you make your hobby your profession, you don't have to work and life is a blessing.

Dr Anurag Batra, Chairperson, Business World and Founder E4M, highlighted the need for such first-hand accounts of the Indian media houses that have revolutionized the way Indian's consumer audio visual content on Television. As an industry thought leader, he welcomed the book and complimented Dr. Dahiya for her efforts. Dr. Dhaiya is a prolific writer and a keen academic researcher, who is in the process of writing two more pioneering books on themes - Indian Media Giants and Digital Entrepreneurship.He said 'his was a failed attempt to do something similar', he declared how proud he was of Dr. Dahiya for chronicling something so special. He discussed as PM says, Zee truly is an Atmanirbhar company. He said, “The book is special in a way because it looks at the genesis of Zee, how it is doing and it looks at the journey through the eyes of somebody who has been a viewer, who has been a media professor. In the nine chapters that are in the book, it chronicles the humble beginning of Zee, it looks at how Zee rolled up in identity in the first few years.” He highlighted that Dr. Surbhi Dhaiya already talked about the Zee demergers, so how it got into the news business. He appreciated how due to this book launch this particular brand and with it the whole Indian Media industry is getting an international identity.

Prof. (Dr.) DayaThussu, Professor
of International Communication at
the Hong Kong Baptist University

Dr. Daya Thussu is Professor of International Communication at the Hong Kong BaptistUniversity. He was Distinguished Visiting Professor and Inaugural Disney Chair in Global Media, 2018-19, at Schwarzman College, Tsinghua University in Beijing. For many years Professor Thussu was Professor of International Communication andCo-Director of India Media Centre as well as research advisor to the China MediaCentre at the University of Westminster in London. Professor Thussu is the Founder and Managing Editor of the Sage journal Global Media and Communication. Authoror editor of 20 books, his latest co-edited book is BRICS Media: Reshaping the Global Communication Order? Among his other main publications are: Electronic Empires International Communication - Continuity and Change, third edition; Media on theMove – Global Flow and Contra-flow; News as Entertainment: The Rise of GlobalInfotainment; Internationalizing Media Studies; Media and Terrorism: Global Perspectives (co-edited); Communicating India's Soft Power: Buddha to Bollywood; Mapping. BRICS Media (co-edited) and China's Media Go Global (co-edited).

Prof. Thussu recalled how he would pursue Dr. Surbhi and would ask her when her book will be

released? He was glad to have an academic book on Zee. He informed about his own book Electronic Empires: Global Media and Local Resistance where he had put Zee as a chapter and put this brand in the map of international communications. He said "in many ways, (it is) an extraordinary organization, a pioneering institution and it did revolutionize not just broadcasting in India but whole media landscape."He said it is one of the most important media organizations in India and has a foot print which is truly global. He concluded by stating that "I think there is a deep paucity of material, especially well researched detailed material. And this kind of work is an extraordinarily important contribution to that.

Dr. Deb Aikat
President of AEJMC (2023)
Associate Professor, University of North Carolina, USA,Curator, SACA

A former journalist, Dr. Deb Aikat has been a faculty member since 1995 in the UNC Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill. An award-winning scholar, Dr. Aikat was elected as the 2020-21 Vice-President of AEJMC, one of the premier scholarly organizations in our field. He will serve as the AEJMC President for the year 2023. An award-winning scholar, Dr.Aikat is co-author of the 2019 book, Agendamelding: News, social media, audiences, and civic community with Don Shaw, Milad Minooie and Chris Vargo. Agendamelding theorizes how audiences meld the media messages in our 21st century digital age.As a journalist in India for the Ananda Bazar Patrika'sThe Telegraph newspaper from 1984 through 1992, Dr.Aikat reported on the impact of politics, education and culture. He also reported for the BBC World Service. Dr.Aikat earned a Certificate in American Political Culture from New York University and a PhD from Ohio University.

Dr. Aikat started by saying how he first met Prof. Dr. Surbhi Dahiya at the Chicago AEJMC Conference 2017 and he was instantly impressed to see how well connected she was and was thorough with the perspectives about journalism in India and how she was working on documenting parts of it. He commended Dr. Dahiya for her book on The Zee group.The book documents the rise of Zee TV since it was founded on 2nd October 1992, which was Gandhi Jayanti, the celebration of Mahatma Gandhi's birthday. He added as it is a Hindi language general entertainment paid television channel in India, in fewer than 30 years, Zee TV has expanded globally and as it is known that the power of Zee has spread worldwide for instance in the United States where he lived. In 2018 Surbhi successfully compiled a compendium of key media educators in India and it was was published by E4M.

In appreciation of the important role of media scholars and practitioners in South Asian nations like India, we constituted in 2015,the South Asia Communication Association in San Francisco and in fact, Dr. Dahiya has been a good part of it and also the liaison officer for SACA. We have brought together people with interest and expertise in Afghanistan, Bangladesh, Bhutan, India, Maldives, Myanmar, and Nepal, Pakistan and Sri Lanka and the South Asian diaspora worldwide. I point this out because as you know, Zee TV caters to all of these population groups worldwide. I Congratulate Surbhi once again on this wonderful book which is a great contribution to our literature.

Prof. Ramon Guillermo R. Tuazon
Secretary General, AMIC and Media Development Specialist, UNESCO Myanmar

Prof. Ramon R. Tuazon is Media Development Specialist at UNESCO Myanmar and secretary general of the Asian Media Information and Communication Centre (AMIC). He has served UNESCO in various capacities including representative of the UNESCO Regional Director to the UN Country Team in the Philippines and project coordinator of the Model Journalism Curricula Project of UNESCO in Paris. Sh. Tuazon is the chairman of the Philippines Commission on Higher Education (CHED) Technical Committee for Communication. He was co-author of Media and Information Literacy: Curriculum for Teachers published by UNESCO. He has conducted for UNESCO several MIL workshops for Eastern European, Eastern African, Arab and Asia-Pacific countries.

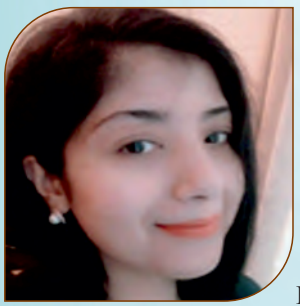
The House That Zee Built does not only capture the history of India's leading multi-platform media conglomerate; the book documents the evolution of media technology, in tempo in contemporary times, make it challenging times. With this, many lessons from diverse issues and challenges captured are the features of this pioneering book have to be told not only to the Indian audience but is also for Asians and even other local audiences. *The House That Zee Built,* authored by scholar Dr Surbhi Dahiya also serves as a benchmark for media historians and scholars for two reasons. First; how to use scholarly academic frames and tools to examine hard issues such as media management and media economics and second, how to present serious stuff in (an) Engaging manner. The author's journalism experience, skills, discipline, objectivity and fact-checking, the clear and effective writing style is expected of a good journalist. An interesting juxtaposition is the history of Zee TV. The story began in a small Haryana village with farmers into the business of food grains. Wittiness cannot be missed. From fielding in farmland, it became a powerful media conglomerate. He added the publication of "The House That Zee Built" should be not only an inspiration, but also it (should) challenge many media scholars today.

Dr. Rasha El-Ibiary
Future University, Cairo, Egypt

Dr. Rasha El-Ibiary is an Assistant Professor of Political Communication at Future University in Cairo, Egypt. She is specialized in the thematic intersections of media and politics, covering issues such as mediated gendered identities; cultural geography and geopolitics; imagery and memory; the politics of fear; media policies; censorship; and public diplomacy, among others. She is also an editorial board member with a number of academic journals, including Sage Open, the Journal of African Media Studies (JAMS), and Frontiers in Communication, Political Communication, where she is currently editing a special issue on "Media Populism". She is a Principal Investigator (PI) in the research project: "Journalistic Role Performance" and Affiliate Researcher at the Global Risk Journalism Hub.

Dr. Ibiary started by congratulating Dr. Dahiya for the book launch and for providing and coming up with such a valuable book that covers almost all facets of the leading media conglomerate in India, the Zee Company. She added that she would like to draw some attention towards the phenomenon

that we all are living in an era of Super consumerism, especially with the growth of online consumption during the pandemic, which according to her has changed the facet of the world and will continue to change it. And this is the time where the media goes digital, all types of media, which reminds people of the concept that appeared maybe 20 years ago, the concept of globalisation, where the Indian cinema at that time played a very important role in presenting an example of counter globalisation through spreading the culture through Bollywood cinema. She assume as well as expect that ZEE as an Indian and global conglomerate, is also playing this role in a much according to her has changed the facet of the world and will continue to change it. And this is the time where the media goes digital, all types of media, which reminds people of the concept that appeared maybe 20 years ago, the concept of globalisation, where the Indian cinema at that time played a very important role in presenting an example of counter globalisation through spreading the culture through Bollywood cinema. She assume as well as expect that ZEE as an Indian and global conglomerate, is also playing this role in a much wider scale, reaching out in each home for subscribers and for Indian people around the world and people in all different languages, since it is offered in multiple languages as well. She emphasized that this concept would probably need to be further explored by media and communication researchers as athesis or as a theoretical backdrop for books and publications on media conglomerates around the world.



Dr. Sadia Jamil
Chair, JRE section, IAMCR

Dr. Sadia Jamil is currently completing her tenure of postdoctoral fellowship at Khalifa University, Abu Dhabi. She is country representative of Asian Media Information and Communication Centre in UAE. She is also serving as the Acting Chair of IAMCR's Journalism Research & Education Section.

Dr. Jamil, congratulated Dr. Dahiya and said how amazing this book was as a gift to her father. According to her the most striking about this book, was the title of the book 'The House That Zee Built'. According to her even in Pakistan people are close to the brand name of Zee in various ways. She declared that she is more of a fan of Zee entertainment than the Zee news. That made her pick up the book and to read what exactly is inside the book. According to her this book is the wonderful combination of history, media management, the evolution of technology and journalistic practice back to India. So in one sense, it sets an example for students not only in India but for people living in Pakistan, Bangladesh in South Asia more broadly in the Asian continent. So it's a reference to not only for Indian students but it's for the global audience as ZEE is truly Global. She encouraged the students if they are really interested to do comparative research into a media conglomerate, this book is a perfect example of how it has been done in India which is a pluralistic media landscape, a rich media landscape. She added that this book can serve as a key reference to students, so she would surely encourage students to read this and her upcoming book for Indian media Giants as these are the key reference book and they are definitely planning to launch it through IAMCR journalism education section. These two books are part of our JRE book launch in 2022 event definitely.

Sh. Kapish G Mehra
MD, Rupa Publications

Sh. Kapish gave a video message where he started by saying, "It isn't every day that we come across stories like that of the ZEE empire. An empire that was started with a pure vision, multiple risk-taking ventures, a great deal of entrepreneurship, the foresightedness of Subash Chandra and his family and the legacy now that it has transformed into." He also added that ZEE is a fascinating story of exploring markets and making them an important part of the overall programming in the business and making it something that we all have now begun to associate zee with. It isn't just one channel but a bouquet. It isn't just one channel but a company and it certainly isn't one channel but a complete family. Zee is certainly a story that every Indian entrepreneur should read and Surbhi has done a great job in capturing it. He wished the book very best and he was sure that everybody who so reads it, glances through it, will surely be inspired to walk on the path of entrepreneurship just like Subash Chandra did many years ago.

Prof. (Dr.) Devesh Kishore
Professor Emeritus

Training in mass communication and journalism was undertaken by him from reputed universities in the US under UNDP Program and India. He is the first doctorate in broadcasting in India. He was instrumental in establishing the Broadcasting Studios and Station in Pant Nagar Agricultural University (1970) and at National Academy of Agricultural Research and Management (1986), Hyderabad. He also setup an Electronic Media Production Centre at IGNOU, New Delhi with the assistance of JICA, Govt. of Japan (1993). He has served in different highest capacities such as Professor, Head and Director for many national level institutions of repute; Indian Institute of Mass Communication, New Delhi (1972-77), NAARM, Hyderabad (1977-92), and IGNOU, New Delhi (1992-2005), Institute of Management Studies, Noida (2006-2010) and Makhanlal Chaturvedi University of Journalism and Communication, Bhopal (2010-12). He has been Visiting Professor in USA at Syracuse University, Cornell University, Phoenix University, Arizona University and Westminster University, London.

Prof. Kishore said, 'I am delighted to glance through this unique book based on a case study of an important institution itself. The research was undertaken to get deeper insights into the subject is highly praiseworthy. To collect such valuable data requires a lot of patience and an analytical approach. Hardly we find any book or publication using an innovative research-based approach for this type of study. This will be a pilot study for researchers, scholars, and investigators for years to come.

Sh. Richard Pamatatau
Programme Leader - Graduate Diploma in Pacific Journalism
AUT, New Zealand.

He praised the book and said it is a detailed account of ZEE group. Dr Surbhi Dahiya's pioneering work charts the historical narrative of the Goenka family's humble beginnings in a Haryana village where on their visions gradually forayed into the media industry in the 1990s to give India its first satellite television channel that became a beloved household name that was truly homegrown. The comprehensive journey *The House That Zee Built* takes its readers on also gives a look behind the curtains of the company's grandeur with insights into its inner workings, barriers of business, roads out of crises and what fuels its visionary leadership.

Moderator

Dr.Vishnupriya Pandey

Dr.Vishnupriya Pandey is a currently working as Coordinator, with Department of IIS and Short courses, IIMC. NET Qualified and a PhD from Jamia Millia Islamia, Dr.Vishnupriya Pandey has also been awarded by JNU, DU, IIMC, Jamia, CSIR-National Institute of Science Communication and Information Resources, MCU, KBTU, CUR, CCU & University of Minnesota, USA for her research work in media. As a trainer she has been trained by UNICEF, FTII, Jamia, CCS, Johns Hopkins Center for Communication Programs & Thomson Reuters Foundation. Some popular articles of her have been published in 'The Times of India', 'The Daily Guardian', 'Shabdankan', 'Kurukshetra', 'Employment News', 'Rashtriya Sahara', 'Jagran', 'Country & Politics', 'Aprajita', 'Kshitiz' & 'Media Vimarsh'. Apart from articles she has written more than 100 poems, stories & street plays

Rapporteur

Ms.Tanvi

Ms.Tanvi is a writer and journalist reporting on arts and culture. She has several stories to her credit, spanning the breadth of her beat to encompass popular trends, gender, fashion, films, books, gaming, and media, with bylines in leading publications, including The Citizen and The Wire. Her work has also been recognized internationally, with a feature by the prestigious global press body Committee to Protect Journalists. She has a background in Literature from Lady Shri Ram College for Women and Journalism from Indian Institute of Mass Communication. She is based in New Delhi and currently works with SheThePeople.TV.

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Roundtable Plenary-I
12:30 pm- 02:30pm

Multidisciplinary Approaches to Journalism Education in India: The way forward.Eminent

Eminent Panelists

Prof. (Dr.) B.P. Sanjay, Manipal Institute of Communication, Manipal, Former VC, CUTN, Former Pro Vice-Chancellor, University of Hyderabad and Former DG, IIMC, New Delhi
Prof. (Dr.) Usha Raman, Department of Communication, University of Hyderabad,Hyderabad and Vice President, IAMCR
Prof. (Dr.) DayaThussu, International Communication, Department of Journalism, School of Communication, Hongkong Baptist University, Kowloon Tong, Hong Kong
Prof. (Dr.) Biswajit Das, CCMG, Jamia Millia Islamia, New Delhi.
Prof. (Dr.) D.V.R. Murty, Head, Department of Journalism and Mass Communication, Andhra University, Visakhapatnam
Prof. (Dr.) Jaishri Jethwaney, Senior ICSSR Research Fellow and Former Professor and Head AdPr, IIMC, New Delhi
Prof. (Dr.) Gopalan Ravindran, Head, Central University of Tamil Nadu, Thiruvarur, Tamil Naduand Former Professor and Head, University of Madras, Chennai
Prof. (Dr.)Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies, Bhuvneshwar

WJEC Chair- Welcoming of Eminent Panelists

Prof. (Dr.)Verica Rupar, Chairperson, WJEC, AUT,Auckland, New Zealand

Convenor/Panelist cum Moderator:

Prof. (Dr.) Surbhi Dahiya, Course Director, English Journalism, IIMC, New Delhi

Rapporteur: Sh. Shambhu Sahu, Teaching Associate, IIMC and Sh. Martand Jha, Senior Research Fellow at School of International Studies, Jawaharlal Nehru University

The Roundtable Plenary 1 focused on Multidisciplinary Approaches to Journalism Education in India: The way forward. The roundtable circled around crucial questions such as how journalism teachers can rework their skills to accommodate a broader range of disciplines, what capacity-building methods can help teachers deliver a variable curriculum, and so on, with multidisciplinarity at the core of it all.

Opening comments by Prof. Verica Rupar, WJEC Chairperson

Teaching journalism, one of the most important social practices in the modern world, is intertwined with the study of news. Borrowing from many disciplines such as history, political science, sociology, the study of language and literature, and in most recent years informatics and computer sciences, journalism education involves engagement with the multidisciplinary body of knowledge that generates insights into how the news media operate in modern societies, and development of skills involved in gathering, researching, writing, editing, and presenting information and comment on a wide range of subjects. Spread across social sciences and humanities, the study of journalism has been traditionally focused on journalism as a form of knowledge, and teaching of journalism as a craft. Whereas polytechnics or colleges offer vocational courses accredited by the industry, many of the university programmes provide a balance of theory and practice. In all cases, efforts are made to establish and promote the standards of good journalism in both the academia and the industry.

There were several attempts to develop a model of journalism education that works regardless of the national context. In 2007, UNESCO introduced its new Model Curricula for Journalism Education for Developing Countries and Emerging Democracies at the World Journalism Educators Congress. This universally adaptable guide for building a quality journalism programme provides a comprehensive overview of the ways journalism is taught in the developed world. This framework has been welcomed in many countries around the world, but some scholars noted that it might not be applicable everywhere because it "fails to discuss perhaps-insurmountable obstacles and problems that will invariably arise when poor countries, authoritarian countries, and countries with strong cultural and religious constraints on "democratic journalism" go about the process of implementing the model, in whole or in part[1]"

Attempts to articulate more general principles of journalism education, and not an actual curriculum, were more successful. The World Journalism Education Council (WJEC) defines the basic principle of journalism education seen as a theory, research, and training to provide the foundation for the effective and responsible practice of journalism[2]. Journalism schools around the world aim to equip students with knowledge and understanding of news media's role in society as well as skills necessary to produce stories in a variety of media formats. It involves an informed ethical commitment to the public; teaching and learning need a balance of conceptual, philosophical, and skills-based content. The curriculum should include journalism ethics, history, media structures/institutions at the national and international level; and education should include critical analysis of media content and evaluation of journalism as a profession.

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[1] *Freedman, Eric, Shafer, Richard (2010). Ambitious in theory but unlikely in practice: a critique of UNESCO's model curricula for journalism education for developing countries and emerging democracies. Journalof Third World Studies, April. Available at: http://isaleh.uct.ac.za/Assets/PDFs/UNESCO-IAMCR-Revised.pdf*

[2] *https://wjec.net/about/declaration-of-principles/*

The Declaration (2007) specifies that journalism is a global endeavor and journalism students should learn that despite political and cultural differences, they share important values and professional goals with transnational peers. This has opened a space for increasing collaboration and exchange of knowledge and experiences among journalism educators across the world to meet the challenges posed by economic, political, and technological changes, the decrease of press freedoms, and the crises of loss in journalism of both profitability and credibility.

The exchange of knowledge is fundamental for the advancement of any discipline and ingrained the approaches to teaching. Journalism across the world reflects the political, social, and cultural context of a particular country but rests on a number of universal features that transcend national boundaries. Playing a central role in informing, representing, and interpreting social reality, journalism serves as a vehicle of public conversation. Its practice of mediating reality rests on noble social objectives such as serving the public interest that is possible to achieve with knowledge and skills gained from a variety of disciplines. A multidisciplinary underpinning of journalism education captures the essence of curt approaches to journalism itself as a self-determining practice that contributes to the production of meaning in society.

The image of journalists as professionals serving the public interest might legitimize grand narratives of an honorable calling, rather than realities of under-resourced and understaffed newsrooms, but it sets the stage for rethinking journalism curriculum to define journalism not only as a career but as an approach to knowledge. That requires a multidisciplinary approach to journalism education, a very topic of this plenary roundtable.

Prof. (Dr.) Sanjay Bharthur *teaches at the Manipal Institute of Communication, MAHE. With more than four decades of teaching and research experience across several national and international institutions, his research focuses on political economy, technology transfer, C4D and journalism and mass communication education (JMC). In the early 1990s, a national study on Journalism education and media industry needs was carried out under the aegis of AMIC with support from UNESCO-IPDC. It highlighted the frameworks adopted by Journalism educators and the skill sets they provided with the industry's expectations. Since the 1980s, he has been active in several curricula related workshops and conferences on the theme and was a subject panel expert for the UGC. He organized a roundtable organized at the University of Hyderabad to discuss the model curricula framework proposed by UNESCO for the South Asia region. He has served as the UNESCO consultant to the University of Kenya, Nairobi. His leadership role in higher education is part of his overall experience.*

Key highlights: Many institutions and groups celebrated the centenary of formal journalism education in India this year. Media education dates to the late 1920s, when training the journalists was anchored in the then-nascent nationalist movement. Since then, through the efforts of Prof. PP Singh in 1941 in the Panjab University, education in the university system has grown. Buoyed by reforms in the media sector, particularly the broadcast sector, many private sector institutions have emerged. The polarised perceptions of many professionals towards “classroom” teaching as it were pejoratively referred to, have toned down in favour of the need for training. The debates and

discussions around Journalism and Mass Communication Education (JMCE) in the early phase of the growth of institutions centred around reporting and editorial skills in the media dominated by the newspaper sector and the government monopolised broadcasting sector. Good writing skills were expected, and this was a deficiency pointed out by senior journalists and editors as the limitation for hiring graduates and diploma holders. Following the Internal emergency (1975-77), the spurt in media amplified job opportunities and many claimed that they picked up and worked on their inadequacies on the job.

The reforms in the media sector and proliferation of television channels post1990s promised and provided opportunities for the graduates. It was also the phase when many of the leading media houses added media training institutions to their business interests, apart from many other grooming schools that focused on content presentation. While journalism was the overarching framework, there was an inevitable realisation that JMCE had not focused enough on the Media and Entertainment (M&E) sector opportunities. The skills required for this sector and the institutional dilemmas of JMCE about journalism as a profession is latent in the assessment of JMCE.
While the deficit between industry needs and JMCE is a rallying point, we need to ask ourselves whether we wish to stoke it further. In the discourses that surrounded the recommendation for a model curriculum for journalism by UNESCO[3], several axes were identified for forming the matrix of JMCE. The level and skills apart, the curricula also touched upon the relationship between the profession and the respective societies in which media functions.

In the past, the history of journalism, a pertinent topic in JMCE, was always regarded as more of a timeline approach to the various stages[4] in their development. Few analysts who have gone beyond have looked explicitly at colonisation, nationalism, and post-independence stages. Historiography regarding Indian media development will provide a better and nuanced understanding of the relationship.

Many have also pointed out that the inability of the media to see the groundswell of social movements is an indictment of its motives and the professional composition of the industry. The call for diversity in newspapers is increasing[5]. In India, the lack of such diversity is a critique[6] that echoes from studies and observations of representations of caste and gender in Indian newsrooms its impact on contents. While such diversity as in student profile is very much part of and policy of the Indian public higher education system, the same cannot be said of education and training in private sector institutions.

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[3] *Banda Ed, F. (2013). Model Curricula For Journalism Education A Compendium of New Syllabi. UNESCO.*

[4] *Israel, M. (1994). Communication and power Propaganda and the press in Indian nationalist struggle 1920-1947 (1st ed.). Cambridge University Press; Otis, A. (2018). Hicky's Bengal Gazette: The Untold Story of India's First Newspaper. Westland; Ram, N. (2011). The Changing Role of the News Media in Contemporary India (p. 5) [Presidential Address]. Indian History Congress 72 session. https://www.thehindu.com/multimedia/archive/00863/Contemporary_India__863821a.pdf*

[5] *Vered, E., & Park, J. (2020, October 14). Diversity in newsrooms is good for readers and journalists. International Press Institute. https://ipi.media/diversity-in-newsrooms-is-good-for-readers-and-journalists/*

[6] *Mandal, D. (2015). Upper-caste Domination in India's Mainstream Media and Its Extension in Digital Media. Economic and Political Weekly, 55(46), 7–8.*

More than harping on the educators' differences, developing pedagogy to cater to such needs is daunting. It also became more acute in the last academic year, where an eminent panel recently addressed this for the subject needs and the gaps in our digital ecosystem for access, network strength in different terrains, and evaluation forms.

Although JMCE increasingly focuses on the skill sets, we cannot ignore that system also caters to research pursuits related to the theories and models in the discipline. The issues and themes we focus on in our research is something that we need to ponder. While many of our researchers are keeping pace with their peers in other parts of the world, the critique of the relevance of many approaches is frequently debated. For example, the government criticised comparative media situation studies, including the global press freedom index[7]. Is there a deeper analysis needed of Indian media practices about more important questions of freedom are issues to be contemplated and discussed.

Studies in the past that constantly touched upon the local community have led to some policy intervention in community radio broadcasting. Media regulation is another area that needs to be factored in research to help shape media functioning. The repeated face-off between media of all kinds and hues indicates the lack of a deeper understanding of both institutions and users. Thus, the nature and kind of research that impacts the functioning and shaping of media institutions may have to be worked out, and several other studies that the fraternity is pursuing regarding content and its uses. While social media attracts a lot of attention, the research is so far guided by the industry and focuses on profile etc.; if the ambit of journalism is enhanced by corresponding use of platforms, then the nature of the content and its filtering requires additional exploration.

We can look back to understand the limitations of JMCE but look ahead about what shape we wish to give, how do we as long-term faculty needs to be trained and what kind of research we can work upon for a better understanding of our ecosystem. Research also has encouraged the formulation of policy. Advocacy and policy studies in community media, for example, have led to the articulation of community radio policy in India. So, the future is not very gloomy. It is bright, but the blending of the requirement of skills which many people constantly talk about has to be matched with the societal requirements of the context in which we live, which is an extraordinarily diverse plural, and the focus, probably in the days to come will shift in terms of the medium of instruction, which perforce will have to change from English to sensitivity to Indian languages.

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[7] *Freedom House. (2021). India: Freedom in the World 2021 Country Report;Freedom House. https://freedomhouse.org/country/india/freedom-world/2021; Venugopal, V. (2020, March 7). Government panel begins work on moving up India's Press freedom Index—The Economic Times. The Economic Times. https://economictimes.indiatimes.com/news/politics-and-nation/government-panel-begins-work-on-moving-up-indias-press-freedom-index/articleshow/75605658.cms*

Prof. (Dr.) Usha Raman *is Professor, Department of Communication, University of Hyderabad. Her academic interests span journalism pedagogy, cultural studies of science, health communication, children's media, feminist media studies, and digital cultures. Before joining the University, she headed the communications department at L V Prasad Eye Institute. In addition to several journal articles and book chapters, she writes regularly for the popular media on issues related to health, gender and education. She currently is a columnist for The Hindu, and edits a monthly magazine for school teachers, called* Teacher Plus.

Prof Raman received her doctorate in mass communication from the University of Georgia, Athens, Georgia, USA, in 1996. She has been a visiting fellow at the University of Sydney (Australia), MIT (USA) and University of Bremen (Germany). Most recently, her work has focused on civic engagement and digital social networks, and feminist digital methodologies. She is currently serving as the Vice President of the International Association for Media and Communication Research (IAMCR).

Key Highlights: Multidisciplinary is at the core of journalistic practice; but how can journalism schools build this into their curricula and pedagogy? How can we, as journalism teachers, rework our skills and theory courses so that they not only accommodate but also open doors to a broader range of disciplines, from history and health to technology studies and anthropology? What kind of capacity building do we require to produce the kinds of teachers who can effectively deliver such a curriculum? These were aspects covered by Prof Usha in her presentation. To answer all these questions, it could be assumed that Journalism and Media Studies has always been multi-disciplinary. So even before, it was described as a crossroads discipline, the practice of journalism depended on a hybrid understanding and knowledge of politics, society, culture and economy, with a healthy dash of history. The best journalists over the years have been those who have understood the need to examine every story through these multiple lenses to weave their narratives from the many strands of knowledge that inform them. One cannot be a war reporter, without understanding geopolitics, the business of arms and other trades; one can't be a health reporter without understanding the sociological underpinnings of disease and illness, or the financing of health systems, one cannot be a fashion reporter, without a sense of visual culture, aesthetics and the dynamics of the traders, of the transnational garment industry, and so on more examples were shared and discussed. The speaker highlighted work of Robert Picard of the Reuters Institute at the University of Oxford, who like many others, pointed to the fact that 21st-century journalism is very different from the journalism done in the past. She argued that it's not so much the goals of journalism that have changed as the context, and therefore the specifics of practice. She opined that it is difficult to sustain the mythology of a fiercely independent force that was intrinsic to an image of democracy. The mythology was largely constructed by journalism itself and maybe sustained by educational institutions that train journalists. The speaker shared how Journalism was sold as a skill

and as expertise that stood on its own, leading to the mushrooming in the past two decades, especially of standalone schools that sought to build expert storytellers and investigators. But questioned if this approach to journalistic training forgot the mythology. She reminded the forum of the dream of journalism as the fourth pillar of democracy and mentioned that journalists need to be intensely aware of the dynamics of the societies that they emerged from and that they were telling stories about.

She strongly recommended that without a strong liberal arts background with a firm foundation of scientific and technological literacy, a nation cannot build journalists who can cover the urgent issues of the day like climate, energy, human rights, social policy, transnational trade and many others. To do so requires strong interdisciplinary input from other fields of study. She mentioned that we cannot be sending young people out there to tell stories about the world without a critical toolkit that allows them to tap the right knowledge bases to give depth and nuance to their stories. Therefore, this meant that we not only have to rethink how we structure our programs but also how we think about ourselves as a disciple. Sharing an old metaphor of the Crossroads, *"We need to consciously build bridges with other disciplines so that they are not add ons, but integral to the training that we provide."* She highlighted how a crossroad's discipline is not one without a home, but one whose windows and doors are open so wide that the knowledge from other disciplines freely enter, mingle, and move on. Harping on the benefits of digital resources she said that journalism schools can and should also draw on the resources available online. She suggested refresher courses for both early and mid-career faculty to build an interdisciplinary perspective and concluded by highlighted the need for a lot more work and regarded the roundtable as an excellent start.

Prof. (Dr.) Daya Thussu *is Professor of International Communication at the Hong Kong Baptist University. He was Distinguished Visiting Professor and Inaugural Disney Chair in Global Media, 2018-19, at Schwarzman College, Tsinghua University in Beijing. For many years was Professor of International Communication and Co-Director of India Media Centre as well as research advisor to the China Media Centre at the University of Westminster in London. Professor Thussu is the Founder and Managing Editor of the Sage journal Global Media and communication. Author or editor of 20 books, his latest co-edited book is BRICS Media: Reshaping the GlobalCommunication Order? Among his other main publications are: Electronic Empires; International Communication - Continuity and Change, third edition; Media on the Move – Global Flow and Contra-flow; News as Entertainment: The Rise of Global Infotainment; Internationalizing Media Studies; Media and Terrorism: Global Perspectives (co-*

edited); Communicating India's Soft Power: Buddha to Bollywood; Mapping BRICS Media (co-edited) and China's Media Go Global (co-edited).

Key highlights: De-colonizing journalism education in India: In the era of digitized and globalized 24/7 news media, the one-way vertical flow of media and communication from the West to the Rest has given way to multiple and horizontal flows, in which large countries such as India play an increasingly significant role. While the US-led Western domination of the global news media hard and software continues, new actors, harnessing the potential of digital globalization, have emerged in the past decade to challenge and contest the Western hegemony in the 'post-American' world. Daya Thussu's presentation will first discussed the colonial nature of global news media by examining how the US-UK 'news duopoly' has deep colonial connections: the news agency Reuters being described as 'an empire within the British empire'.

The presentation then followed with the Cold War debates about establishing a New World Information and Communication Order (NWICO), championed by what was then called the Third World and articulated among others by India, a major exponent of the Non-Aligned Movement. The imbalances in global news flows were a central plank of the NWICO debates during the 1970s held mainly within UNESCO. In the post-Cold War period and the era of digital globalization, the global communication order, shaped and structured by major Western powers and it is now undergoing a transformational change. Therefore, it warrants a re-evaluation of how we define global news and its production, distribution, and consumption.

This change, he argued, is triggered by the relative decline of the West and the growth of the large non-Western nations such as India, together with the exponential expansion of digital connectivity. The speaker highlighted, after China, India is the world's largest user of the internet: the country has witnessedexceptional expansion in internet take-up: in 2000, only 5.5 million Indians (with a penetration rate of 0.5 per cent of the population) were online; by 2020 that figure had climbed to more than 700 million (and the penetration rate had reached nearly half the population). Apart from being the world's second most populous country and fast-growing large economy, India is also a civilizational power, with old and distinctive culture and aspirations for a greater role in a multipolar world. On the basis of purchasing power parity (PPP), since 2014 India has been the world's third largest economy and, before Covid-19 hit the country, its economy was, according to the IMF, the fifth largest in the world in actual GDP terms, surpassing that of the former colonial power the United Kingdom (a significant psychological shift).The Asian giant also has one of the world's largest diasporas, increasingly connected with their country of origin and acting as a bridge between cultures.

Yet, Indian news and current affairs continue to be largely domestically oriented and therefore absent in the global news arena. As a result, the capacity to communicate India's cultural attributes to a globalized audience is largely underdeveloped. Of the major countries with ambitions for a global role, India is the only one whose national broadcaster (Doordarshan) is not available in the major capitals of the world. Unlike non-English speaking countries such as China (CGTN), Russia (RT), Qatar (Al Jazeera English), Iran (Press TV) and Turkey (TRT-News), whose English-language 24/7 news networks are widely distributed around the world, the Indian viewpoint is notably missing in the global news sphere, at a time when news media are a key instrument of public diplomacy.

Prof. Thussu highlighted, while India's English-language private news networks, such as NDTV 24x7, CNN-News 18, India Today TV, Republic TV, Times Now and WION (World is One News) are available globally, they have rarely ventured out of their diasporic constituencies. These

networks do not appear to be interested in catering for an international news market. Instead, the international dimension of the commercial news channels functions primarily to reach the global diasporic Indian audience, who are perhaps more interested in coverage of India itself than in international affairs. Putting things into perspective, he added - for a nation with a developed model of journalism and one of the world's largest English-language news markets, it is ironic that Indian journalism is losing interest in the wider world at a time when Indian industry is increasingly globalizing and international engagement with India is growing across the globe. Although an external service of Doordarshan, DD World, was launched in 1995 - now called DD India - it has not made any impact either on diasporic audiences or among a more general international viewership.

Coming to the point of media education he raised the critical question - How should journalism schools in India deal with this situation? The study and research in global news has traditionally been defined and shaped by Western or more specifically Anglo-American intellectual and cultural tradition. There is one suggestion that when you can't change the faculty overnight or over a decade but we could have this kind of meetings that may have a positive impact. To provide perspective in Russian, African to get it to the wider perspective. The world is more complex. How Indians know about Brazilians, Russian know about China. It is possible to raise that bar now as technology can. He highlighted "I am based in Hong Kong now but I can talk to different parts of the world. Now I can do that in one hour time. It is possible to find a dozen of people who would think like that. And with connecting global change that we are seen today, connectivity is getting stronger. Students are getting into a mixed way of teaching. People will look into Zimbabwe and what are the issues they have. And with the technology, we can change the way Journalism education is defined and pedagogy is handled across the globe."

Highlighted the multi-disciplinary nature of the discipline, he mentioned that there is plenty of evidence to demonstrate a dependency relationship in the field of journalism research in India – in terms of textbooks, articles and journals; citations and the funding, planning and execution of research. Despite Prime Minister Modi's penchant for managing media messages and his reputation as a formidable communicator, his government has done little to address the shortcomings in India's external communication strategy and its study within the country. Concluding with a thought provoking question, he said, *"Where television has failed, will the internet succeed in communicating India's global viewpoint?"*

***Prof. (Dr.) Biswajit Das** is Professor and founding Director of Centre for Culture, Media & Governance. He has over three decades of teaching and research experiences in the field of theory, method and history of Communication in India. Prof Das has been a Visiting Professor at York University, South Korea and fellow at the University of Windsor, Canada, Fellow, MSH, Paris, INALCO, Paris, Charles Wallace Trust, London and the Indian Institute of Advanced Studies, Shimla, India. His publications include Media and Mediation (2005), Sage, The Social and the Symbolic (2007), Sage, Communication, Culture and Confrontation (2010). Media Pedagogy in Commonwealth Asia(2016) CEMCA, Gandhian Thought and Communication(2020) Sage and Caste, Communication and Power(2021), Sage. Prof. Das has published in various national and international journals and is a member of advisory board of several National and International Journals.*

Key highlights: Prof Das looked at the theme pertinently and opined – *"Multidisciplinary or Post*

disciplinarity? Bridging Epistemology and Pedagogy in Journalism Education in India"– He shared, Journalism Studies in Indian universities has expanded dramatically over the past forty years. As a cross-disciplinary field, it draws on bodies of knowledge and theory from various disciplines. It appears to be quite well established, interdisciplinary and probably multidisciplinary course in higher education in India. However, he stated that there is a disconnect between journalism studies and journalism teaching and learning. It requires some grounds for self-reflection and even self-criticism. The former refers to epistemology and the later refers to pedagogy. Epistemology' is essentially all about 'knowledge' – its nature, origin, process of acquisition, among others.

Sharing his sharp point of view, Prof. Das mentioned that Multidisciplinarity of Journalism education does not necessarily mean reaching out to other disciplines and expertise of faculty from other diciplines. Instead, it is the nature of question posed within discipline that transcends the boundary of disciplinary orientation of Journalism education. Besides, the art of instruction and teaching tools used in translating these questions in a classroom setting. Hence, 'Pedagogy' is all about the 'science or art' of teaching or instruction. This science could either be relating to a discipline or subject domain, or be concerned with specific approaches irrespective of disciplines, like for instance, problem-based learning, project-based learning, behaviourist/ constructivist/ connectivist learning, and so on. To put it simply, 'how knowledge is acquired' (epistemology) and 'how to impart or facilitate acquisition of knowledge' (pedagogy) are the core constituents of Journalism education.

His presentation specifically explored the gaps in Journalism education in India. He shared how journalism education rose to prominence with the strong inter-disciplinary orientation in the very beginning. Talking about the early pioneers, he shared how they came from diverse disciplinary backgrounds and brought their disciplinary baggage in shaping the inter disciplinarity of the discipline. But the demise of inter-disciplinarity occurred along with the conscious creation of the discipline with the endless re-creations across the country along with the introduction through UGC. He opined that this inter-disciplinarity has to be looked at not at the level of curriculum, but at the level of institutions where we may be more concerned about what kind of qualifications one has to have to enter to a journalism department. There were restricted in that regard. Probably this is one way it helps to build the discipline as well as grooming a set of disciplinarians. New nomenclatures were added in the mid-70s and continue till date. for instance, he highlighted that, one can talk about mass communication, Indian Institute of Mass Communication, or even communication studies, media studies, even recent convergent journalism, new media, even what we talk about media governance - Departments in schools of communication in fact, there is need for re-creation of the academic program accordingly. While the programs may have introduced new nomenclatures but have not encouraged faculty working from other fields to the department nor the administrative probation allowed such migration.

He recommended that the mechanisms to bridge this gap can be analysed by understanding that the pressure to redefine journalism education warrants a much more sophisticated response from Indian

Journalism Educators than we have seen today. Indian journalism educators need to engage in the redefinition of what constitutes a well-educated journalist and what contribution journalism schools could make to journalism as an evolving practice. He stated that the real driving force behind the redefinition of journalism education is the recognition that there is a social need not been filled and journalism schools could help fill that need. The call to redefine journalism education is to take journalism seriously, to perceive it as a key social institution, to live it up to the responsibilities applied by the constitutional guarantees of a free press, to question journalism's contribution to democracy is not to make the light of the ideal but to scrutinize the ability of journalism as it is practiced to serve that ideal. Journalism is a practice founded on ideals. He emphasised on the need for focus on truth, objectivity, accuracy, balance, and fairness in media reporting and journalism and highlighted the need and priorities of journalism education in changing media milieu. He opined that the goal of journalism education should be to serve journalism by helping to shape its future, in all reforms it is likely to assume. Finally, he concluded by stating that education does not become obsolete simply because of rapid and multiple developments in media and its culture and technologies have increased on certainty about the creation, acquisition, and circulation of knowledge. Instead, the need for education becomes more urgent. The importance of differentiated understanding of media induces forms of knowledge instead heightened as certainties become fewer. The importance of journalism education becomes greater

Prof. (Dr.) D V R Murthy *is professor and head of the department of journalism and mass communication. Prof D V R Murthy is currently Dean (UG Examinations), Andhra University, Visakhapatnam. Earlier, he was Director-media relations of the university. Prof Murthy is working in the university for nearly 28 years. Before joining the university, Prof Murthy worked in Deccan Chronicle as a journalist for five years. He published 15 books, and 49 articles in various journals. He guided 22 PhDs in political communication, development journalism, adolescents and media, family communication. He is also a member of many universities for designing course syllabus. He visited UK on Charles Wallace fellowship for his post-doctoral work on the British newspapers. He visited Japan under Sakura Science Plan Scholarship in 2017 and 2018.*

Key highlights: Prof Murthy stated that communication subject as an academic discipline has undoubtedly developed in the country with the growth of institutions, and the recruitment of qualified teachers. Doctoral programmes have increased along with the number of doctoral degree holders. Since there is no dearth of teachers, the education standards of the subject must be qualitatively improved. With the unlimited access to books, journals, and scholarship, the educational standards must reach the international level. He opined, as some of the scholars[8] at the international level argue for de-westernizing the communication studies, the Indian academia must carve a distinct identity to the journalism education by Indianizing the communication scholarship in India with social relevance.

[8] *James Curran, and M J Park (eds).De-westernizing media studies. Routledge. New York. 2000*

Further, he mentioned that like the 'look East' of Indian foreign policy, the communication scholarship must also look into East Asian countries to teach the common subjects between these countries by synergizing the links between

departments of journalism and mass communication in the East Asian countries. With this in view, he stated that the present curriculum of communication education must radically change, by re-structuring the syllabi sooner. Yet, one caveat is necessary. This discussion is necessary in the wake of Multiple Online Open Courses (MOOCs) in the universities; the death of classroom is foreseen. However, Prof. Bharat Anand[9], Harvard Business School offers a solution. He says, 'Focus on learners, and you need to understand learners, their motivations, abilities, incentives, and problems . . . we cannot ignore these things, and how little attention is paid to them. Create the content, offer the best courses, make them accessible, and the rest will take care of itself".

In the technological era it is evident that the role of new media plays a major role in the context in social media, when you are talking to another person, you need to be very transparent in your communication, and you need to be accountable to the other person because the third person is listening such type of expression you came across in a real text and Vedic books which we are missing which you are not studying in an Indian conflict. This is high time we need to go back to our own books, and we had to relevel them this need to be introduced you know, the journalism education. The next one is natural communication where so many works and cultures it also communication communicate. We have our own culture, specifically sizes and individually behaviour which we need to teach to our students. Perhaps our students who are there in the age of social media may listen, or they may not listen that's a different issue but my emphasis is on Journalism education.

He suggested that "we need to teach more about culture and communication and behavioural aspects which aren't the focus currently. Another one is the last point which I want to discuss is cultural journalism in Japanese and conception those studies must be taught students because in Japan they give at most important to the culture. Culture links to the behaviour which they teach but which we are not doing in the Indian context. Therefore, we need to take up all we need to bring in studies from Asian countries where culture is highly prevalent and those aspects we need to teach to our students."

[9] *Bharat Anand. The content trap. Penguin books. New Delhi. 2016*

Prof (Dr.) Jaishri Jethwaney *did her Doctorate from the School of International Studies, JNU in Media and Elections, which included extensive fieldwork in India, Germany and USA. She did her Masters in Political Science from the Hindu College, Delhi University; PGD in Advertising & Public Relations and PGD in Journalism from RP Institute of Mass Communication, New Delhi. She went to New South Wales for her Fellowship in PR. After a long stint at the Indian Institute of Mass Communication spanning over 25 years as Professor & Program until 2016 when she demitted office, she joined the Institute for Studies in Industrial Development (ISID) a public funded, national level policy think tank, working on media policy issues. Currently she is a Senior ICSSR Research Fellow, based at ISID. The area of her present research is on wages and related issues in the news media industry in India.*

Key Highlights: Prof Jethwaney shared a detailed point of view on media education and labelled her presentation as 'Rethinking Journalism Education - *a case for nuanced approach and newer pedagogical tools'*– She initiated her address by stating that nothing has changed as much as the media scene in the last few decades, impacting the entire eco system. This had an obvious impact on the Journalism and Mass communication curricula and teaching methods & tools. But a pertinent question is that have the media schools assimilated the change and reflected it in their course curricula? There are varying views, some scholars feel that some ad hoc changes here and there have been made in some syllabi, but a serious effort either on the part of the UGC or media schools to relook at the journalism course curricula has not really happened. The status quo, in a way continues. It is in this context that she felt the round table debate was immensely significance.

She highlighted that the debate on journalism course curricula is probably as old as the times when journalism schools were set up some 100 years ago in the West. Journalism in the West is based on the principle of Universalism. Organizations like the UNESCO also have been promoting the normative approach, by creating model journalism syllabi asserting its strong relationship with democracy. This makes sense, as free speech & expression is the bedrock of liberal societies, and a free media can survive only in a democracy. No other social and liberal science subjects have received the kind of attention as has the Media studies. Is media an exclusive discipline in higher education or just a skill and craft, many in the developing world are still debating on it.

Taking the argument further, she drew attention towards the analogy of a few areas of study to look at where journalism education stands today, amidst other areas of study. For instance, in a civil engineering course, the goal, it is argued is not to prepare students for working in large engineering companies, but to make them apt in building safe bridges and buildings, in medical schools the emphasis is not to prepare students for joining hospitals but on how the human body works. The various courses starting from biology get expanded to anatomy, physiology and pathology with some biochemistry, microbiology, molecular biology, and genetics, preparing students in gaining a wholesome knowledge of medical science, the pivot being the human physiology. Highlighting the goal of a journalism course of study on the other hand is implicitly stitched to the media industry on what it requires. No one raises such questions for any other profession *per se*, but in media, yes, and in large measures, making it a case of demand side's overbearing impact on the supply side. It is therefore, important that a nuanced approach is used while preparing the Journalism curricula.
Prof. Jethwaney opined that an ideal course curriculum in journalism must have the minimum

criteria and benchmarks. What could these be? She drew these from the normative expectation of the discipline. She mentioned that the expectations from media are far too many, working as the *watchdog for the interests of the people especially the marginalized and those on the fringes*; *contributing to the development process; and ensuring good and accountable governments.* If this be true or at least the normative expectation from the news media, then it posits that those who join media schools need to not only be initiated into these but also sensitized towards these expectations. She then specifically highlighted what the learnings would mean and stand for:

The watchdog function: It posits that the institutions in the public and private domain do not act irresponsibly and illegally. This would mean that an understanding of the eco system, polity, society, and economics would, therefore, be important part of the curricula.

Contributing to the development process: Students of journalism would need to understand development issues and debates and orient their writings to the concerns of communities. The curricula would aim at imparting skills on how to report, write and anchor such stories, based on robust research and understanding of the various perspectives of various stakeholders.

***Ensuring good and accountable government*:** For this, the journalism students shall have to be introduced to the conceptual framework of the constitution, its letter and spirit, the concepts of liberty, equality and freedom, the functioning of the government and various institutions and the expectations from the government and government servants.

She highlighted that an academic course for a profession that is so effervescent and dynamic, it is important that it is reoriented at a much faster speed and pace, i.e., shorter intervals than being done in the last few decades.

Mainstreaming cross-cutting subjects: Cross cutting themes, such as gender, environment, polity, agrarian issues, right to information and freedom of speech and expression, among others need to be mainstreamed in journalism teaching.

Now is the time to think beyond multi-disciplinary to transdisciplinary approach: Trans-disciplinarity is described as a practice that transgresses and transcends disciplinary boundaries to address new demands and imperatives.

Interestingly the University Grants Commission has evinced huge interest in transdisciplinary research "to create new conceptual and theoretical innovations that go beyond the confines of a subject-specific approach." An amount of Rs. 500 crore is being set aside for this, as reported by the media. This is an area that media academics and research scholars may like to discuss and debate, coopting experts from other transdisciplinary domains to arrive at a consensus on a model course curriculum that may make it more scholarly, relevant and practical for the budding journalists.

In summation Prof.Jethwaney opined that a holistic debate on how to place journalism education in the context of higher education and making journalism relevant to the masses; connecting with communities, especially the marginalized shall be the way forward. Developing critical thinking ability and multitasking are the two important areas that the modern journalism course curriculum must address. For the first, classroom debate, research, media tracking, pedagogical newsrooms would work. When it comes to working on the skill sets, despite providing hands-on skills on

reporting, she felt it was important for students to get a sense of ever-changing technology, various social media platforms, big data analytics, dashboards, artificial intelligence, augmented reality, and most importantly, the legal and ethical considerations. And you have to mainstream cross-cutting subjects. Cross-cutting themes like gender, environment, polity, agrarian issues, right to information, religion, freedom of speech and expression, among others that need to be mainstreamed in journalism teaching. It is incumbent on the part of the faculty towards grooming young minds who join journalism school to become sensitive individuals. This can contribute positively to an unequal world divided by so many things.

Prof. (Dr.) Gopalan Ravindran *(Ph.D. University of Madras, Chennai) is Professor and Head of the Dept.of Media and Communication, Central University of Tamil Nadu (CUTN), Thiruvarur. Earlier, he was Professor and Head, Dept. of Journalism and Communication at University of Madras. His research and teaching activities focus on the following areas: Critical Theories and Philosophies, Political Economy of Journalism and Communication, Spatiality, Temporality and Materiality of Communication, Critical Pedagogies in Journalism and Communication, Film Cultures, Digital Cultures and Diasporic Cultures. He has co-authored two books. He is the editor of the book, Deleuzian and Guattarian Approaches to Contemporary Communication Cultures in India (Springer,March 2020). He has published his scholarship in a number of journals and edited books.He is the General Secretary of AICMA (All India Communication and Media Association) and ACT-TNP (Association of Communication Teachers of Tamil Nadu and Puducherry).*

Key highlights: Prof. Ravindran opined that the histories of disciplines as diverse as philosophy, history and communication are very instructive in driving home the message of multi-disciplinarity and trans-disciplinarity. The inspiring journeys of pioneering scholars, who gravitated away from the disciplines they dealt with for earning their degrees, towards their newfound passions in terms of radically different modes of knowledge seeking and expansion are also very instructive in this regard.The examples are far too many to cite. He restricted his address to the divergent journeys of two scholars, whose multidisciplinary and trans-disciplinary works keepshim enthralled academically. Stuart Hall and Paul Lazarsfeld had[10] their original disciplinary training in English Literature and Sociology respectively. Both took to their unique multidisciplinary flights and succeeded in contributing to the birth and development of new disciplines such as cultural studies and communication. While Lazarsfeld did not argue as articulately as Hall against the staid and stagnant approaches of disciplinarily in social sciences and humanities, he drove home the message that communication studies was made possible at the cross roads of multi-disciplinarity.

Thinking of Hall in the context of the overarching theme of the panel titled "Multidisciplinary Approaches to Journalism Education in India: The Way Forward" Prof was reminded of what Hall said in the conference organised in his honour in his country of birth, Jamaica. It was something like,*"I am accused of being anti-disciplinary. I am not against any disciplinary approaches. I am a trans-disciplinarian and cultural studies is a trans-disciplinary plane."* He mentioned that his quote in another context is meant to strengthen the focus of the panel, Routledge.*"Cultural studies is a discursive formation, in Foucault's sense. It has no simple origins, though some of us were present at some point when it first named itself in that way.*

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[10] *Jeřábek,Hynek, 2017. Paul Lazarsfeld and the Origins of Communication Research, Routledge.*
Much of the work out of which it grew, in my own experience, was already present in the work of other people."

Hence, he stated that at a time when the form is observing the 100+ years of "journalism education" in India, words and works of Hall and Lazarsfeldbe remembered and the academicians must gear theselves for a multidisciplinary journey towards journalism studies, rather than "journalism education". He stated that we must be sensitive to the sea of difference in meanings, theoretical orientations, and praxis (both at the academic and professional levels) when we invoke the terms, "journalism education" and 'journalism studies".

He highlighted that journalism was taught on a multi-disciplinary plane in the first few instances at the National College of Commerce [11], Kilpauk, Chennai in 1918and University of Madras in 1944. Based on my ongoing research of these two early attempts in "Journalism education", I can surmise that we have missed the idea that journalism studies is better placed as a discursive formation, as Stuart Hall[12] traced the origins of cultural studies. In both cases, journalism was taught as a site of skills from a multidisciplinary approach, wherein journalism was not privileged as a site of study *vis-a-vis* other sites such as history, political science, law etc., which the students had to study alongside journalism. It was an expression of a centuries old multidisciplinary approach to knowledge seeking in India. The spirit died in the wake of centralised initiatives by UGC and the University of Madras to impart journalism at the UG level during mid 1970s.

The need of the hour is not only to get back to the merits of the past journeys in "journalism education", but also to move ahead with the objective to working towards graduating to the planes of journalism studies and critical journalism studies, from the present location of "journalism education", which has become a site of supplying manpower to the media sectors and more and more a trade driven praxis than an academic field that is qualified to receive nourishment form multidisciplinary encounters.

In sum, to paraphrase what Stuart Hall (1990) said, one might say that serious multidisciplinary work involves the intellectual risk of saying to communication or journalism academics that what they say communication or journalism is, is not what it is. In my opinion both Journalism and Communication studies remain attractive cases in supposedly what they call as the facets of the conventional Journalism and Communication education. The way it again lies not following Journalism or media terms the practices and skills they work with. But with remarkable empirical studies and approaches for the cause of the critical framework of studies which can liberate the media and society interfaces which are too complex in the case of India and that alone can lead us to realize the need of multidisciplinary framework for the cause of Journalism and Communication studies.

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[11] *Ravindran, Gopalan, 2020. The Adayar Initiatives in Journalism Education 1917-1919. Paper presented at the international conference 100 Years of Media Education: Decoding South Asian Mystique.*

[12] *Procter, James, 2004. Stuart Hall. Routledge.*

***Prof. (Dr.) Chandrabhanu Pattanayak**, Director, Institute of Knowledge Societies (IKS) has 40 years of experience in education, cultural studies, new media, communications and film making. He is a Commonwealth Scholar from McGill University, Montreal and has published more than 150 scholarly articles and books and produced more than 100 educational films and documentaries. He is passionate about creating an institution which has the interface between modern technologies and indigenous knowledge systems at its core. He has a strong interdisciplinary focus on research and education and has a new vision of liberal education that, when combined with Indian enterprise and technology, aims to shape a global free society.*

Key Highlights: Multi-Disciplinarity, Experience and Knowing
Knowing From the Inside seeks to reconfigure the relation between practices of inquiry in the human sciences and the forms of knowledge, which they give rise to. Its fundamental premise is that knowledge is not created through an encounter between minds furnished with concepts and theories, and a material world already populated with objects, but grows from the crucible of our practical and observational engagement with the world around us. Knowledge, we contend, comes from thinking *with*, *from* and *through* beings and things, not just *about* them. We must try to show how research underpinned by this premise could make a difference to the sustainability of environmental relations and to the well-being that depends on it.

He explored how among indigenous communities, which are largely non-literate, 'experience' are located in the present and 'self-organizing' results in 'Knowledge'. Knowing from the inside seeks to reconfigure the relation between practices of inquiry and human sciences and the forms of knowledge to which they give rise. Its fundamental premise is that knowledge is not created through an encounter between minds furnished with concepts and theories and in a material already populated with objects that goes from the crucible of our practical and observational engagement with the world around us, the knowledge we content, knowledge, therefore, comes from thinking with from and through being and things not just about them, we must try to show how research undermined by this premise could make a difference to the sustainability through environmental relations and through wellbeing that depends on it.

He shared how 'knowledge' is the result of 'knowing' rather than the other way around where for us, who are literate, and possess a 'rationality' that is essentially rooted in the past and is moored only in the 'ideating' mind, knowledge inevitably precedes knowing. Thereforehe said he believes in the Oral tradition. Voices of the journalism educators are largely absent from the scholarly debates about the media and journalism and decolonisation. He opined "We must as journalist and as journalism educators apply an approach in our studies and debates that which appreciates the pedagogical values of indigenous practices and then indigenous customology or curriculum and help foster more creative learning which will both the professional reportage of journalist, and there social well being by bridging the cultural, social and political lifts between the literate and the non-literate and unfortunately much of our journalism is directed towards and emerges from the literate world and the literate community. So, I think that gap needs to be bridged by this kind of struggle or learning from the indigenous people. More importantly, in today's world of post-truth, it will give a handle to dwell into other disciplines of social sciences and humanities. I am just going to skip very quickly because there is no time."

He concluded by saying, "The natural ability of the child is to be "multidisciplinary". The "WORD" or "Literacy" pares down this ability to make us "specialists" in a particular subject. So, what we ought to be exploring is not multi-disciplinarity but mono-disciplinarity in our academic world. We need to learn from the tribal communities and recognize the fact that the space that is created between the physical and the psychical has within it contrasting spaces, which inheres the contrast being between the cultural biases and the creative imagination endeavoring to free itself from these biases. This space in effect represents a person's mind when his creative imagination seeks to break or revise the physical or conventional world. This is what traditional communities understood very well and we need to understand if we have to survive."

Moderator: Prof (Dr.) Surbhi Dahiya

Prof. (Dr.) Surbhi Dahiya was the moderator cum convenor of the roundtable. She introduced all panelists and discussed the key highlights presented by them. She concluded the session by thanking the panelists and giving concluding remarks on the topic.

Rapporteur

Sh. Shambhu Sahu *is a Teaching Associate at the Indian Institute of Mass Communication (IIMC), New Delhi. He has over 16 years of experience in print journalism, book publishing and academic. He is pursuing his MPhil/PhD from Centre for Culture, Media and Governance, Jamia Millia Islamia, New Delhi. Previously, he worked as Project Manager-CPEPA, the Centre for Culture, Media and Governance, Jamia Millia Islamia; senior commissioning editor with Rupa Publications and SAGE Publications India; and senior journalist with The Times of India, Lucknow, The Indian Express, New Delhi, and Press Trust of India, New Delhi. As a journalist, he has written extensively on cinema/entertainment beat during 2004-2010. He has an MA in Mass Communication as well as a PG Diploma in English Journalism from the Indian Institute of Mass Communication, Dhenkanal, Odisha.*

Rapporteur

Sh.Martand Jha *is a Senior Research Fellow at School of International Studies, Jawaharlal Nehru University, New Delhi. He is currently writing his PhD thesis on the topic, "A Historical Study of India's Space Co-operation with the United States and USSR, 1957-1991." Jha has been a freelance contributor for many national and international news publications including The Diplomat, The National Interest, International Public Policy Review, International Policy Digest, among others.In Panel Discussion 1, eminent panelists discussed the nuances of evolution of media rooms and classrooms. While it is imperative to have diverse skill sets, we need to be mindful to not stretch students beyond their limit. It was also discussed that, while technical know-how and digital orientation is critical, the foundation of journalism should be rooted in high quality content creation, storytelling and ethical attitude. To ensure that the students are employable and readily placed in the media fraternity, integrated approach between industry and academia is crucial.While hybrid newsrooms have become the reality of the day, panelists raised some pertinent questions regarding the quality of content managed in such short deadlines and suitability of content across different formats ranging from audio, video, to print and digital.*

Panel Discussion I

3:00 pm – 04:30pm

Hybrid Newsrooms and Blended Classroom:
Industry Meets Academia

Eminent Panelists
Prof. (Dr.)Govind Singh, Dean Academics, IIMC, New Delhi
Prof. (Dr.) Shahid Rasool, Dean, School of Media Studies, Central Universityof Kashmir, Ganderbal, Jammu and Kashmir
Prof .Ashok Ogra, Advisor (Mass Communication), Apeejay Education Society, New Delhi
Sh. K.A. Badarinath, Sr. Journalist
Dr. Mausumi Bhattacharyya, Associate Professor, Centre for Journalism & Mass Communication Visva-Bharati University, Santiniketan
Dr. Shahid Ali, Associate Professor and Head, Department of Mass Communication Kushabhau Thakre University of Journalism and Mass Communication, Raipur, Chhattisgarh

Panelist cum Moderator: Prof. (Dr.) Pramod Kumar, Course Director, Urdu Journalism, IIMC, New Delhi
Rapporteur: Ms. Garima Sharma Nijhawan, Principal Consultant, Archetype India and Guest Faculty DSJ – DU and Ms. Pooja Kalbalia, Associate Multipurpose, IIMC, New Delhi

In Panel Discussion 1, eminent panelists discussed the nuances of evolution of media rooms and classrooms. While it is imperative to have diverse skill sets, we need to be mindful to not stretch students beyond their limit. It was also discussed that, while technical know-how and digital orientation is critical, the foundation of journalism should be rooted in high quality content creation, storytelling and ethical attitude. To ensure that the students are employable and readily placed in the media fraternity, integrated approach between industry and academia is crucial.While hybrid newsrooms have become the reality of the day, panelists raised some pertinent questions regarding the quality of content managed in such short deadlines and suitability of content across different formats ranging from audio, video, to print and digital.

Prof (Dr.) Govind Singh *did his M.A, M.Phil& Ph. D from Punjab University Chandigarh. He is a Gold Medalist in B.A (Hons) M.A &M.Phil (Hindi). He has been awarded by Ganesh Shankar Vidyarathi Award by the President of India for his contribution to the Hindi Journalism in the year 2011. He has more than 30 years for experience in mainstream media. He has devoted the crucial time of his life in Dharamyug, Nav Bharat times, ZeeNews, Aajtak, Outlook, Span, Amar ujala, Hindustan &Kadambini. Prof (Dr.) Govind Singh joined Media academics in 2011 as Professor of Journalism at Uttarakhand Open University, HaldwaniNanital. He has also served as Professor & Dean of the School of Media for four years at Central University of Jammu. Prof (Dr.) Govind Singh has joined IIMC on 1st Jan, 2021*

Key Highlights: Prof. Singh shared his life experiences and started with commentary on Covid-19, "The corona virus pandemic has changed our life in many dimensions, it has enforced alterations in our lifestyle completely. The New Normal has taken place on many occasions, so the functioning of the media houses has been also changed. The news organisations around the world have quickly adapted to a new operational mode, moving from the traditional method of Newsroom operations to remote work and reconfiguring as distributed, digital spaces. So, this is how the newsroom has always been envisioned. There have been some changes in sitting arrangements but mainly this has been the system.

Integrated newsrooms were introduced ten years ago. When I attended a workshop offered by Hindustan Times and Amar Ujala, It was then that,' I got to know that the newsroom of a newspaper won't be just that but it will also act as a newsroom for television, radio, and websites. So, that means the news processing of newspaper, TV, radio and online websites will now happen at one place. The central news desk will now distribute and use the same news in different ways I got an opportunity to work in television between 1999 and 2002/2003. During this time, I worked for two channels- Zee News and AajTak. The newsroom at Zee News was an ordinary room converted into a newsroom and the output and input desks were used to be at different places. But the newsroom at AajTak was made in a holistic way. The areas of News director, Chief-executive Producer, Input-output, production, research, archives were all at one place and it took only 20 seconds for one information

to reach from one corner to another. This was imagined and all the people used to sit at one place where the studio was. So, we were able to see the studio as well'."

The pandemic has not just made changes in the industry but it has caused immense changes in the academic world as well. Since the swirl, the media houses and education system has adapted to new normal we can witness many changes. As per the new normal the regular classrooms have become digital spaces, seminars have become webinars and Google Meet, Zoom, Cisco Webex and etc have become a common word in our day today conversation.

Therefore, he said, "So we see that there's a change on both the side, the classrooms and the newsrooms. The kind of image or idea one has about the classroom has now completely changed. In here(in India) we have a tradition between teachers and students, even knowledge was imparted in ashrams. Nowadays classrooms are like a room where students and teachers are meeting and interacting, but a few years back when I visited Shantiniketan, I saw students sitting under a mango tree getting educated. This is also a form of classroom that we have witnessed."

Concluding the talk he said, "Methods in Journalism have witnessed many leaps in its functioning from Guttenberg's Press to Live telecast through Satellite Phone. We are experiencing a great leap in the history of Journalism and its education as well."

Prof. (Dr) Shahid Rasool *is the Professor &Dean, School of Media Studies and the Director, Media and Public Relations Centre,Central University of Kashmir, Ganderbal, J&K. He was also the US Fulbright Fellow, Communication, Syracuse University, New York Director, CEMCA, Commonwealth of Learning, Canada, Director, EMRC, University of Kashmir (UoK), Media Advisor, University of Kashmir, Head, Media Education Research Centre, UoK. He was the Executive Director, for 2 year for BBC-WST project for promoting social affairs reporting. He did his MS in Communication, Syracuse University, USA, Ph.D. &Masters in Mass Communication and journalism, University of Kashmir, Srinagar. He has a rich 32 years of experience in teaching, research, production, and direction of educational films/ e-Content and Multimedia.*

Key highlights: Prof. Rasool opined, the main areas of focus when it comes to Hybrid Newsroom are the dynamics of changing nature of the newsrooms, the evolution of Digital Technology - convergence of media -Artificial Intelligence. Then he highlighted the role of Social media, -for news gathering and news dissemination as well as the pressure on Media Professionals to learn multimedia skills. He mentioned that it is a well known fact now that the Newsrooms no longer have a mass audience. Today's newsroom is catering to converging digital audience, who are digital natives with distinct tastes and traits. It is also pertinent to talk about the issue of Fake News and fact checking amid flurry of Social Media messages, which is somehow emerging due to the competitive breaking news phenomenon which is catering to new demands of online media. It is a major problem that there is a huge demand for skilled manpower**,** more infographics, sketches, photos and

videos etc. It is crucial for the Media persons to understand academic strength of journalism education as well as understanding of life & broader worldview and humanistic attitude. There always is a pressure of Objectivity and demand for partisan/non-partisan media content. There needs to be a shift from 12 hour a day schedule to 24x7 Breaking News Culture."

Talking about the hybrid approach, he shared, "It is indeed important to know that in terms of blended classroom not much has changed except some PPTs and YouTube Videos. Every year over 50,000 students pass out from various media schools in the country. The question however remains, are they appropriately trained and skilled to enter the media industry? Do the traditional and conventional approach in teaching and learning enough for the people today. The major drawback lies in the phenomenon that the evaluation and assessment is more academic but less professional. The other problem is that the curriculum is not properly oriented with industry requirements. One of the most pertinent issue is that of the infrastructure provided to the students, facilities for teaching and training of students are not appropriate."

Emphasising on the need for greater professional exposure of the faculty, he said, "On the other hand the faculty recruited is more academic and less professional. The media schools also need to bring in hardcore media professionals, camerapersons, graphic and animation artists, sound recordists and designers, lighting and makeup artists, set designers, web and social media experts etc. There is also the non availability of mock media platforms for allowing students to practice. The very transaction of knowledge within the classroom has to be done on the pattern of actual requirements of the hybrid newsroom. The Google Docs and online collaborative tools shall be a norm for any media classroom. Above all the demand for research based teaching learning for academic excellence is increasing day by day. Here comes the call for change where we know that the hybrid newsroom is directly operated by the industry increasingly driven by the business model. They have and are adapting to the change. They quickly, as Jennifer Harris says, "contextualize the significance of emerging collaborative digital tools and show how these platforms can be implemented in multiple disciplines.[14]"

He mentioned that the existing human resource in the industry is trained to operate from multiple platforms and the new recruits are expected to perform multiple roles in the changed newsroom. For them the change is complete and continuously evolving. For us, the media educators, it is still slow and demanding. Some of us are still sceptical and others are resistant to change. I am reminded of Tanzanian President Julius Nyerere, who has once said, *"Decades ago, as President of mycountry, I told Tanzanians that the choice before them was to change orbe changed. I was wrong. There was no choice. They had to change and even so, they would still bechanged*[15]*"*. It is imperative for us to understand the change, workout appropriate approach and act in a manner that meets the requirements of the industry on one side and keeps the promise of academics on the other. A holistic approach for teaching learning is needed, where academics, research and professional training go side by side. We need to create a human resource for the industry that is academically sound, have a better understanding of the life and world affairs, are professionally trained for the convergent media in a digital age.

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[14] *Jennifer Harris, University of North Georgia(2018) https://digitalcommons.northgeorgia.edu/gurc/2018/masterschedule/18/*

[15] *Chambi Chachage, (2018), "Beyond Advocating for Chang http://www.udadisi.org/2018/01/beyond-advocating-for-change.html*

That requires multiskilling, and above all have more humanistic values imbibed in them. We neither need pure academics nor do we need only professionally trained robots. The industry needs trained human resource to run their business in a profitable manner, the world and the society requires responsible journalists who are competent, compassionate, and full of empathy. The role of media educators thus is more challenging than before.The challenge for the Fourth estate is also to retain the epithet of 4th pillar of democracy. That can only happen when trained media professionals' value and practice impartiality, objectivity, have respect for truth based on facts and humanistic values Shaping a multi-cultural, multilingual and multi religious society in a democratic country like ours. This is possible by bridging the gap between the demands of the industry and challenges of academia.

Prof. Ashok Ogra *is Advisor, Apeejay Institute of Mass Communication. New Delhi. He has worked with the leading media brands including Discovery Channel as Vice President (South Asia) and Doordarshan as Director. He has also worked as Associate Professor at the reputed Film & TV Institute, Pune. He has 35 years of experience in Print, Television and Teaching. Widely known in India and abroad and has been a member of various selection committees for various film festivals and has also served as a Jury Member of the prestigious National Film Awards. He has also produced and directed several news shows and news features.*

Key highlights: In "The Gifts of the Internet" Jerry Seinfeld observed: "It's amazing that the amount of news that happens in the world everyday always just exactly fits the newspaper." Today, it doesn't fit. Perhaps because we failed to truly understand the long-term impact of internet particularly in the context of news and communication. There is more information, available, more immediately, in more formats than before. Internet is both intangible and in a state of mutation (like Corona Virus) and, therefore, like atomic energy- promises both good and evil.

The new technological innovations coupled have delivered and continue to deliver far deeper impact in reach, penetration and engagement with news and information. The internet is bypassing the professional reporter. AI can now do at least some of the roles that were traditionally a journalist's domain. It will ease filtering and selection of relevant stories from deluge of information received in newsrooms on a daily basis. Thus fundamentally changing the newsroom of 21st century. Some call it 'Hybrid Newsrooms' .Some call it 'Remote Newsrooms'. The fact remains that the journalists of tomorrow are going to be tech-savvy, always connected ;anywhere, anyplace, anytime.

Today recipients with an internet connection can become news sources- thus blurring the lines between newsmakers and newstakers. However, let me qualify by making a distinction: a journalist is one who transmits news after applying the basic rules of seeking truth, maintaining objectivity & impartiality, truth etc.. His/ her training enjoins upon them to apply the journalistic ethics before filing a news story, and be accountable for it. In that sense journalists do not only transmit information but also their professional training and experience. On the contrary, the newstakers are mostly anonymous. That explains the phenomenon of fake news. Also, there is a greater tendency among newstakers to seek instant gratification. Therefore, the new media landscape poses two critical challenges before journalists, how to partner with and gain from multiple sources that have the potential to generate news and at the same time, negotiate the phenomenon of fake news. It is going to be a battle between ensuring accuracy versus 'breaking news.

The most important crisis on the industry side is how do we address the decline of professionals and credit media and there is something to do as subset of that, with overall public discourse over the country, media have fed the political discourse, cultural discourse, social discourse, what is the linkage between these. So, these are three very critical elements that we need to look into. What we have failed to understand that ever since the internet was introduced the maker did not read the biography he didn't realize the impact of that invention. But we have now come to realize that internet is in a state of mutation, talking about post internet phenomenon it is like atomic energy having both good and bad effects. The internet is by passing the professional reporter in a sense which 'Shahid Saab' also said. Some of the functions like filtering of news, collection of news, fact checking are done by it (internet). Now, whether you call it hybrid news room, the fact remains that journalist will remain and all of the basic principles of journalism will remain valid and unchanged. Even if technology like AI is monitoring X-rays eventually doctor will remain so even if internet is becoming news source, the fundamental difference between internet and reporter will remain.

Sh. K.A. Badarinath *has over 35-years experience as a newsman and worked for best of the news brands across technology platforms and print in diverse roles. From being a reporter on the run to running newsrooms has been his forte. Breaking news stories, undertaking investigations and unearthing scams as well as writing succinct editorials is what he's known for.He worked for Financial Express, Hindustan Times, Economic Times and Financial Chronicle apart from contributing frequently to globally reputed publications like The Economist, Global Finance and CFO. After having donned the cap of Editor in Chief at Financial Chronicle, he moved on to take up a position as Principal Advisor to Union Minister for Information & Broadcasting, Government of India during the last one year.*

Key highlights: Sh. Badarinath stated, 'I do believe change is the law of life but hybrid newsroom is a misnomer. I strongly believe that there is nothing called hybrid news. The delivery mechanisms may have changed. Maybe you would use the technology to deliver faster to the readers, viewers, or listeners, that is different. The medium can change too, but, the basic tenants of news cannot change. You may call it a hybrid newsroom. You may call it an integrated newsroom as once my editor of Hindustan times said, “I would like to create a new integrated newsroom”. There could be maybe even today, the newsroom on the go because you're always around your Ipads or mobile phones but, it doesn't change the basic tenants of journalism. Hybrid newsrooms are a misnomer. I do not think that concept of blended newsrooms has worked the way it was hyped to be. My experience across newsrooms in Hindustan Times, Economic Times & Financial Chronicle in over 30 years is completely different vis-à-vis what I hear in terms of 'hybrid newsrooms', 'integrated news teams' or even 'newsrooms on the go'. Well, I'm not an ardent supporter of hybrid newsrooms concept tried out in some US and European media markets. Given that requirements of each platform, from television, digital networks, social media, radio, mobile apps and print media are different, there's hardly anything common in approach, deliverables, deadlines or means to deal with developments.

Many academicians as well as fellow practicing newsmen do talk about integrated newsrooms and blended classrooms. But, in practice, most newsroom operations for each of the news platforms happen distinctly separate from what has ever been talked about.

Is asking a newspaper reporter to file stories for online media platforms, tweet, write a blog, instagram post and even file an analytical report on the day's developments part of blended newsrooms concept? If that's the idea, then it's not a workable concept at all. In many print organizations, filing stories for web editions by field teams was part of the reporters' KRAs. But, does that work? Let's be realistic about asking a reporter to do all the three or four tasks simultaneously. He or she will not be able to do justice to either or all of them.
Even at the news desk, the concept of integrated or blended operations has turned out to be a sham in several parts of the world. Many offer the example of BBC, CNN or organizations like Washington Post or New York Times. Even here, he told that he beg to differ.

Editors, news editors or bureau chiefs may force blending of news operations. But, in practice, they are distinctly independent depending on the platform for which the news dispatches are filed. A serious print reporter has no time for filing tweets, writing a short blog or contributing to a TV debate on the issue while working on his written long format print story that needs to be different the next day morning. Similarly, the online desk operates differently from what is required of a newspaper / magazine desk even if they are located in the same room. TV's output and input game is altogether different from social media platforms. When it comes to academics / media education, the budding newsmen or women must learn basics of journalism in a common class. But, those specializing in online media networks need different skillsets from what's demanded by print newsroom or Television desk. Hence, hybrid newsrooms or blended classrooms may be a losing preposition given that the focus, writing styles and treatment of news is different for e ach of the formats as the target readership, viewership and consumers of content may be vastly different.

He concluded that, 'let us do a reality check before being sold out with something called hybrid newsroom. Second, let us not deviate from our basic learning, mechanisms of reporting at the desk. Today there is nobody at the desk to even set your uppercase or lowercase, grammatical errors are not checked, and it is a fashion to write nonsense. So this cannot be the only thing which we are going to support. I have no problem with technology but still, technology is only a supplementing or complementing factor and basic tenants of journalism cannot change whether it is East, West, North, or South.

Dr. Shahid Ali *is head of the department of mass communication in Kushabhau Thakre Patrakaritaavam Jansanchar Vishwavidyalya, Raipur, Chhattisgarh. He has been working actively in the field of media education for the last 26 years. He has got to his number of articles and Research Papers which has been published in reputed journals and Magazines. Being specialised in Print and Electronic Media he has got enriched knowledge in the above field. He has worked as sub-editor of dailies in print media. Ten researchers have done PhD under his guidance. The book Research Methodology in Communication and*

Management is published. He has done a number of educational documentary films and tale films. Which was widely appreciated Recently Dr. Ali has undertaken research work in tribal journalism and development communication in rural Chhattisgarh. This research article focuses both on the Positive and Negative affects of blended system of education. With advancement in technology traditional way of teaching now have to blend with skill and technology to make it more practical based. The study discusses about the role of media educators in fulfilling the needs of media industry.

Key highlights: Blended classes are defined as "classes in which instruction takes place in a traditional classroom setting augmented by computer-based or online activities which can replace classroom seat time". Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities- Dziuban, Hartman and Moskal (2004)
According to definitions, one should understand that blended learning involves the combination of two fields of concern- education and educational technology; it is such a combination of technologies, pedagogies and even job tasks with the use of web-based technology. It is also the effective combination of different modes of delivery, models of teaching and styles of learning.

During this time of pandemic willingly or unwillingly all teaching institutes are experimenting with blended classroom or online classroom practices. Today's teaching methods have replaced face to face or physical presence meetings with virtual sittings. Earlier in some big institutes or foreign institutes only use to have blended method of teaching but now it has become the new normal in every institutes during pandemic. The media industry has incorporated more modern technologies to meet its changing needs especially during this pandemic situation, but also before pandemic there were many technical tools adopted by the industry. Newsrooms have been using technologies which are faster and efficient enough to glue its audiences to their seats. Hybrid newsroom includes every technology needed to catch the eye balls of the audience.

The beginning of digital technologies has given new opportunities and scopes for media educators. Over the past years, there has been a drastic change in overall education system, especially media education. Information free flow have made things easier but also came up as a challenge for media educators, as its somewhat difficult for teachers to cope up with this everyday changing technology. This is the reason why many teachers resist to adopt the new technology and may be that is why our teaching or curriculum is mostly theoretical based. The notion that technology will single-handedly bring about a transformation of education has been around for a very long time, yet radical and long-lasting change has largely failed to be materialized Many have updated their syllabus with all new terms and practices of newsrooms but of no use as there is no practical approach of it.

What can be done to merge media classroom and newsroom is the question which mostly remains unanswered. Practicality is the requirement of classroom and code of newsroom. One important point to interlink this two is internship; which should be incorporated in earlier semester than in last semester. As they say no scientist can experiment without practicing it in lab same goes for journalists, for going to field they need to learn basics of field in practical.Other thing which can be introduce in a better way is the involvement of media practitioners in media education for practical tasks and also media educators should visit or learn ongoing practices in media field in every six months for better teaching skill.

With New Education Policy emphasizing more on skills than theory, media education should also focus on skill-based learning and redesign their curriculum accordingly with latest technologies. Every media institute should have media labs for practical teaching. It's been ages now that media education has entered colleges and universities, still there is no fundamental base of how media education should be. What is being taught is somewhat different from what is being practiced. In universities there is only one department of mass communication or journalism and in that they try to include everything in one syllabus, which is bit messy to understand. So specialized syllabus should be designed for every field of mass communication like advertisement, print media, research etc. This research article attempts to suggest some possible points for change.

Dr. Mausumi Bhattacharyya *is an Associate Professor in Journalism and Mass Communication, Visva-Bharati - A Central University of National Importance, Santiniketan, India. She is into university teaching and research in India for the last two decades. Her Master's and Ph.D. in Journalism and Mass Communication degrees are from the University of Calcutta. She was attached with the Centre for Culture, Media and Governance, Jamia Millia Islamia University, New Delhi as ICSSR Post-Doctoral Fellow (2017-19).*

Key Highlights: The post liberalization period in India, witnessed major transformations in the domain of media education. As reach and penetration of media increased, particularly that of electronic channels, popularity of media education escalated resulting in unbridled growth of institutions offering programs in journalism and other disciplines like editing, hosting and documentary making. A. Kumar Jha and R. Gangwar in their article 'Construct (suggestive) models for media education in India: A Connecting Threads of Media Academia and Media Industry' has argued about existing disconnect between media practices and media education in the country and emerging stagnation of critical and analytical thinking in respect to the latter. The authors highlight that though there has been proliferation of media institutes across the country, it has not been accompanied by qualitative escalation of media studies curriculum. There exists a gap between dynamics and requirements of media industry course content of media courses. As such learners tend to lack the precise practical insights that the industry demands. Non-uniformity of course outline has also been highlighted by studies, as adding to existing complexities. Jha and Gangwar, in the piece, mentions lack of proper infrastructure, in adequate curriculums, absence of facility to ensure consistent exposure to students in practical aspects, platforms to share critical thinking and slow down of qualitative evolution as principle challenges educators in media studies face.

Jyoti Ranjan Sahoo and Amitabh Srivastava in 'Students' Choice and Motivation for Journalism Education in Indian Private Universities' notes about inclination of students in gaining multidisciplinary exposure via media courses. Current batch of media education pursuers perceive media education to be a gateway which will offer them the option of getting involved in any stream of media activity. The authors mention students displaying interest in media research as they consider it be the way to acquire and disseminate knowledge and thereby contribute to the state's development oriented policies and initiatives.

In this regard, existing bureaucrats are often to blame as their robust mechanism makes the process time consuming to complete thereby resulting in unwanted delays. Delays in permitting grants and its allocation and at times the instinct to control processes has affected the space with which the

industry and media collaboration should have happened in this country. So, when viewed from the perspective of academia, this approach comes as a major obstacle

This spirit of societal contribution has encouraged students to aim at gaining multidisciplinary insight into the functioning of media industry. Sahoo and Srivastava also outlines a competent student as one who has strong analytical power, knowledge about communication, idea about other subjects and also strong in expressiveness. As students from different educational backgrounds opt for media education, their outlook about journalism or media and career tend to differ. This poses a challenge for educators, as alignment post dismantling of held thoughts is never an easy job. A majority of urban and semi urban population is now present in the social media which is continuously scanned by the advertisers to identify who the people are who can turn into potential customers/consumers, what their likes are, what do they prefer, where do they live, work, tour, relax, shop and play. This is the reason that social media is offered free of cost to the common man, because at the back end a huge database is being sold to corporations to track the target audience.

With technological development aiding all aspects, media education needs to harness the power of advancements in information communication technologies as well. Sahoo and Srivastava opine that adoption of technology in media teaching can bring about sustainable imparting of education and enhancement of career opportunities of students. Hence it needs assessment as how prepared India is to uniformly create the environment for technology-based teaching to prosper. Alongside it will also be interesting to explore the level to which technology can help address existing anomalies within the media education environ in India. The need for curriculum level changes has been highlighted by experts, as has been the need to strengthen analytical abilities of students. How universities can become instrumental in upholding quality media education also draws attention. Cumulating these areas, my deliberation will delve into how technology can be utilized for improving course curriculum and continuity of imparting of media education. As this is linked to current pattern of utilization of advancement of information communication technologies, I will also try to explore penetration of information technology in media education in the country, which will provide suitable context within which future use can be assessed. Present role of universities and scope for furthering education quality and imparting approach will also be elaborated upon.

Moderator

Prof. (Dr.) Pramod Kumar - *Armed with three decades experience as working journalist in New Delhi, Prof. (Dr.) Pramod Kumar is a Professor in Department of English Journalism at the Indian Institute of Mass Communication (IIMC), New Delhi with additional charge of Urdu Journalism Course Director. He is also editor of IIMC's prestigious research journal 'Sanchar Madhyam' and Dean Students Welfare. Before joining the IIMC, he taught at the Central University of Himachal Pradesh, Dharamshala. As a working journalist, he held different positions in English weekly 'Organiser' and Hindi weekly 'Panchjanya'. He has vast experience of interviewing over 180 eminent personalities of India and abroad and writing over 3000 articles, reports and features in English, Hindi and Urdu. Prof. Kumar specialises in Reporting and Editing. His work on 'Paradigm Shift in Newsroom' has received global applause. He is the author of eight books in English and Hindi, including his popular books 'The Future Newsroom', Unsung Builders of Modern Bharat, Aadhunik Bharat keGumnamSamaj-Shilpi, Mediakarma:*

Yogayata aur Yatharth. For the last one decade, Prof. Kumar has been working on Solution-based Journalism, which stirs the journalists to highlight the positives of the society also.

Key highlights : Prof. Pramod said**,** there was a time in the media when a reporter after reporting any event or happening, went back to the office, manually wrote or typed the report, then it was composed, proofread, then pasted on the page manually, and then the newspaper was printed. The whole process used to take at least five-six hours. But now the whole process has changed. The five-six hours duration has been reduced to hardly an hour. The focus of each media house has also shifted from print or TV broadcast to web first.Another big change is that a reporter is now in multiple roles. He/she acts as a reporter, photographer, camera person, sub-editor or copy editor, typist, proofreader, layout designer, video editor, scripter writer, voice over artist, etc. A single person files stories for all platforms—print, web, TV and radio. During Covid pandemic we have witnessed how the reporters successfully filed stories even while working from home. This has changed the entire work culture in the newsroom. And, this change is going to stay.

He added, the dynamics in newsrooms are fast changing. As head of the Placement Cell in the Indian Institute of Mass Communication (IIMC) I receive requests from leading media houses and different organisations for trained professionals in 'fact checking' and also those who can handle the social media handles. The question before all the media training institutions in India is whether we are producing the kind of stuff that is required by the industry in the changed scenario. Hence, the challenge before the media training institutions is to not merely to walk with this paradigm shift, but prepare the kind of professionals who are ahead of the time. Merely teaching through PPTs and teaching how to produce YouTube videos is not enough. We have to teach how the students are able to work in the newsroom on the first day of joining.

The Covid Pandemic posed challenges not only before the media but also before the media teaching institutions because they are not able to conduct physical classes. It is for the first time in the history of education that a complete year passed without any physical class. But when we look at the outcome, we find that the online education has provided an opportunity to the students to interact with the global media stalwarts meeting whom was not possible in physical classes. Surely, journalism cannot be taught only through the online classes, it needs the mix of both online and offline.

The challenge before academia is how to prepare the new generation of journalists for technology-driven hybrid newsrooms. We have to detect gaps between the needs of the newsroom and what is taught in the classroom and fill them collectively with the industry leaders and academia. Merely teaching through PPTs and teaching how to make YouTube videos is not enough. We have to teach how the students are able to work in the newsroom on the first day of joining.

Rapporteur

Ms. Garima Sharma Nijhawan *- A well-rounded award-winning communications professional with close to 15 years of experience in integrated marketing communications. Garima is currently pursuing PhD from Manav Rachna International University, alongside her work at Archetype. She is passionate about academic research, training, and teaching. In the past decade and a half of work, she has acquired and honed skills like corporate writing, research, media relations, strategic planning, influencer engagement and client servicing. Her brief stint with a public policy think-tank called the Centre for Civil Society deepened her understanding and interest in advocacy and public affairs. Garima was awarded a scholarship by IIT Delhi for the Women Entrepreneurship and Empowerment (WEE) program in 2017. An observant individual, thinker,*

and researcher, she has authored multiple opinion articles and research papers on themes ranging across healthcare communications, personal development, crisis communications, Gender issues, OTT evolution and adoption, Govt. communications during Covid-19 and more. Her work is regularly published in reputed Ad and marketing media spaces and industry journals. She is associated with Delhi University's Department of Journalism as a Guest Lecturer and has taught at esteemed media colleges in different capacities over time. Garima has worked with brands like UNDP, Oxfam, Max Healthcare,Practo, TripAdvisor, Snapdeal, TVS Motor Company, Volvo Eicher etc. in her professional capacity and has won numerous team and individual accolades. She was recognized as a young and promising PR Professional to watch for in Exchange4Media's inaugural '40under40' list in the year 2019.

Rapporteur

Ms. Pooja Kalbalia *is an alumnus of University of Delhi and Indian Institute of Mass communication (IIMC), New Delhi. She has a rich experience in Media planning, marketing and advertising industry. She is awarded Ad Person of the year by IIMCAA (Indian Institute of Mass Communication Alumni Association) in the year 2021. Her entry presented the media strategy and plan for Livguard Energy Technologies and its success in the difficult era of Covid 19. The evaluation and success of the strategy showcases her ability, skill, and determination to lead projects in critical times.*

She is presently working as Associate Multipurpose, IIMC, New Delhi. Besides this she is also assisting in the placement cell of I IMC.

Panel Discussion II
04:45pm – 06:00pm
De-colonizing Journalism Education and Pedagogy: The Road Ahead

Eminent Panelists

Prof. (Dr.) K.V. Nagraj, Former Pro Vice Chancellor, Assam University and Former Professor, Mizoram Central University, Mangalore University, Mysore University

Prof. (Dr.) B.K. Ravi, Chairperson, Department of Communication, Bangalore University, Bengaluru, Karnataka.

Prof. (Dr.) Madhavi Reddy, Head, Department of Media & Communication Studies, Savitribai Phule Pune University, Pune

Prof. (Dr.) Saima Saeed, Hony. Director, CCMG, Jamia Millia Islamia, New Delhi.

Dr. Jatin Srivastava, Associate professor andDirector, Institute for International Journalism, E W Scripps School of Journalism,Ohio University, USA

Dr. Sanjay Ranade, Associate Professor and Head of Research Centre, University of Mumbai, Mumbai

Dr. Deepti Ganapaty, Assistant Professor, Centre for Management Communication, IIM, Bangalore

Panelist cum Moderator: Dr. Ankuran Dutta, Associate Professor and Head of Department of Communication & Journalism, Gauhati University, Guwahati.

Rapporteur: Dr Parul Mehra, Associate Professor, TIIPS

Prof. (Dr.) K.V. Nagaraj *is the Former Professor of Mass Communication, Mizoram University, He has been the Director, Centre for Distance Education and Open Learning, Dean, Trigun Sen School of Technology, Coordinator, Community College project, Professor and Head, Department of Mass Communication, Assam University.*

Key highlights: When we speak of decolonizing journalism education, we may also mean de-westernizing it. The basic question is what is wrong with the colonial curricular content and the method of teaching? Do we mean to say that we want reject the imported or imposed media instruction? Unless we are sure of the substitute, is it possible to reject it wholesale? My understanding of the issue is that of localizing knowledge and scholarship and contextualizing it with the local ethos and culture. The pluriversal nature of our society demands that we move away from the fantasized obsession of "technological determinism and mono-causality'.

The primary problem in India is the prevailing confusion about what should be taught at what level. The repetitive nature of course contents does not evoke interest among the students because they learn the same thing at different levels of instruction. In fact, there is a huge need for reflective and critical pedagogy which is lacking at present in our course structure. A clear compartmentalization of course contents may help us to clear the morass that we are in. Education for livelihood and education for enlightenment should not be of different streams, for the traditional educational system in India had a meaningful balance of the two. However, it is not to reject the positive outcomes of modern educational system. At the same time, we have been talking of student-centric education and in media educational institutions, media-centric education. These ideas have enormous support from the stakeholders. He added, "for me, the major problem to de-colonize media education is the rigid bureaucratization of the higher education system in India with coercive powers. The best thing that can happen is to have a regulator with advisory powers only, if at all we require one. Each institution should have the liberty to choose its own approach to media pedagogy. Of course, media pedagogy must have a multi-disciplinary mosaic, which is agreed upon by everyone concerned. Teaching journalism as an 'ism' is important and other 'isms' are of historical necessity. To make it effective, journalism should be taught in native languages apart from English. The power of native language media cannot be overlooked in India given their reach and access even in rural hinterlands. Another important but debatable point in the process of decolonization is the denaturing and de-professionalizing journalism and thereby journalism/media education. The process has already started with individual micro-narratives dotting the social media and tweets becoming a source of news. For some people, the idea of democratizing educational structure will definitely appeal, but not democratization of contents. I am sure that de-professionalization will have ethical repercussions and may pose the issue of accountability in a sensitive environment".

Further, as Norman Furlough has observed, the textual language is being subsumed by visual language substantially. The trend calls for a serious discussion on the future course of print journalism. The dominance of visual language at the expense of alphabetical or textual language is of serious concern. Then, there is also a possibility of the disappearance of institutionalized media operations. If such an eventuality takes place in future, what could be the status of journalism education? It may sound utopian, but with divisive technology on the prowl, it cannot be ruled out in the long run. What I mean to say is the possibility of conventional journalism vanishing from the horizon. Added to this is the remote chance of mass 'offline' education giving way for customized education. If it happens, what should be the strategy of journalism/media educators? Decolonization should also mean freeing journalism education from insular and repulsive ideologies. With centralized academic regulator on one side and the market forces on the other,

journalism education in India is at cross-roads. The search for the right mix of theory, practice, tech knowledge. Ideology and cultural narratives, both macro and micro seems eternal. It is a challenge for journalism educators. It is also a choice between unipolar and multipolar approaches, and a choice between media competencies and an omnibus mediatics.

***Prof. (Dr.) B. K. Ravi, Professor and Chairman**, Department of Communication, Bangalore University, has thirty one years of teaching and research experience. During his academic tenure, he has presented research papers in India and abroad. He has published articles in International Research Journals, guided nine students for doctoral studies. He has chaired nearly fourteen scientific sessions at international conferences in different countries. Dr. B. K. Ravi was on the Scientific Committee of the First International Forum on Media & Information Literacy constituted jointly by UNESCO and University of Fez, Morocco, Africa. Prof. Ravi was invited to a prestigious International workshop on Broad Band Policy held in 2012 at Washington DC Organized Jointly by Ford Foundation and Penn. State University. He has published six books on Media.*

Key highlights: In the present day scenario, the world is facing two major problems one being information explosion and the other information pollution. The various social and technological changes taking place rapidly due to expanding world of information there is explosion of knowledge. New frontiers of knowledge are opening day by day and the horizon of human knowledge and understanding is expanding at an uncontrollable pace. The Education of tomorrow will be able to play its role more effectively only by making the individuals more creative, active and efficient. The Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach more people better and more rapidly. A national newspaper carried an article in July 2014 that bemoaned (rightly so) the disparity in education between the haves and the have-nots, between the 20% who study in English medium private institutions and the 80% who study in vernacular government run institutions. The author proposed an outlandish solution to bridge the disparity: 'Introduce English in government run educational institutions right from nursery to bring the education standards on par for all'. It is also been a little complex to understand that many of the Indian elite actually want an 'English India'. It feels natural to them. However, in the present a churning of thoughts and ideologies are taking place that seem to shake this privileged position. There is a certain resurgence of an Indian identity, and tradition and education systems are major aspects of it.

Media education as a field of enquiry had received less scholarly attention amongst academicians and pedagogues in the Indian society for a long time in comparison to the other areas of study. Although there are writings and projects initiated by international bodies like UNESCO, it has rarely gained academic acclaim or collective concern. For numerous historical reasons, education was denied across caste groups in the Indian Society. Only the upper echelons of these caste groups had access to reading and writing for a really long time. Since independence, efforts have been made the Government to introduce a variety of schemes to reach out to the larger deprived society by

making them literate. The recent countrywide total literacy campaign "Sarva Shiksha Abhiyan" is a programmed effort in this direction. Locating media education within pedagogies of learning is a difficult task particularly because the field of enquiry has had very different approaches with respect to various locales and prevailing education systems. Again, the task itself becomes a challenging engagement because the theoretical underpinning of the field has developed very differently. Besides, the majority of the works seems to be focused on discussion of empirical aspects of media education. One cannot clearly distinguish areas of media education as separate from the areas of media studies and as subjects that deal with the media. They are interdependent. Conceptual approaches to media education differ from locale to locale and also in terms of curriculum, philosophy and pedagogies [16].

The West dominance in the production, organization, and dissemination of the world's knowledge and information contributes to the heavy reliance of developing countries on this knowledge and information [17]. This dominance has had an enormous impact on higher education systems in non-western societies, particularly so in formerly colonised and developing countries, resulting often in the exclusion of local knowledge from the higher education curricula [18]. In the field of journalism, mass media and communication studies, the Anglo-American model is seen to be dominating and this is evident not only at the conceptual or theoretical level, but also at the curriculum level, shaping the argument around vocational v/s academic and at practice level, defining the role and values of the journalism profession as seen fit in the western societies.

The higher concentration of academic and textbook publishing in the field of journalism and media studies in the Great Britain and the United States has contributed to the dominance of the Anglo-American model. This is specifically due to the fact that it was a western, in particular the 'American, Higher Education Systems' that first incorporated journalism and communication into their curricula and had thus more time to develop. Without addressing the bigger issue of western dominance in knowledge and information production and dissemination, it will not be possible either to address the need for developing alternative curriculum and professional practices in journalism and media studies. There is a growing awareness that western models are irrelevant to conditions in the non-western societies, also leading to a growing awareness that alternative perspectives and models exist and they are also evident. Hence Journalism practices, education and research methodologies should be informed of the alternative options and base their foundations on local knowledge systems, needs and values.

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[18] *Papoutsaki, E. (2006). De-westernising Research Methodologies: Alternative Approaches to Research for Higher Education Curricula in Developing Countries, paper presented at the Global Colloquium of the UNESCO Forum on Higher Education, Research & Knowledge, 29 Nov – 1 Dec 2006 Paris.*

Prof. (Dr.) Madhavi Reddy *is a Professor and Head of Department of Media and Communication Studies and Director of School of Communication and Information Sciences at Savitribai Phule Pune University. She holds a Ph.D. in Political Communication and has taught at Tata Institute of social sciences and SNDT University before joining Pune University. She was the ICCR Chair Professor at the Institute of Media Studies, University of Tübingen, Germany for a semester in 2013. Prof. Reddy has received a National Award from the President of India for a short film, 'Matitali Kusti' (Mud Wrestling), produced by the Department in 2017. She is a recipient of TATA scholarship for Film Preservation and Restoration Programme conducted by Film Heritage Foundation, India. Currently, she is working with two international research projects on 'Sociology of Internet Usage in India and Germany', a UGC-DAAD project, and 'Cultural Heritage and Identities of Europe's Future,' a European Union-funded project. Her research agenda and teaching focus on Media, Culture and Society, Semiotics, Indian Cinema, Gender and its Politics in the Public Sphere, New Media, and Young Audiences.*

Key highlights:

'Too many degrees/courses in Communication and Journalism but not Journalists'

The increased demand for media and journalism professionals has led to various media courses in India with varying durations. We have media and communication programs in the universities, both public-funded and private, and in-service and short-term courses offered by media organizations. Various courses are offered at different levels, from certificate to diploma to undergraduate to postgraduate to doctoral level with different nomenclature like BA honors, B.Voc, BMM to MA, MCJ to M.Sc, to name a few.

In addition to this, with globalization, the shift to include courses and degrees offering specializations in advertising, public relations, events management, entertainment media, for example, under this rubric further complicated the picture. The curriculum in these diverse organizations and courses advocated journalism education as 'skills training' to 'liberal arts' emphasis to 'on the job training' depending on the infrastructure and availability of trained faculty. This change in the curriculum might have increased the technical skills of Indian journalism graduates, while their capacity for critical thinking has decreased.

Revisiting Journalism curriculum and pedagogical practices

There has to be coherence between academia, and the industry in journalism, vis-à-vis changing trends regarding new media are evident. The curriculum in journalism schools should incorporate a new set of knowledge/skills ranging from using digital tools and apps for creating content for the on-the-go media consumer. If the industry has integrated new media technologies into practice, logic demands that academia does the same for curriculum and pedagogy to train students for those careers.

The government's revision of the new information technology act 2020 concerns fake news, hate speech, and mis/disinformation that disturbs and affects the diverse and mosaic social fabric. Despite concerns expressed through the digital divide argument, especially in this pandemic situation, there is an inherent acceptance that India is concerned about the impact of user-generated

content via social media. Journalism educators should consider this while training the students to render the content onto different media platforms and discuss it in media ethics class.

As far as new pedagogical practices are concerned, faculty members should refashion their classroom engagement with the practice-based orientation using technology and experiential learning methods.

Fostering Linguistic Journalism and Inter "disciplinarily."

While designing the curriculum, emphasis should be on providing linguistic journalism and encouraging local knowledge and techniques. In a diverse country like India, such an approach also supplants Western influences and encourages localization and relevance.

In the same vein, while 'Interdisciplinary' is viewed as a positive development in highly established disciplines like sociology and other social sciences, the very interdisciplinary media and communication studies today invokes a little discomfort. The latter is withering away from interdisciplinary and strengthening its methods, perspectives, and theoretical frameworks that are very discipline-oriented. This approach is not merely about general perceptions; there is a mainstream consensus among communication scholars that media and communication theories are well established today. It is the time to engage with discipline-oriented research and connect it to media and communication education pedagogy.

Training for Media/Journalism educators

Most of the journalism teachers were journalists a long time ago. They may claim that they have work experience, but what they do not realize is that journalism today, be it on reporting side or the desk, has undergone a tremendous change in the digital newsroom cultures we inhabit.
While resources need to be developed over time and in a planned, systematic manner, there is also a need for periodic training sessions for the journalism faculty. All media educators should be encouraged to retrain at media houses or attend training programs (refresher, FDP, etc.), providing them better job satisfaction, thereby leading them to give their best. All faculties should be required to do research and engage in academic and widespread dissemination.

Prof. (Dr.) Saima Saeed *is Hony Director and Professor at the Centre for Culture, Media and Governance (CCMG), Jamia Millia Islamia, New Delhi. Her research interests include journalism and news studies, media and democracy, media and minorities and development communication. She is the author of Screening the Public Sphere: Media and Democracy in India, Routledge (2013). Published in well known international and national journals and books, including Journalism Studies and EPW, she has been Project Director of major research projects funded by Indian Council of Social Science Research (ICSSR) and the University Grants Commission (UGC).*

Key highlights: She problematized the idea of 'teaching journalism' and argued that given the uniqueness of its calling, accruing from its centrality to arousing the conscience of society and the

constitution of the public sphere, the field risks the greatest danger from its institutionalization. Therefore, is journalism education a misnomer or a blind spot of communication studies given that journalism must be construed as much more than a profession? The institutionalization or attempts thereof, in the name of improving the future cadres of journalists/ practitioners can result in its creative takeover, whether for ideological or instrumental purposes, by training all future journalists to think alike, report alike and reproduce the dominant mode of thinking. It will attenuate a myopia of imagination severely restricting the plurality and diversity of critical ideas that are at the heart of a well-functioning Habermasian public sphere. Debates on the subjectivity of journalistic practice notwithstanding, as journalists themselves are products of the social, cultural, political and historical conditions that structure their experiences and understanding, the objectivity claims of the Anglo-American tradition of journalism stand severely challenged.

From such a perspective, de-colonization of journalism education would invoke a purging of any internalization of such empirical claims and standardizations, among them, the westernizing influence that emanated from lopsided control of news 'flows' analogical to the twin aspirations of neo-liberal capitalism and control of communication, with US as a dominant player. The decolonization of journalism education will involve forging of any internalization of such empirical claims and standardization, among them the westernizing influence that emanated from a lopsided control of flows of news and logic to an aspiration of neoliberal capitalism and control of communication with US being a dominant player.

So is there a need to de-colonize journalism itself? Overwhelmingly yes. Any concerted attempt to de-colonize journalism education must first begin with an interrogation of the nature and outcomes of 'journalism' in the colonial times. Colonial India's finest 'journalists' never received any formal education in journalism or any training to run and edit journals. Yet *YoungIndia, Harijan* and *Navajivan*, journals that Gandhi founded and edited, prefiguring the freedom struggle movement and were vehicles that the Mahatma used to 'talk' to people (subjects of the British Raj at the time) and create for them the idea and imagination of a free India. Dr. B R Ambedkar's newspaper *Janata* focused on the plight of the *dalits* in a caste society. Both Ambedkar and Gandhi's writings remained at their core critical, rational, secular and radical in their text. Moreover, in the context of the British Raj, they were germinal to the awakening of Indian nationalism. Not just that, the little journalisms in the hinterlands and in vernaculars, it is well established, were instrumental in spreading the idea of *swaraj* and self rule throughout the length and breadth of the country. Gandhi and Ambedkar were both lawyers by training, even so, if we decide to call them 'journalists' and not social reformers or both, given the seeds of revolution ignited by their pens, we adumbrate two postulations: a) journalism is a society talking to itself and b) standardization of its practice and also training itself dialectically creates contradictory structures for its colonization. Gandhi represents the cordiality in journalism, the small and alternative modes of communication that shuns any attempts at making journalism, a capitalist enterprise and urban enterprise, and enterprise of a neoliberal model, and therefore, given the richness of journalistic traditions in India can be prepared to return back towards the convergence of ideology of the earlier time. Can it be our answer to our re-colonization from the world by the mammoth Broadcasting Network and the advertising cartels,

which emphasize the press as nothing more than a commodity for trade? So the idea here is to de-institutionalize, de-centralized, and to be able to move out of some of this current web of deceit that dependent, more than practice of journalism is laying on the entire seat.

Given the richness of journalistic tradition in India, can we prepare to return back to, what Ivan Illich [19]termed as "conviviality" of the earlier times? It can be our answer to prevent a re-colonization of the Indian media from the worldwide web, global broadcasting networks and ubiquitous advertising cartels which envisage the press as nothing more than a commodity for trade.

Dr.Jatin Srivastava *is Associate professor and Director, Institute for International Journalism, E W Scripps School of Journalism at Ohio University. His teaching experience ranges from graduate seminars in mass communication theory and research methods to undergraduate courses on graphic design and media literacy. He is passionate about the role of information in democracies and how it may relate to how societies evolve and function. His recent research is rooted in theory-based exploration of the new media environment. His research has appeared in international journals such as Computers in Human Behavior, Communication Review, Journal of Health Communication, Communication Research, Human Communication Research and Telematics and Informatics. He has also presented his research at various international conferences organized by Association for Education in Journalism and Mass Communication (AEJMC), National Communication Association (NCA), and International Communication Association (ICA).*

Key highlights: Dr. Jatin stated that as we progress further into the 21st century, there seems to be a growing realization among academic communities of the need for decolonizing education in societies across the world. My presentation will focus on decolonizing journalism and media education in India. Due to India's inherent diversity and the influence of its colonial past on its society and institutions, the need to reorient the education system so that it is aligned with the need, priorities, and values of its own society becomes more salient. However, though the concept is easier to relate to at an abstract level, its operationalization in real life becomes much more complicated. Even understanding what decolonization means in Indian contexts is fraught with serious challenges.

For many countries with colonial pasts, one of the most important challenges is to understand how recent colonial past may have shaped their societies and how these societies may also have co-opted many colonial tools and practices as its own. For example, in India which has a very high degree of linguistic diversity, English language often plays the role of a link language in both formal and informal communication across the country.

[19] *Illich, I. (1973), "Tools for Conviviality", fontana/collins*

Also, many political, administrative, and educational institution and frameworks have continued from colonial times and though more than seventy years have passed since Indian independence, the core values that drive their functioning often remain unchanged to a large extent. Most dominant structures, systems and technologies in contemporary educational environments are of western origin and many can also be thought of as an extension of colonizing influences. From the academic publishing systems and intellectual property right regime to technological innovations such as Internet, these systems are often created to cater to western markets and societies and may have certain inherent biases. For example, most of the content on the World Wide Web is in English language and though it may not be intentional, this influences the utility of the Internet for the English speaking and non-English speaking populations differently.

With multilayered colonial influences on Indian society and education system, it becomes difficult to identify which influences should be considered 'colonial' and which should not. For example, should only western influences be considered 'colonial', or should the label also involve other influences that may not have originated the west or that may be endemic to the Indian society. Another important question is that of the nature of decolonization; would decolonization involve resistance towards all influences that may be considered colonial or would it be more pragmatic and focus on only those influences that might be considered deleterious to the functioning and well-being of the society.

Along with the challenges discussed above that may apply to education in a wide range of academic disciplines including journalism, there also exist challenges specific to journalism and media education. The role, responsibility, and values of journalism in a country may vary with many socio-political and cultural factors. Indian media environment consists of many media organizations which vary on many factors. These factors may range from language and culture to political orientation and ownership patterns. Similar diversity is seen in factors related to audience across the country. With a multi-party polity facilitating expression of a wide range of ideologies, varied interpretations of what a democracy may mean and how it functions may also influence how the role of media in the society is perceived. Similarly, the stage of development of Indian economy and society and the economics of its media environment have many dissimilarities with western media environments which also highlights the need for decolonization of journalism education.

One way to address this issue is to focus on the source of influences. Colonization is characterized by an asymmetry of influences where some sources of influence have more power than others. A pragmatic approach would be to focus on facilitating and empowering under represented sources rather than focus on exclusion of the sources that may have enjoyed disproportionate levels of power in the past and their influences.

He proposed a multilayered approach where there is a national level strategy with focus on standardizing relatively wider understanding of abstract ideas and principles related to journalism and its role in a democratic society. For example, journalism ethics and understanding of the social responsibility of journalism may be issues addressed at the national level. At regional and local level, attempts could be made to focus on issues related to journalism practice in real life contexts, vernacular journalism, and issues related to communicating news and information literacy focused on local contexts and issues. Another component of this approach may be to expand journalism and media education to primary, secondary, and higher secondary levels where the focus should be on developing basic levels of news and information literacy.

Dr. Sanjay Ranade *founded the Department of Communication and Journalism in the University of Mumbai in 2003. He is Associate Professor and Head of the Research Centre at the Department. For over a decade before coming to academics, Ranade worked for leading newspapers and Public Relations agencies. Ranade developed an interdisciplinary approach that is reflected in his academics. His Bachelor's degree is in Commerce, his Masters in Psychology and PhD Degree in Politics. His areas of research interest are Communication, Media and Journalism Studies, Decolonization*[20] *Studies, Psychology, Community studies and Leadership and Entrepreneurship studies.*

Key highlights: In 2020, the United Nations General Assembly adopted resolution 75/123 declaring the period 2021-2030 the Fourth International Decade for the Eradication of Colonialism. The process of decolonization that started officially for the UN in 1960 continues well into the 21st century although it was the thirteen states that had been British colonies who declared themselves independent in 1776 to become United States of America that really started it all. The Web browser Google on December 1, 2010, listed some 750,000 sites for decolonization. As on July 19, 2021, it listed 90,30,000 results.

He informed that he belonged to Maharashtra in India where for the first time an economic theory, the drain theory challenging colonization, was formulated in 1867 [21].

The word decolonization has undergone many transformations over these two centuries. It has meant variously freeing of an economy, nationalizing of resources, political decolonization, decolonization of culture, etc [22].

In many colonies and later in postcolonial societies, it was the language of the colonizer that appeared to have had the greatest effect. Language and its uses, argued Thing's, were central to a people's definition of themselves [23].It was later argued that more than language it was writing and the technology of printing that had more profound effects. The means of communication as well as the adaptation of the written/printed word became crucial tools to seeking and getting independence and decolonizing. [24]

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[20] *Els Bogaerts, R. R. (2012). Beyond Empire and Nation. KITLV Press, Leiden.*

[21] *Chandra, B. (1965). Indian Nationalists and the Drain, 1880-1905. Indian Economic Social History Review.*

[22] *Raymond Betts, R. R. (2012). Decolonization A brief history of the word. In E. B. and, Beyond Empire and Nation. Brill.*

[23] *Thiong`o, N. W. (1986). Decolonising the Mind - The Politics of Language in African Literatue. James Currey.*

Another process that continues is globalization. It is seen variously as a process of internationalization, liberalization, universalization, westernization or modernization or deterritorialization and one can trace these movements to ancient times in India, Mesopotamia, Babylon, China, Greece and Rome.[25] From the seventh century onwards to almost the 14th century globalization was driven by the Muslim conquests. The first wave of modern globalization, more economically meaningful, came riding on the back of the scientific and industrial revolution in Europe in the 18th and 19th century and we are now into what is called the fourth wave led by the digital revolution. Some predict the coming of the end of globalization.[26]

A third significant process is that of democratization. These processes began in the early 19th century and have continued. There is no consensus where to mark the beginning or the end of the process and there are many paths to democracy. While there are those who argue that there is more democratization happening in the 21st century there those who predict the end of democracy.[27]

One of the key elements central to how three processes have progressed is information. The flow of information, its quality and quantity, accessibility, manipulation, control has been an ongoing struggle. In the 1970s a new international order of information emerged as a result of these struggles.[28] That process continues to evolve. The digital revolution has brought about a dramatic change in the movement, access and control of information and the agency over it. Citizens have transformed from being receivers of information to users and now performers. This has accelerated the processes of decolonization, globalization and democratization.

Journalists because it appears that you know when we talk about news values et cetera finally it turns out that what is news, what the journalist tell us but that is not news anymore. News appears to be something very different from what the journalist says and that point is coming across very strongly in the kind of world we're living in. I feel that we are looking fundamentally at entrepreneurial journalism in the context of Schumpeter's creative destruction and that is already happening. The youngest respondent in my study was very clear that if They all are in the real world co-existing and their straddled by the user in the way they wanted. So why are we creating this wedge by calling it new media, old media traditional media, established media, mainstream media, there is no such thing. It is something which came across very strongly that this is all like professor Nagaraj that pointed out that this whole question of trans is has to be accepted as a matter of fact, it is not a barrier or a clearly laid down wall.

The third Point which came in very strongly was that when we look at journalism we already are aware that there are many journalists, there is no single journalism and a very strong point which came from the oldest respondent was that we have to free journalism from theyou don't make us entrepreneurs we will become marketers and that will be a far more dangerous thing to happen within journalism than becoming just journalists or becoming entrepreneurs.

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[25] *Karl Moore, D. L. (2009). The origins of globalization . Routledge.*

[26] *Kevin O'Rourke, J. W. (2004). Once more: When did globalisation begin? . European Review of Economic History, 109-117;O'Sullivan, M. (2019). The levelling. PublicAffairs;Vanham, P. (2019, January17). agenda. Retrieved from www.weforum.org: https://www.weforum.org/agenda/2019/01/how-globalization-4-0-fits-into-the-history-of-globalization/#:~:text=First%20wave%20of%20globalization%20(19th,the%20century%20ending%20in%201914*

[27] *Nippel, W. (2015). Ancient and Modern Democracy. Cambridge University Press;*
Chosal, C. B. (2017). The End of Democracy. Tumblar House.

[28] *Schiller, H. (1978). Decolonization of Information: Efforts toward a New International Order. Latin American Perspectives.*

Dr. Deepti Ganapathy, *PhD is faculty of communication at Indian Institute of Management Bangalore. She is a Rotary Group Study Exchange Fellow, CNN Young Journalist finalist, Creative Writing awardee by Royal Commonwealth Society, London and recognized by the International Journalists' Network as 'Journalist of the Month'. She holds a PhD from the Department of Studies in Communication and Journalism, University of Mysore and was a Visiting Fellow at UC San Diego. She blogs at www.deeptimediacreations.press.*

Key highlights: Indian democracy owes a great deal to its news media. Unlike in the West, where media are experiencing dramatically shrinking readerships, India's print, magazine and television news businesses are booming, in circulation as well as in advertising revenues, often in double digits. This reflects increased literacy levels and rise in entrepreneurship among other factors.[29] India, already the world's second largest internet user, is experiencing online journalism and social media growth exponentially.

India's fascination with mass media is not new. For centuries, India documented its history and narrative in the form of manuscripts. These manuscripts, made of palm and other indigenously available material, are rich storehouses of information about Indian society prior to the British bringing the modern press to India.[30] In 1776, British officer William Bolts attempted to start the first newspaper. And, in 1780, James Augustus Hicky succeeded with the *Bengal Gazette,* a political and commercial weekly. The pre-Independence era press (1757-1947) gave the Indian people an emerging identity while covering a wide range of issues, mostly focusing on exposing British regime brutality and efforts to suppress the freedom movement.

After India achieved Independence in 1947, the press seemed to lose its moorings[31], and "India continues to languish in the bottom third of the 2016 World Press Freedom Index…, because of the number of journalists killed and the impunity for crimes of violence against the media"[32].

indian media studies frequently show how most newspapers and television channels struggle to meet the professional requirements of reporting news with the analytical depth that a subject deserves, without bias or deliberate distortions or omissions. Indian media corporatization makes

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[29] *Vaidyanathan, R(2011)Newspapers: Why India's newspaper industry in booming.BBC, 01 August, http://www.bbc.com/news/business-14362723.*

[30] *Ganapathy, D (2016) Preserving India's palm leaf manuscripts for the future. Media Development, LXIII (4): 35-38.*

[31] *Kumar, K. J. (2000). Mass communication in India. Mumbai: Jaico Pub. House.*

[32] *Reporters Without Borders (2016): "India still in bottom third of WPF Index," 20 April, https://rsf.org/en/news/india-133-still-bottom-third-world-Press-freedom-index.*

our understanding of the role played by education systems that shape and change this outcome in Journalism schools is vital.

For de-colonisation of Journalism education to occur, three areas need attention:
Demand of the job market

The corporatization of media houses and the inability of small media houses to sustain them in the current economic condition has left job seekers with few options. They either have to give-in to the demand for an editorial stance that demands a capitalistic view or they change the course of direction of their career paths.

Localize content for global relevance Media organizations should encourage their journalists to create and produce content that is of top-notch quality highlighting local issues in the Indian landscape, yet have relevance in the global map. For this to happen, the ownership pattern must be heavily invested in thinking local, yet going global.

Innovation in technology for co-producing news Journalists must be trained to make use of some of the local talent pool to co-create content with the use of technology. Communities must get involved in this process, so that there is a buy-in for them in this process.

[33] *Rosas-Moreno, T.C, and Ganapathy, D. (2019). Has India's tripartite cooperation with Brazil and South Africa helped it combat human trafficking? A news media framing analysis spanning two decades. Journalism, 22(7):1831-1850.*

Dr. Ankuran Dutta *is Associate Professor and Head, Department of Communication and Journalism, Gauhati University, Guwahati, Assam, India. Dr Dutta is a media educator by profession with an experience of about 15 years and involved in different academic activities in India, Bangladesh, Canada, Maldives, Sri Lanka, Pakistan and Malaysia. He has been awarded with the prestigious "National Award for Outstanding Efforts in Science and Technology ~~Communication in the Electronic~~ Medium, 2018" by the NCSTC, DST, Ministry of Science and Technology, Government of India on February 28, 2019. He is also awarded as the Best Media Educator (Associate Professor) at the Media and Media Education Summit, 2018 in New Delhi. Dr. Dutta was nominated from India to participate in SUSI in Journalism and Media at E. W. Scripps School of*

Moderator

Dr. Ankuran Dutta *is Associate Professor and Head, Department of Communication and Journalism, Gauhati University, Guwahati, Assam, India. Dr Dutta is a media educator by profession with an experience of about 15 years and involved in different academic activities in India, Bangladesh, Canada, Maldives, Sri Lanka, Pakistan and Malaysia. He has been awarded with the prestigious "National Award for Outstanding Efforts in Science and Technology Communication in the Electronic Medium, 2018" by the NCSTC, DST, Ministry of Science and Technology, Government of India on February 28, 2019. He is also awarded as the Best Media Educator (Associate Professor) at the Media and Media Education Summit, 2018 in New Delhi. Dr. Dutta was nominated from India to participate in SUSI in Journalism and Media at E. W. Scripps School of Journalism at the University of Ohio, USA from June-August, 2018 and pursued a short-term research at York University, Canada in 2011 as a Shastri Indo-Canadian Institute Fellow. Currently Dr Dutta is associated with four international projects with University of California Los Angeles, US Department of State, University of Melbourne and UNICEF. He serves a non-profit Dr Anamika Ray Memorial Trust as its Managing Trustee. He is also awarded as the Best Media Educator (Associate Professor) at the Media and Media Education Summit, 2018 in New Delhi. Dr. Dutta was nominated from India to participate in SUSI in Journalism and Media at E. W. Scripps School of Journalism at the University of Ohio, USA from June-August, 2018 and pursued a short-term research at York University, Canada in 2011 as a Shastri Indo-Canadian Institute Fellow. Currently Dr Dutta is associated with four international projects with University of California Los Angeles, US Department of State, University of Melbourne and UNICEF. He serves a non-profit Dr Anamika Ray Memorial Trust as its Managing Trustee.*

Key highlights: Dr. Dutta stated that the objectivity of journalistic pedagogy emerging from the clutches of colonial influences and strategies became a matter of concern that came to the fore after a hundred years of journalism education, in a broader sense media education in the country. Journalism which was evidently a vital weapon against the Colonial rule is itself colonized today. It is true that the growth of media in India was first seen as entire systematic production houses of colonial publication mechanized by the colonial government. And therefore, the historiography of media education in India is traced back to the legacy left by the British.

It is exactly there that the entire picture of media historiography in India gets misinterpreted. People forget the basic objective of the Colonial expansion in India, was for business as India maintained a good trade relation with the vast empire of the 17th century – the Roman Empire. India's boundless love for gold and her export of commodities found in abundance in India in exchange with gold made India – the land of Golden Sparrow. This created a narrow passage for the British for doing business in this land. And everything since then that people talk about development during colonial rule – starting from the laying down of railway tracks veered towards only one objective of money making through trades followed by some subordinate desires.

Journalism during the colonial rule was seen more as the facilitator of colonial mindset of business making. Whether it was the establishment of printing press or maximum circulation of newspapers through missionaries, churches, etc.; the journalism was counted as strengthening of the colonial business through circulation of its circulars, notifications, orders, etc. Therefore, the colonial way of journalism was based on the strength of physical structures, the mechanisms to penetrate the colonial messages across the country.

While at the same time, people forget about the basic ideologies that founded the Freedom Struggle of this country, inherited from Mahatma Gandhi. Journalism as a notion of bringing people together and explaining them about the meaning of great ideas like 'Swaraj' or 'Swarajya' is about building the Nation. This is such a paradoxical situation where the idea is achieved, leaving behind the weapon of journalism like Citizen Journalism that Mahatma Gandhi practiced. The journalism education in India still reflects the complex physical structures of marketplace of information like the Britishers preferred; devoid of any ideologies that the Father of our Nation practiced.

Today, the entire media education in India or in South Asia is infected with the plague of colonial influences that the British left years ago. People have addicted and fallen victim of this notion of education where there is no situational context of the region. In fact, the more worrisome is the fact that at the time, when the colonial influences hinges onto the media education, the imperialist notion has also been developed with the little effort of Americanization of media education in relation to the political nature of most of the countries that equates the USA.

It is very important to adopt an ideological stand to disinfect the colonial influences from the media education. Adopting the Gandhian philosophies and assimilating them into the course and culture of post-independent human lives was the most immediate task, which was never done. Hence in this post-truth age, effort must be more to bring up a good coping strategy so that both the media educators and learners in our country can find the scope of level playing field with the entire world. The basic Indian philosophy must be manifested in milieu with the socio-political and cultural life of the Indian people in the preparation of course study of media education. But before that, it is very important to include the idea of self-rule and the principles of citizen journalism in the pedagogical structure of Indian media education. This will Indianize the foundation of media education in India and then can look for further implications of Indian philosophies in the idea of media.

The theories and research in media education must foster the thought of Indian philosophers, educators, administrators like Chanakya and his Neetis; communication strategies of Ashoka the Great, information and communication system during Mughal empire and as of all the princely states on the Indian way of lives. More such Indian thoughts that epitomise the entire communication policies in Indian history must be embedded into the media education policies. Moreover, the traditional techniques of India communication must be brought alive while dealing with the practical part of Indian media education and policies. There is an enormous need of more and more thoughtful research on the communication eco-system and strategies adopted during the ancient, medieval and modern India to develop Indian theories of communication.

The critical notion of study in media is an essential part for the media learners to deal with a sea of issues prevailing in the world. The democratic values must be appreciated through the critical appreciation of socio-
political events of everyday lives. As understanding the democratic structure is an integral part of media study, it is important that critical media pedagogy must be developed keeping in view the trans-disciplinary characteristics of media and journalism education. With this comes the trans-disciplinary nature of media that must encompass the maximum fields of study within its educational courses.

The technological development has posed greater challenge to the social fabric of all the nations across the world. The better understanding of this development is a necessity that must come as an internal package to the field of media. This also predicts the practical advancement of media and communication which must be addressed as a serious inclusion of practical classes on such developments to media and journalism education at least after hundred years of its' existence.

Rapporteur

Dr.Parul Mehra *formerly served as Associate Professor and Founder Head at Delhi Metropolitan Education affiliated to GGSIP University and further served as Senior Assistant Professor at Amity School of Communication, Noida. She has around 13 years of academic experience. She held additional charges as Head, student welfare at DME and Stream Coordinator of PR and Advertising at ASCO. She is currently serving as senior visiting faculty with India Today Media Institute and Trinity Institute of Professional studies. She has authored a book on "Changing Ethics in India Mediscape" which focuses on the state of Indian Media and identifies ownership patterns and impact of conglomerates on prevalent ethical standards. She also has to her credit the role of editor for four more books. She has published and contributed chapters in several books, apart from research articles in reputed journals. She has also been Expert in UGC meeting organized by MHRD in 2015. She is a recipient of DR SATYA JANGHID women achiever award 2018 among 14 renowned women Media professionals selected nationally and YOUNG ACHIEVERS AWARD in Media Education by women Economic Forum on 13th April 2018, New Delhi.*

Day-2

11 Aug 2021
Roundtable Plenary-II
10:00am – 11:30am
Reinventing Journalism Education in the Digital Age: Emerging Technologies and Formats

Eminent Panelists

Prof. (Dr.)Usha Rani Narayana, Senior ICCSR ,Fellow, and Former Professor and Head,

Department of Journalism and Mass Communication, University of Mysore, Mysore

Prof. (Dr.) Umesh Arya, Department of CMT, Guru Jambheshwar University of Science and Technology, Hisar

Prof. (Dr.)Ujjwala Sunil Barve, Head, Department of Communication and Journalism, SavitriBai Phule University, Pune.

Prof. (Dr.)RuchiKherJaggi, Director, Symbiosis Institute of Media and Communication (SIMC), Symbiosis International (Deemed University), Pune.

Prof. (Dr.) DevVrat Singh, Department of Mass Communication, Central University of Jharkhand, Ranchi.

Dr. S. Arulchelvan, Associate Professor, Department of Media Sciences, Anna University, Chennai

Panelist cum Moderator: Prof. (Dr.)Anand Pradhan, Course Director, Hindi Journalism, IIMC, New Delhi

Rapporteur: Ms. Roma, Assistant Professor, IMC and MT, Kurukshetra University, Kurukshetra and Ms. Anjulika Ghoshal, Teaching Associate, IIMC

Prof. (Dr.) Usha Rani Narayana *is a former Professor of Journalism, Dean of Faculty of Arts &currently ICSSR Senior Fellow in the University of Mysore, Mysore. She was founder Director of EMRC-Educational Multi Media Research Centre. She has won many prestigious fellowships/ awards both national and international, such as, Lifetime Achievement Award- Business World media group, Nadoja Dr. Patil Puttappa Press Award, ICSSR International Fellowship at UN, Geneva, American Fulbright Fellowship twice (1990-91 & 2006-07), and Canadian Advance Faculty Research Fellowship at McGill University, Montreal, & 2 National Awards. She has lead research teams in mega research projects. Educational TV, Communication research, Folk media for communication are her important books. She has authored and published voluminous 15 Reports on Social Development and Media; A case study of Karnataka. She has over 85 research papers and over 45 books, chapters in books and reports to her credit.*

Key highlights: Talking about the constant evolution of media education in India, the Prof. Narayana opined, **"**The focus of journalism education has been invented and reinvented to strike a sense of balance between theory and practice on one hand and skill and philosophy on the other in the past hundred years since the days of Willard G.Bleyer. Willard G.Bleyer renowned as the architect of journalism education curriculum in American schools developed a four-year curriculum in 1906, based upon publisher Joseph Pulitzer's ideas for his planned journalism school. Bleyer's formula consisting of one quarter of journalism courses and three quarter of courses in social sciences and humanities gave direction and became the guiding spirit of journalism education in the beginnings of the 20th century [34]. This formula was adopted in US and other countries but India followed with mainstreaming Journalism as cognate subject with a fair mix of liberal arts in few of its UG programs but later embraced diverse courses, subjects and nomenclatures in Journalism education."

John Seigenthaler, founder of The Freedom Forum's First Amendment Center, is given the credit for being first to predict the new approach to journalism education in 1994. 'He predicted a new form of journalism education that will train the student for citizenship in a technology-saturated new information age, in which there will be a marvelous multi-faceted array of career opportunities' .Knight Foundation report, has pointed out that lack of currency and innovation in the curriculum, and lack of faculty expertise in new media, as the new challenges of journalism education.

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[34] *Association for Education in Journalism and Mass Communication Curriculum Task Force. (1996). Responding to the challenge of change. Journalism and Mass Communicator Educator, 50(4), 101–119.*

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Generally, teaching in digital age is thought more in terms of technology with emphasis on applied than on conceptual learning and striking a balance between the two has been a challenge. She opined thatThe framework for the future of Journalism education should reflect wider political, social and cultural perspectives. Courses should evolve critical alternative approach to give intellectual experience of technology induced journalism practice and consumption as personalized media are involved. WJEC – Paris Syndicate of 2019 (Goodman,2020) highlighted preparing journalism students for skeptical and fact-resistant audiences, journalism training beyond journalism schools, teaching international reporting via digital global collaboration, preparing future journalists for on-the-job trauma, keeping passion for journalism alive while piling on new journalism skills, and teaching journalists how to overcome their own stereotyping and profiling biases.

Models of Curriculum: There are two models to guide curriculum in journalism education, one is academic and the other is industry model. In the industry model, students at any given point of time will be working for multiple media even to the extent of shooting with video camera, reporting for newspaper and web cast and pod cast and many more variety of delivery platforms. The Industry model can be broadly categorized into track or sequence based and integrated model courses.

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[35] *Castañeda, L., Murphy, S., & Hether, H. J. (2005). Teaching Print, Broadcast, and Online Journalism Concurrently: A Case Study Assessing a Convergence Curriculum. Journalism & Mass Communication Educator, 60(1), 57–70. https://doi.org/10.1177/107769580506000110*

[36] *Lynch, D. (2015, February 19). Above & beyond: Looking at the future of journalism education. Retrieved January 20, 2018, from https://www.knightfoundation.org/features/journalism-education Google Scholar*

There are three approaches: Fragmentation, Integration and Partial Integration in curriculum development. Web is the common affiliate of print, radio, TV and new media tools. Digital media calls for emergence of integrated journalism. There is need to ponder over whether we are developing industry driven courses and if so is it a response to audience or media? Recognize the fact that industry expectations are not realistic.

Digital Technology, reach. Genres Challenge is leveraging technology in Journalism education. Integrate digital experiences across media. Need to develop creativity and storytelling abilities. Teaching technology knowhow to produce skilled personnel is necessary. Technology adoption will be challenging for educational institutions in terms of investments in skill development. Inevitably J-education has to focus on skill development and induce digital mindset in students. Data Journalism tools and a professional Digital studio with latest equipment will enable learning by doing. Artificial Intelligence is the future technology segment in creating content and will transform media beyond recognition. Different segments like piracy, illegal file sharing called Blockchain, data governance, privacy management, fact checking, blocking fake news, gatekeeping misinformation, disinformation, and virtual production techniques, are the potential areas of education and training.

Focusing on newer trends, she highlighted, “Edutainment is the emerging area and educational market is one of the standout genres penetrating beyond Tier I and Tier II cities, targeting both children and parent learners. Education has the rich potential for technological interventions from media players.Training in Mobile Journalism is the Journalist's new avatar called Mojo. Smart phones defines mobile journalism and are used by journalists for radio news, podcasts, tv news and social media. New form of storytelling has emerged. Traditionalists in Newsroom and classrooms should adopt MOJO. MOJO makes for more inclusive journalism bringing in diversity in content and presentation.Data journalism is at the heart of journalism education in digital age. It is beyond computational skills to handle data for serving humanity protecting freedom of speech, human rights, civic liberties, gender equity and sustained development. Digital industry reinforces functionalist approach to Journalism Education.Technology is overwhelming in digital media which is dominated by different layers of voice penetrating everyday lives of readers/viewers which fact requires incorporating new media theories in normative model to address issues market oriented ideology.”

Prof. (Dr.) Umesh Arya *is Media Teacher, Life Coach, Healer and a Corporate Trainer. He is also the Dean, faculty of media studies in Guru Jambheshwar University of Science & Technology, Hisar. He has a teaching career of 22 years and has 40 publications in national and international journals. He specializes in Information Power Searching and "ICT applications in communication studies". He has delivered more than 3500 Lectures and 350 webinars on various topics ranging from technological applications, to Neuro Linguistic Programming (NLP) and his Ph.D. findings are published on the website of United Nations Public Administration Network (UNPAN). Prof. Arya has copyrighted one term - "TecVac" (Technology Vacation). He aspires to leverage the online education methodology with his own channel on You Tube which has more than 350 videos on soft skills and hard skills. He has developed lot of e-manuals for the teachers on these topics.*

Key highlights: Talking about commercialization in journalism, Prof. Arya said, "The world is increasingly governed by the agenda of the vested interests. There are visible and invisible players in all dominant spheres of education where things can sustain as per the "needs & requirements" of the industry which is largely "capital" driven. We must reinvent the ICTs from Information and Communication Technology to Internal Communication Transformation. ICTs naturally have a transforming value but unfortunately most of the effort is outside not inside. I am assuming that every human endeavour is aiming at attaining peace, happiness and spreading cooperation. But, the very genesis of communication, which is the subconscious mind and is being ignored by human beings. All the deep learning algorithms are controlling the narrative and actions by learning outwardly, which is from the outer world, that is by number of posts, likes, dislikes and comments. They apply to our subconscious mind and control us inwardly. But the approach of humans is the reverse of that. We don't look inside we only work upon the outside whereas the deep learning methods and algorithms learn from outside actions and mould us from inside."

However, this is happening at the expense of internal transformation of an individual where new grads are treated only as agents of sustaining the financial well being of the media industry. It is hardly surprising to see the failing health (physical, mental, spiritual & vibrational) environs of the new recruits. It is surprising to read the NETFLIX CEO proudly mentioning that "Sleep is our competition". The alarming trends like this must be carefully analysed for the unconscious preferences which the new media industry wants from the practitioners and those being practiced upon. As we know, media is an aspiration-driven industry. All the aspirations we have been feeded with since childhood, they have not proven to be essentially true. TV took off on an educational note and now it has become entertainment. Mobile phones took off on free communication without any limitations and boundations, but now it has converted into entertainment. But surprisingly, the technological similarity which says that artificial intelligence will progress to a point where greater than human intelligence will persist. And it will really change civilization and perhaps human nature as well which it has already done.

He further said that, "Then again, it's trans-humanism which says we will be making the technologies and we will be making them available too. They will enhance the human capital and virtual, physical, psychological capabilities. But I see a contradiction in this. The narrative is completely different, the real scenario is completely different and the winner happens to be an

algorithm and those who lose are human beings. Technology is becoming smarter and humans are becoming dumber. So, what's the point? When we talk about internal communication, we mean intrapersonal communication and interpersonal communication. If you search on Google, the results on intrapersonal communication are abysmally low. It is only 2% of the internal communication. It means the human consciousness or the technological consciousness is entirely focused upon interpersonal communication and again manipulates our human psych."

***Prof. (Dr.) Ujjwala Sunil Barve**, is a senior media educator in one of the oldest journalism departments in the country. She was a broadcast journalist before she shifted to academics. As the head of the department she introduced many new initiatives. Her doctoral research was on language used in broadcast media. Five scholars working under her supervision have been awarded doctorate. She has translated several books from English into Marathi.*

Key Highlights: Prof Barve opened by stating, **"**While discussing about journalism education in the digital era we need to discuss journalism in the digital era, education in the digital era, and journalism education in the digital era Online Education Let me start with education in the digital era, which has primarily taken the form of virtual synchronous classroom education, but in reality, is much more beyond that. Though online education got thrust on all during and because of the pandemic, it is here to stay. In such a situation acknowledging and addressing the digital disparity will be of prime importance."

Limited participation of, and interaction with students is a major challenge in a virtual classroom even with the best of equipment and internet connectivity. But the problems are further magnified when students are from diverse backgrounds. In-person classes can ensure equality in terms of accessibility to equipment and infrastructure. Online education, however, have brought the differences and inequalities to the fore.

Students living in the disadvantaged communities and remote areas face numerous adversities like lack of privacy or surroundings conducive to learning; lack of guaranteed electric supply, and internet connectivity. However, education in the digital era is not restricted only to online synchronous classes replacing in-person classes. Students in the higher education system may find it unnecessary to enroll in a structured course, and instead prefer asynchronous courses that are well designed and well presented by different platforms like Swayam, Coursera, Udemy etc.

These platforms have made geographical boundaries non-existent, and Indian students have the opportunity to learn from the best in the discipline if their online courses are available. Potential and power of this new option is recognized even by UGC, and students are allowed/encouraged to take a few MOOC courses of their choice along with the courses offered by structured university level curricula.

Journalism in the digital era: The profession of journalism has seen tremendous change in the past few years, and more so, in the last one and a half year. The very definition of news and the way it is shared has changed drastically. The digital platforms- social media, news portals, apps- are breaking the news as it happens. Conventional media like newspapers, radio and television have had to redefine news dissemination and presentation.

Artificial intelligence is set to further influence, and perhaps take over, the newsroom functions. Use of AI has enhanced customizability of content to suit different audience profiles and deliver it with no extra cost and time. Convergence of media and techniques is likely to render traditional media insignificant, at least for the millennials and younger generations.Traditional newspaper reader, radio listener and TV viewer has already changed into a converged netizen, and does not detest the experience as much as the media people would have hoped.

Journalism education in the digital era: If the speed of change in technology that we have witnessed in the recent past is anything to go by it may not be long before news is compiled and distributed by news bots. Therefore, now may be the time for journalism educators to get their act together to groom journalists of tomorrow who can deliver what AI cannot.

If teachers are open and quick to adapt to the new technology, and they themselves start making good use of the various digital education platforms to update themselves the knowledge-divide among teachers can be scaled quickly. A major paradigm shift has to happen within the teaching fraternity so that they can properly acknowledge the relevance or otherwise of their teaching inputs, and act upon it. Journalism educators have to invent, develop and learn ways to make journalism education meaningful and relevant in online or blended mode.

Traditionally, in India journalism education has been offered across all languages, and in universities/colleges/institutes of all sizes and compositions there are more differences than similarities in curricula, teaching methods and teaching-learning environments.

But now there is no reason why there can't be more parity among the institutes as better networking is possible, and the requisite technology is available universally. Since all students have their own smart phones, non-availability of equipment will not pose a problem as it used to.

Curricula will have to focus more on developing analytical skills of the students, as data journalism will gain more importance. Customising information to suit diverse audiences also will have to be focused in future. Innovation will be the strongpoint of a journalist of the future, so innovation in curriculum development and teaching methods will be the strongpoint of the journalism educator of today.

Prof. (Dr.) Ruchi Kher Jaggi *is Professor and Director of Symbiosis Institute of Media and Communication, and Dean of the Faculty of Media and Communication, Symbiosis International (Deemed University), Pune, India. She has been working in higher education for two decades now. Her research interests include media representations, popular culture analysis, media and children, television studies, journalism studies, media literacy, streaming platforms and emerging discourses of identity on the new media. Prof Jaggi is also a recipient of a research grant on a project on Interactive Documentaries USA under USIEF's U.S.-India 21st Century Knowledge Initiative awards. She has also been awarded the 'Woman Leadership Award' in 2017 and 2019, respectively. Prof Jaggi is the Vice-Chair of the Media Education Research Section of the International Association of Media and Communication Research (IAMCR). She is also the Vice-President of the Indian Association of Media and Communication Educators (IAMCE).*

Key Highlights: Talking about a relevant article authored in 'Handbook of Media Education Research',Prof. Jaggi shared, "I encountered several reflections on the contested academic legitimacy of the discipline of mass communication and journalism[37]. Even after 80 years of the formalization of journalism education in India, this discourse continues to, unfortunately, impact its perception. This perception is also contextualized in a narrative where media and journalism education has been customized to train and create professionals who cater to the ever-evolving needs of this industry. This particular approach has been more reactive than pro-active and therefore journalism departments and institutes, over the years, have been responding to the needs of the profession and industry in terms of both curriculum development and pedagogical practices.

This reactive response, in my opinion, has been one of the primary reasons why the discipline has struggled with questions on its academic legitimacy as an exclusive domain. The overwhelming focus of journalism education on skill-based training for a very long time and the theory-praxis dilemma that it struggles with require to be addressed through curricular and pedagogical transformations. The larger socio-political ecosystem, new technologies and social media, the menace of misinformation and disinformation and an increasingly polarized world continue to impact the practice of journalism and hence it is imperative that journalism education reinvents itself in light of these realities. In addition, the pandemic has created a very different set of challenges for both journalism education and the practice of journalism. Additionally,

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[37] *Nam, S. (2010). Critical media literacy as curricular praxis: Remapping the pedagogical borderlands of media literacy in US mass communication programmes. Javnost-The Public, 17(4), 5-23; Sanjay, B. P. (2012). Journalism and mass communication education: An assessment. AsiaPacifiMedia Educator, 22(1), 115-126.*

conversations in this space have been largely Westernized and require to be revaluated in a de-Westernized framework. The recommendations that I propose here are contextual to India and shaped by my experiences as an academic in media education for almost two decades."

Revisiting Journalism Education

Critical Media Literacy – Journalism students require academic and professional insight into critical media literacy. It is imperative to integrate a media literacy framework to guide the curriculum and pedagogy of media education in the Indian context. Critical media literacy helps students to analyze the complexity of media texts and the audience's engagement with them[38]. The menace of fake news, misinformation and disinformation plague the news ecology currently. It is, therefore, critical that budding journalists not only learn how to debunk fake news using technology but develop critical thinking to be able to decipher and make sense of the same.

Scientific Temper – While journalists were at the forefront of reportage during the pandemic, a significant observation that emerged was the lack of expertise pertaining to health, science, and allied areas. It is important that 'Science Communication' is taught as part of the curriculum in addition to focus on subjects like health, environment and climate change. The curriculum needs to reorient the attention to these areas from ancillary to focal position.

Theory, skills and life-skills – The balance between theoretical and skill-based/practical courses should not restrict itself to a generic categorization in the structure of the syllabus but also in the execution, in terms of pedagogical techniques. In an increasingly pressurized newsroom ecosystem, journalists should also be sensitive to concepts of self-care and mental health. Journalism education should take cognizance of the same. Both structurally and pedagogically, the curriculum should also create space for electives under broad baskets in order to accommodate more advanced courses under theory as well as skillsets.

Research and Scholarship - Godler, Reich and Miller [39] (2019) argue that journalism and media studies requires to locate its epistemic foundations for knowledge generation and identify 'social epistemology' as a probable framework for the same. They discuss the concept of journalism-mediated knowledge and argue that journalism remains, even in the digital age, society's most established and pervasive form of generating and pooling knowledge across all walks of life. Research and scholarship in journalism studies is relatively nascent as compared to other disciplines. However, there is considerable work both from the perspectives of historicity and contemporariness over the last few decades which should inspire focus on creating a research focus in the curriculum. While 'Research Methodology' courses abound, academic research and scholarship do not find prominent interest and attention, which has been one of the primary impediments for the discipline to gain academic currency. Journalism Studies should emerge as a primary area of academic research in India. Collaborative research between academia and industry can also spur significant student interest.

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[38] *Jaggi, R. (2020). Teaching Gender and Sexuality in a Critical Media Literacy Framework: Curriculum, Pedagogical Interventions, and Autoethnographic Reflections. The Handbook of Media Education Research, 167-174.*

[39] *Godler, Y., Reich, Z., & Miller, B. (2020). Social epistemology as a new paradigm for journalism and media studies. new media & society, 22(2), 213-229.*

Data Literacy and Visualization (Data Journalism) – Data Journalism should be an integral part of the curriculum. Data, today, is so ubiquitous that data journalism has to percolate in every journalism-centric course and become mainstream. There is resistance both from students and faculty towards data journalism, However, in a world dominated by the digital, data is most critical currency.

Forms and techniques of Journalistic Storytelling – Multimedia storytelling is the core of journalistic practice, today, and will continue to evolve in so many ways in the time to come. A deeper understanding of platforms, techniques, context and audience is core to effective and impactful storytelling. Hence, the curriculum needs to teach techniques, but not in isolation. The process of organic storytelling would involve comprehension of context (derived from social sciences and humanities), identification of the news value (journalistic mindset), narrative of the story (skills of writing and visualization), integration of right tools and techniques (technical skills), choice of right medium (sensitization towards platforms) and reaching the public (understanding of the right audience). All these dimensions need to be integrated in the course curriculum.

Promoting Diversity and Inclusion – The curriculum should certainly have courses from the domain of culture studies. When students learn to critically reflect on media texts and images, they are able to deconstruct its ideology, especially, from the perspective of which groups and communities are underrepresented or misrepresented. This understanding is critical to creating young journalists who are sensitive to the ideas of diversity and inclusion.

Prof. (Dr.) Dev Vrat Singh *has been actively engaged in the media profession, teaching, training and research for the last 25 years. A professional-turned-academician, Prof. Singh earned his doctorate in Mass Communication. Presently, he is a professor of communication at the Department of Mass Communication, Central University of Jharkhand, Ranchi. He has also taught in Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal, Madhya Pradesh, Institute of Mass Communication and Media Technology, Kurukshetra University, Kurukshetra, Haryana. Dr Singh has authored five books on Electronic Media History, Television Journalism, and Television Content. His research papers have been published by reputed research journals. He contributed chapters to more than a dozen books. He also writes for various newspapers and magazines. He has supervised more than 100 research studies including a doctorate, M.Phil. and Masters dissertations. As a media expert, he appears frequently on the national broadcasters. He is strongly committed to multimedia and a multi-platform approach to teaching media underpinned by a strong theoretical basis that emphasizes the importance of Asian perspectives of communication*

Key highlights: Underlining the future of media education, Prof. Singh opined, **"**The future belongs to the digital. Ever-emerging communication technologies have entirely transformed the media. Media education cannot remain untouched amid this volatile technological environment. Since a long struggle to obtain a few computer systems and basic audio-video equipment during the nineties, the media departments in India have been witnessing many technological upheavals. The convergence among communication and media technologies has altered the needs of the market and expectations from the media curriculum and teachers. Certainly, the new technology ecosystem requires a new pedagogy too."

He said, "I believe that the future belongs to the digital and we have all agreed on the point that the ever-emerging communication technologies have entirely transformed the media. Media education cannot remain untouched in this volatile technological environment and the rapid conversion among media and communication technologies has altered the needs of the media market, of course, society as well. Eventually, expectations from media departments have also changed and the nature of this new kind of journalism which we are talking about is highly multiplatform, multilingual and multimedia. Yesterday also many panels discussed these things. Nowadays integrated newsrooms are a common phenomenon in media houses and this new ecosystem certainly requires a new kind of pedagogy too. With the internet providing a plethora of information on a single click, impressing students has become quite difficult for teachers nowadays and I would say that the new digital technology has also substantially disrupted the relationship between the teacher and students. In this entire context, the big question is, as a media educator what should we do."

He shared the first necessity is to update our curriculum as we know that keeping pace with the fast-changing technologies and to accommodate ever-evolving concerns and challenges media curriculums need to be updated more frequently now and the new development in the form of artificial intelligence, automated journalism, mobile journalism, data science, personalisation and customization of news, drone camera technologies, social media, mobile applications, these all few among the full gamut of digital world which need proper attention from the media educators. The second is to update the media educators also. Promoting, motivating media educators is a very important task, we should talk about. Otherwise, who will deliver the new inputs in the classrooms? We all know how difficult it is to acquire new skills along with our daily routines. Capacity building would also help teachers to connect with millennials and remain relevant and contemporary also.

With the internet providing a plethora of information to the students with a single click, impressing students has become quite difficult for teachers. Digital technology has also substantially disrupted the relationship between the teacher and student.

Keeping pace with the fast-changing technologies and accommodate ever-evolving concerns and challenges media curriculums need to be updated more frequently. The new developments in the form of artificial intelligence, automated journalism, mobile journalism, data science, personalization and customization of news, drone camera technology, social media, mobile

applications etc. are few among the whole gamut of the digital world which need proper attention from media educators.

More significant is to update media teachers by promoting them to acquire new skills. This will help them to remain relevant and contemporary. More participatory approaches in pedagogy would help engage media students in a better way and retain their attention for a longer period. When the smartphone has become the most ubiquitous device for accessing media content, training students to select the right kind of content has become all the more important.

He concluded by saying , "In the age of misinformation/disinformation, the focus has again shifted from technology to content. In this context, the role of media educators is quite pivotal in delivering the right mix of content and skills to media students so that they get to equip according to the future needs of society."

Dr. S. Arulchelvan *is an Associate Professor in the Department of Media Sciences, Anna University, Chennai. Earlier, he had a decade of journalistic experience. He has been awarded many prestigious fellowships including Rotary Peace Fellowship @ Chulalongkorn University; The Graciano Lopez Jaena Fellowship by the University of Philippines and FCT Post-Doctoral Research Fellowship from the University of Aveiro. His specializations are Journalism, Communication, ICT, Educational and Community Media. He has been passionately engaged in several research projects with the support of UNICEF, Department of Rural Development-Tamil Nadu, ICSSR and other agencies.*

Key highlights: Discussing about media agility, Dr. Arulchelvan said, **"**The very nature of journalism equips itself to survive new challenges. Since its inception, it has been a frontrunner at adopting new technologies and developments. Journalism and journalists accept and exploit new developments immediately and without any hesitation. The change and adaptation from handwriting to printing, in-person news gathering to telecommunication, wire to wireless, the internet, heavy cameras to drones and so on are case in point. Even today, the journalism industry is on par with the latest technology. Robotics, Virtual Reality, Automated Journalism, IOT, Wearable Technologies, etc. are some of the advancements that are being implemented in real time. The adaptation of new technologies in the journalistic profession is not a threat to age-old journalistic principles and values. Such technology advances the profession, creates new opportunities, eases difficulties, solves problems and most importantly does not replace a journalist."

Artificial intelligence, machine learning, and other algorithms for automation are now being commonly used on a daily basis in many large and established news organizations. For instance,

artificial intelligence has already been exploited by many top news organizations to write news stories. For example, Bloomberg employs artificial intelligence to transcribe hundreds of corporation revenue reports while the Associated Press produces articles on baseball with the help of artificial intelligence.[40] The opportunities offered by artificial intelligence are truly incredible with new applications being identified daily. Here technology, creativity, need and resourcefulness all combine to provide solutions or to unearth important issues. Artificial intelligence will soon be used to write and present stories to individuals based on their interests. Artificial intelligence is also being employed to analyze vast amounts of data, to help journalists identify trends or anomalies that deserve further investigation or to identify the topic of potential stories[41].

The use of artificial intelligence in the augmenting reporting capacity is becoming more common. Here artificial intelligence with machine learning is used to trawl through vast databases and document dumps to detect trends, abnormalities and commonalities. Culling the right data has always been a challenge to journalists, and artificial intelligence has speeded up the timing in which accurate results are provided. For instance, recently many news organizations are using artificial intelligence to collect Covid-19 data from government websites[42]. The brilliance of applying artificial intelligence is even more apparent when it comes to navigating the ever expanding social media universe. Having a pulse of what's happening and how people are reacting on social media has helped many journalists, identify news stories, develop sources and leads, and to conduct investigative reporting.

Given the available opportunities of these emerging technologies, we need to find ways to effectively implement them in day-to-day journalistic work. There is a need therefore to provide technological inputs/ related training to the current journalists as well as to future journalists (students). Indian news organizations, corporations, agencies are becoming more open to using such technologies and some are even taking active steps to incorporate artificial intelligence. In the meantime, we need to give enough inputs and training to future journalists (students) as well. Artificial intelligence need to be incorporated in journalism education too. This will help students to learn, practice and use artificial intelligence for their stories in various media. But in India, journalism schools, colleges, universities mostly follow traditional formats and technologies.

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[40] *Liberatore , S. (2016, July 1). The Associated Press is using AI to write minor league baseball articles. Daily Mail Online. Retrieved September 24, 2021, from https://www.dailymail.co.uk/sciencetech/article-3668837/Your-days-numbered-sports-writer-Associated-Press-using-AI-write-Minor-League-Baseball-articles.html.*

[41] *Siarri, P. (2019, July 3). Teaching AI to journalism students. Retrieved September 24, 2021, from https://philsiarri.medium.com/teaching-ai-to-journalism-students-83d1e6b05f81.*

[42] *Keefe, John., Zhou, Youyou., & Merrill, Jeremy. B. (2021, May 12). The present and potential of AI in journalism. Knight Foundation. Retrieved September 24, 2021, from https://knightfoundation.org/articles/the-present-and-potential-of-ai-in-journalism/.*

This will affect new developments and the adaptation of new technologies. Therefore this is the right time to provide IT infrastructure, training and artificial intelligence programmes to journalism students. Equipping tomorrows journalists with such path-breaking knowledge will help them be ready to face any new challenges that they might one day face in the field.colleges, universities mostly follow traditional formats and technologies. This will affect new developments and the adaptation of new technologies. Therefore this is the right time to provide IT infrastructure, training and artificial intelligence programmes to journalism education. Equipping tomorrows journalists with such path-breaking knowledge will help them be ready to face any new challenges that they might one day face in the field.

Moderator

Prof. (Dr.) Anand Pradhan, *Professor of Journalism and presently the Course Director of Indian Languages (Hindi) Journalism programme in IIMC, Dr. Anand K Pradhan (b 28th Jan' 1968) is with the Institute since May, 2003. He has a master's degree in Journalism and Mass Communication from prestigious Benaras Hindu University (BHU), Varanasi (UP). Later, he completed his Ph.D in Journalism from the BHU and his research topic was "Print Media and terrorism (in special reference to Punjab problem)".*

Rapporteur

Ms. Anjulika Ghoshal *is currently working as a Teaching Associate in the EJ department of IIMC, New Delhi. She is an MPhil scholar of School of Journalism and New Media Studies, IGNOU, New Delhi. She has been a Content Writer and Editor since 2013 with several Media firms. She has also been an English teacher for about 2 years. She has cleared UGC-NET in the year 2019, presented multiple research papers in various national and international seminars/webinars. She has also worked as a skill developer in the prestigious Uttarakhand Skill Development Mission (UKSDM). Her domain of interests in research includes Development Communication, and Media Information Literacy.*

Panel Discussion- III

11:30am – 01:00pm

Need for Robust Research in Media Domain: Integrating Theory WithPractice

Eminent Panelists

Prof. (Dr.)GeetaBamezai, Former Professor and Head, Department of Communication Research (DECORE), IIMC, New Delhi.

Prof. (Dr.) Sunil Kanta Behera, Former Professor of Eminence, Tezpur University, Tezpur.

Prof. (Dr.)Shohini Ghosh, Officiating Director, MCRC, Jamia Millia Islamia, New Delhi.

Prof. (Dr.)Manukonda Rabindranath, Chairman, Center for Media Studies, Jawaharlal Nehru University, New Delhi.

Prof. (Dr.)Shashwati Goswami, Head, Department of Communication Research(DECORE), IIMC

Prof. (Dr.) Anubhuti Yadav, Head Department of New Media, IIMC

Dr. Sumit Narula, Deputy Dean, Amity School of Communication, Amity, Gwalior

Panelist cum Moderator: Dr. Uma Shankar Pandey, Associate Professor, Surendernath College for Women, Kolkata.

Rapporteur: Dr Ananya Roy, Senior Consultant, Department of Communication Research (DECORE), IIMC, New Delhi

***Prof. (Dr.) Gita Bamezai**, former Dean of Academic Affairs and Head of Communication Research of Indian Institute of Mass Communication (Under the Ministry of Information and Broadcasting), New Delhi, led national level media and communication research studies. Prof. Bamezai has had four decades of teaching and research experience in various national level institutions which includes the Indian Institute of mass Communication, Central University of BHU, National Institute of Health and Family Welfare, as Lead Consultant of Communication to the National AIDS Control Organisation (Ministry of Health and Family Welfare, Government of India).*

Key highlights: Prof. Bamezai said that Research in Communication and Media studies in India has been considered of a lesser interest and value because of two factors. A major factor has been a slow start to media courses as part of the higher education and these were considered primarily as professional or practice-oriented courses suited to in terms of training for the media industry. Secondly, media education took time to take off beyond under-graduation level because it was designated as a professional course with limited employability beyond working in the print media. But this perspective does confound the true picture unless taken into account impetus given to media research in such institutions which did not fall within the purview of what was termed as citadels of higher education. The case in point is the research programme started in IIMC as early as in 60s and modeled on the media effects research traditions common among western researchers to assess the impact of development initiatives for social change.

Early years of research in India, spearheaded by IIMC, dwelt more on assessing the role media had in influencing the decision-making and attitudes. Much of our attention was captivated by media effects in early years of research enquiry in building and positioning the agenda for research. Such studies cast in positivist approach followed not the experimental design but surveys to map the 'informational levels' of the audience. They followed the western research paradigms of media effects as an important aspect of theory building to justify use of mass media for bringing in social and economic changes defined as urbanization, modernization and industrialization. Cast in the form of western cultural idioms, developing countries adapted the theoretical paradigms for research based on the Freudian concepts of audience being 'illogical than rational'. We are revisiting these theoretical perspectives in today's media ambient world while moving towards the neoliberal and capital intensive setup where technology provides the raison d'être for improving the conditions of the people. To see the pattern in use of mass media during the early 20th century which resonates with current practices in the New Media age dominated by social media, we all show same propensity to consume content gratuitously as individuals act according to their personal interests and are little constrained by social ties and constraints. The theoretical models during such times emphasized the direct, uniform and powerful impact on individuals and these are applicable today with resurgence of such behaviours capsized by digital technologies and seamless streaming of content without borders and limited regulations.

Broadening the Scope of Type of Enquiry and Research Practice, The media studies can be categorized into three distinct streams which are inalienably aligned to phases of research development in higher education in India. The three traditions of knowledge which Habermas significantly propounded can also be treated as three phases of development in ways media research has evolved and been enriched. Significantly, the initial phase in research was focused on effect studies which borrowed quintessentially the quantitative approach in determining the size of the effect in terms of audiences and the quantum of content devoted to certain issues in government media or in private media. The positivist approach which significantly was adapted from the natural

sciences and emphasized the ontological approach based on the objective reality was the mainstay of most of the early research in universities which used content analyses and survey as a method for eliciting information for quantification and statistical analysis. Whereas the second phase weighed in the interpretative approach where the subjective ontological perspectives were highlighted and which in some ways marked coming of our own in social sciences with implications for media studies. This brought to the fore preeminence of social actors, their behaviours and motives for which quantitative methods were inadequate to explain the social phenomenon. The third phase of critical tradition situates research enquiry in exploring the ideological and perceptual views that seek to reveal the ideological background of the function of contemporary societies and to highlight different types of masked social inequalities. Engendering Research as part of Media and Communication Studies and Practice

Today the research work carried out in universities has quadrupled many times from a nascent stage in early days. This push to undertake research has been incentivized by UGC. This has given an impetus to research in the journalism and media as a subject. There are aberrations which perhaps are transitory with regard to clone and pseudo research journals which act as catchment areas to impel some researchers to conduct either elementary or repetitive research. Consequences for the growth of the discipline are rife with uncertainty and result in surfeit of research works which either trace the history of growth of media or deal with representation of a phenomenon based on content analysis.

Equally detrimental factor in the development of research culture has been an ennui in accepting the relevance of research in impacting the media practices. To suggest that media theory building has no relevance is to cast aspersions on the profession itself. Pandemic is a case in point in terms of understanding the hiatus between the treatment protocol, as part of the medical practice, and clinical research. Research in varied aspects of Covid-19 spread, morbidity and mortality helped in harvesting epidemiological data for mapping the spread, treatment and control of the disease while determining ways media could impact safe and unsafe behaviors in mitigating risks. Proving the need to expand the net of research to areas which traditionally were distinctly separate, there is a strong case for a interdisciplinary approach in delving into the sociological, semiotic, political and cognitive aspects of communication.

Interdisciplinarity and Translational aspects in Research :Media and communication research in higher education has achieved a level of acceptability. However, in its epistemic relevance it is still being treated either as too complex or extraneous to the study of media. Emphasis in many universities, especially in the private sector, media and journalism courses have deliberately weighed in purely professional yardsticks to design their curricula without scope for researching communicative behaviours in the context of cultural, social and political systems. Pressed to follow the normative standards of higher education, research studies programme in the higher education have had a beginning in last thirty years which is reflected in the number of publications and attendees in conferences. But real question is of its quality and its position in scheme of taught subject areas. Research is still an afterthought and is taught as a paper but is not considered an encompassing area of enquiry covering all subject areas.

Deriving meaning out of pursuit of research for praxis is an important aspect of research if looked from the prism of trends in translational research which embodies the value of making meaning of knowledge for practices in any field. The 'bench to bed and to community' concept of translational research leads us to apprise communication and media research with less seriousness and more as an exploration into untapped areas of enquiry.

Treating and teaching media research as part of the media education would require a definitive shift in the philosophical traditions of communication in teaching and situating research as part of the curricula at a very early stage to gain a deeper perspective to the skill, technology and communicative actions.

Prof. (Dr.) Sunil Kanta Behera *has over four decades of teaching, research and administrative experiences in the field of Mass Communication and Journalism in India. His work experience includes 7 years of teaching & research as Professor of Eminence in the Department of Mass Communication and Journalism, Tezpur Central University, Assam and 33 years as faculty in Berhampur University, Odisha. Prof. Behera did his Masters in Journalism & Mass Communication from Banaras Hindu University; Ph.D in J&MC and Masters in Commerce from Berhampur University Odisha along with a Course on Film Appreciation from Films & Television Institute of India, Pune. Professor Behera taught courses on Communication Theory, Communication Research, Communication for Development, Advertising, Gender and Media. Prof. Behera has been in the academic advisory boards and contributed in devising course curriculum, evaluating PhD. thesis of about 55 Universities in India during his 40 years of academic journey. He has been member of Selection Committees for several universities. Prof. Behera has successfully guided 27 scholars for their Ph.Ds in J&MC; one for D.Litt and 7 for M.Phil in Women's Studies.*

Key highlights: Prof. Behra emphasized that it has been more than a hundred years since media education began in India, as curricula in journalism, yet there is still a lack of clarity or consensus about its nature and scope. Some of the questions concern new directions for growth, relevance, curricular needs, its recognition as a discipline, its connect with the media industry, and the transition from oral communication to print to broadcast to digital media. Is it a vocational, professional or traditional pedagogy? What should be its nomenclature: J&MC, MCJ, MC, Journalism, Media Studies, Communication, Media and Convergence, etc.? Is it a disciplinary, multidisciplinary or an interdisciplinary field of study? Should its curricula focus on skill-driven or knowledge-driven approach, or should it be a combination of both? What should be the new directions for media education research, given the diverse roles and forms of information-communication today? How can it be modified through appropriate pedagogic innovation to be accessible to a range of learners, from advanced to slow learners? Currently, in the era of epidemic disease, how can online media education bridge the gap between those who have digital access and those who do not? There are many other such pressing questions, for which we are yet to find answers. Yet such questions are a good sign, and are essential if media education is to grow – asking questions and engaging in introspection are needed for redefining, redesigning, reformulating, refocusing, reframing and recontextualising any discipline in the context of changing conditions and imperatives. The media education curriculum needs to keep pace with changing media technologies, changing journalism practices, changing role of media in a knowledge-based society, etc., if its relevance is to continue. I offer the above neither as an introduction nor a preface, but a preface imperative for rethinking our pedagogy today.

He further said that when we think about the imperatives of media education, then the following point seeme to be very crucial. While reviewing the curricula of various media departments and

institutes, it has been found that the curriculum is comprehensive in nature – part skill-driven, part-knowledge driven and part research-driven. Skill includes reading and writing skills, comprehension skills, visualization skills, production skills, technology skills (digital), creative skills, analytical and conceptual skills, and skills in research methdology. Knowledge relates to not only communication theories, models, processes and philosophies, but equally to the disciplines of sociology, psychology, philosophy, anthropology, political science, literary and cultural studies, semantics and semiotics. It is as necessary to read the Bhagavad Gita and *Natyashastra* as the theories of Marshall MacLuhan and Jurgen Habermas. Communication as a fundamental human social activity has a wide range of contexts, which makes it imperative to adopt an multidiscplinary approach that draws insights from all possible sources in the humanities and the human sciences. Communication studies are rooted in multidisciplinarity, as earlier philosophers, thinkers and communicologists have shaped the discipline of communication by bringing in tenets and techniques from all the above fields of knowledge.

Now, let us think for a while about the current trend in multidisciplinarity: what is its philosophical basis and why is it necessary? In pre-modern Europe knowledge was not categorized and compartmentalized into pre-defined and mutually exclusive fields of inquiry. All knowledge was philosophy in its etymological sense – *philo-sophia* or 'the love of learning'. It encompassed religion as well as political and social thought, language and literature as well as the natural sciences. It was modernity that divided the fields of knowledge into the humanities, sciences and social sciences, set up and rigorously maintained disciplinary boundaries and their protocols of learning, and promoted the ever-increasing drive to specialize. Multidisciplinarity and interdisciplinarity, as *post*-modern epistemologies, have sought to correct this drive for over-specialization by opening up the field of inquiry to new questions and perspectives taken from across the disciplines. Multidisciplinarity, in other words, signals an openness of the theoretical and practical fields of inquiry, which is an urgent necessity in a contemporary world where knowledge is increasingly convergent rather than divergent. This has important implications for the three areas of media education that I have identified above: curricular design, research initiatives and academia-industry. The first concerns the propagation of existing knowledge, the second creation of new knowledge, and the third creation of value.

Media Education: Curricular Design

The twentieth century is often considered to be the high-point of traditional media education because of the monopoly over information that the traditional media industry (print, radio and television) had acquired. The present century has changed this situation drastically because of the emergence of new media and of multiple sources of information. The primary platforms for breaking news today are the social media, online news sites and blogs, and they seem to carry forward the socio-political functions of news reporting far more effectively and faster than the traditional media. Specialized forms of information like foreign affairs, economy, developmental issues, global health and environment are offered online by new experts in academia, non-governmental organizations and entrepreneurial collectives of specialist journalism, which produce information of greater accuracy and depth than media organizations producing news for general-

interest audiences. As Robert G. Picard warns in a recent essay titled "Deficient Tutelage: Challenges of Contemporary Journalism Education": "Clearly, the twenty-first century is a very different journalistic environment. In this milieu, journalism education must change or it will wither and decay"[43]. This can only be possible through the introduction of innovative curricular courses like social media communication, political communication, entrepreneurial journalism, digital communication and specialized courses in health communication, environmental communication, etc. All such innovations call for a strong interdisciplinary approach, as the fundamental basis of media education today. The new milieu also calls for innovative teaching-learning methods alongside the traditional classroom, like structured internships in non-governmental and inter-governmental organizations and problem-oriented projects on key social issues.

New Directions in Research

For a long time journalism departments in India had not emphasized research, till the University Grants Commission made the doctoral degree mandatory for faculty recruitment. This was because of a tacit assumption among educators that it was a professional discipline, where the teaching of skills or know-how was more important than the production of new knowledge. One form of this pedagogic orientation was interning in media houses as apprenticeship in news production, to provide students on-the-job training in reporting and editing skills. This approach, promoted as the "teaching hospital model" in the United States[44] certainly has its value in making media education more professional.

At the same time, it is imperative to produce new knowledge through research in emerging areas like health communication, developmental communication, environmental and disaster management communication, and social media activism and networked environment studies. These areas are among the most urgent global concerns now, and communication is playing an increasingly central role in addressing them. Much of the research in these areas is now conducted outside of media education departments, by academics in the social sciences or by specialized research groups. By promoting research in these and related areas, media educators can both develop new programmes and design innovative courses.

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[43] *Picard, Robert G. 2015. "Deficient Tutelage: Challenges of Contemporary Journalism Education." In Toward 2020: New Directions in Journalism Education, ed. Gene Allen, Stephanie Craft, Christopher Waddell and Mary Lynn Young. Toronto: Ryerson Journalism Research Centre, 2015, pp. 4-10.*

[44] *Young, Mary Lynn and Janet Giltrow. 2015. "A Mobile Responsive Expertise: Learning Outcomes, Journalism Education and the Teaching Hospital Model." In Toward 2020: New Directions in Journalism Education, ed. Gene Allen, Stephanie Craft, Christopher Waddell and Mary Lynn Young. Toronto: Ryerson Journalism Research Centre, 2015, pp. 46-63.*

Academia-media Industry Connect

As an area of academic study, media education has primarily two objectives: to promote teaching and research in the discipline, and to train students as media professionals. As such, it must take into account the needs of the media industry, and equip students with the relevant proficiencies. At present, however, there seems to be a trust deficit as the industry feels that the training provided by media departments is inadequate to their needs. But there is a gradual change in the perception of the media industry, particularly after the advent of digital technology. Senior journalists trained in traditional media technologies do not have the necessary skills and are often reluctant to learn. The need of the hour is for younger journalists adept in the relevant skills and with expertise in new technologies. To make opportune use of this shift in perception, media departments need to change their approach. Curricula need to be reformulated with 50% skill-driven components, both taught in the classroom and supplemented through practice sessions, interactions with media professionals, internships in media organizations, etc. as in the "teaching hospital model". For the redesigning of curricula, media professionals must be involved in the Board of Studies and in teaching as adjunct faculty. Corollarily, teachers should be encouraged to visit media houses for 2/3 months for learning the latest media operations and upgrading their knowledge.

He concluded by saying that writing in the global context Picard states: "In the 150 years since journalism education entered the universities, it has not developed a fundamental knowledge base, widely agreed upon journalistic practices, or unambiguous professional standards. Large numbers of journalism educators have failed to make even rudimentary contributions toward understanding the impact of journalism and media on society. Some of the reasons for these failures are philosophical. Some are because we have tended to separate journalism education from media studies. Many of the deficiencies exist because journalism is closer to craft than a profession".[45] Picard's diagnosis is highly relevant for media education in India today. Media departments need to open up their knowledge base to new developments in society, new communication needs and contexts, and to shift their pedagogic paradigm from disciplinary to inter- and multi-disciplinary approaches (what Picard refers to as media studies), drawing on a diverse range of theories and analytical procedures. This essay attempts to suggest some possible lines of change.

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[43] *Picard, Robert G. 2015. "Deficient Tutelage: Challenges of Contemporary Journalism Education." In Toward 2020: New Directions in Journalism Education, ed. Gene Allen, Stephanie Craft, Christopher Waddell and Mary Lynn Young. Toronto: Ryerson Journalism Research Centre, 2015, pp. 4-10.*

Prof. (Dr.)Shohini Ghosh *is Professor & Officiating Director at the AJK Mass Communication Centre, Jamia Millia Islamia, New Delhi. She is the author of Fire: A Queer Classic (2010) published by Arsenal Pulp Press, Vancouver /Orient Publishing (2011) and the director of Tales of the Nightfairies (2002) a documentary about the sex workers Rights movement in Kolkata. The documentary has traveled to festivals across the world and was one of the four Indian documentaries to be selected by CNEX channel, China for video streaming for a month in 2012 on site Baidu.com (China's equivalent of Google). Ghosh has been Visiting Associate Professor at the Department of Communication, Cornell University; Globalization-McArthur Fellow at the University of Chicago; Fellow at the Gender, Sexuality and Law Research Group of the Law Department, Keele University. Ghosh writes on contemporary media, speech and censorship, popular cinema, visual cultures, documentary and issues of genderand sexuality.*

Key Highlights: Prof. Ghosh opined that over the last two decades or so, the changes in our media and communication practices have been radically transformed even though it may not have seemed like it when we were living through it. With the rapid proliferation of networked media and social-media platforms, the older communication flow of sender-message-receiver transmuted into newer flows where the separation between the sender and receiver stand decisively dismantled. The fundamental shift is that the computer, tablet and the smartphone are transmitters and media-producing-devices that blur the distinction between receivers and senders. Consequently, the linear direction of communication has been supplanted in favour of lateral sharing where information circulates through unprecedented peer-to –peer exchanges across Facebook, Google, Instagram, Twitter and WhatsApp.

The new communication flows in the domain of the digital, defy the classical binaries of sender-receiver, public-private, medium-message and so on. Contemporary media scholarship is still trying to understand what happens when large populations become media-enabled. The question about media is no longer "what does it mean?" but "what does it do?" For instance, a game-changer for Journalism has been the discovery, reiteration perhaps, that people are more likely to read what their friends have shared than what arrives through traditional media outlets. I say reiteration because decades of research have shown that people are influenced by their peers and social networks. This has the potential for a truly democratic impulse and its obverse. The new media environment helps people find stories whose source and veracity are seldom questioned. This is what accounts for the unprecedented success of fakes news in the early 21st Century.

Media, as Thomas Elsaesser points out, acts as a "skin" with sensations of touch, smell, pain and movement. The new media ecology has fundamentally transformed our senses. The new sensorium, as first intercepted by writers like Marshall McLuhan, has radically reconfigured the relationship between media and our minds and bodies. With the ubiquity of multiple screens, our fingertips have become the new tongue. As Thomas Elsaesser observes, the DIGITAL has returned us to the DIGITS of our fingers [46]

[46] *Elsaesser, T. and Hagener, M. (2010) Film Theory: An Introduction Through the Senses, Rouledge.*

Research and emerging methodologies:Networked media demonstrates the increasing fluidity between public/private media and the intermixing of old/new media. Writing in the last decade of the 20th century, Jay David Bolter and Richard Grusin elaborate on the 'double-logic' of what they term "remediation". The paradox of the double logic is the twin drive to multiply the media while erasing all traces of mediation. More precisely, the drive is to erase the media in the very act of multiplying it (2000:5).

The last decade of the 20th century is uniquely positioned to appreciate 'remediation' because of the rapid development of new digital media and the nearly as rapid a response by traditional media. Both new and old media invoke the twin logics of 'immediacy' and 'hypermediacy' to "remake themselves and each other". In studying the logic and practices of mediation in the aftermath of 9/11, Richard Grusin proposed the idea of 'premediation'; a counterpart to the concept of 'remediation' and makes at least two productive conceptual and methodological breaks . First, by deploying the concept of 'mediality', Grusin marks a departure from both the methodological framework of remediation and the rhetoric of the "new" or "avant-garde" still prevalent in studies of new media theory and practice. The use of 'mediality' is an insistence that in the first decade of the 21st century, when virtually all textual, visual and audio media are produced circulated, and remediated via networked digital technologies, it makes little sense to distinguish between 'old media' like print, radio, television or cinema and 'new media' like the worldwide web, mobile phones, streaming video or MP3 players. Second, Grusin forges an alliance with affect theory that across disciplines has invited us to understand the sensory. Affectivity, contends Grusin, helps shift the focus to mediation deploying an ontological model that refuses the dualism built into the concept of representation. It therefore refuses what Bruno Latour has characterized as the modern divide of such fundamental binaries like mind and matter, human and non-human, culture and nature or civilization and savagery. Grusin's commitment therefore is not with what media means or represents but with the things that "mediation does" [47]

Affect theory is about the unpresentable and it turns the attention of research and theory to bodies, intensities and charges. In the context of the contemporary, Mary Zournazi (2015) states that affect is much more important than understanding power, even state power narrowly defined, and concepts of ideology. She argues that direct affect modulation takes the place of old-style ideology. Media, as Thomas Elsaesser points out, acts as a "skin" with sensations of touch, smell, pain and movement. Inaugurating both utopian and dystopian possibilities, networked media and its consequences require robust research and study through newer theories and methodologies like media archeology, remediation, intermediality, the archive effect, affect studies and sensory ethnography.

[47] *Latour, B. (2015) in the Introduction of The Non-Human Turn (ed) Richard Grusin, University of Minnesota Press.*

Prof. (Dr.)Manukonda Rabindranathdid *his Master of Journalism and Mass Communication from Andhra University and he was awarded Gold Medal. He qualified NET and SLET in Journalism and SLET in Law. He did his PhD from the same university and also possesses Masters degree in Law. At present he is the Chairman, Centre for Media Studies, Jawaharlal Nehru University. Earlier he was the Head and Dean, Faculty of Mass communication at Indira Gandhi National Tribal University and Central University of Himachal Pradesh.He worked for several years in an Ethiopian university. Rabindranath had more than two decades of experience as Media educator. He was selected for Leadership Programme LEAP and visited Monash University, Melbourne, Australia, sponsored by Ministry of Education, government of India..*

Key highlights: The roots of media studies are traceable in the inquiries about the relationship between media and culture. The early attempts to this direction started during the 1920s following the rise of mass media forms like radio networks, newspapers and magazines of mass circulation, and after mid 1930s with the advent of television media. Media as academic discipline, in general, emerged through a combined effort of political scientists, psychologists and sociologists, who brought forth media and communication into the mainstream university discourses. Today media studies have become an eclectic academic discipline with a closer orientation to the areas of humanities and social sciences. It enjoys both inter- and trans-disciplinarity. Media studies can encompass a wide range of subjects from such foundational fields of studies as language, literature, history, geography, economics, political science, law, ethics, psychology, philosophy, sociology, anthropology, human rights, globalization, information management, entrepreneurship, public policy, tourism and sports, to core vocational areas like computer technology, new media technology, print technology, television studies, radio studies, journalism, photography, reporting, advertising and public relations. The scope of media studies is broader than that of professional journalism and communication studies. Journalism is basically focused towards the production and broadcasting of media contents, whereas communication studies centers on the study of the various communication techniques and processes.

The thrust of media studies is to study the nature and effects of mass media upon individuals and society thereby acquiring a distinct status within humanities and social science. Media studies adopts at least two semantic dimensions.

The first continues the traditional notion of critical scholarship focusing on the study of form and effects of media. This still takes media studies as a component of cultural studies giving precedence to critical inquiries into the contents.The second dimension has a wider range of integrations of both theory and practice.

Media studies in this sense is not limited to the study of contents produced elsewhere, but also sets compulsions to produce and prepare for critical inquiries within the confines of the university space and time. Media research includes a whole range of study about the development of media, their achievements and effects. It includes the methods used in collecting and analyzing information with regard to newspapers, magazines, radio, TV, Cinema or other mass media. It also concerns with an expanded discussion of the scientific methods of research. Media research also accumulates information about the uses of the mass media and also the users of the mass media. It also studies the social, psychological and physical effects of the medium and will investigate in what ways and in what areas the media can be improved both in its use and in matter of hardware technology.

Problems in mass media research Quantitative studies in mass media research lacks deductive or theory driven research. No attempt is made to explain the concepts or interrelating them into simple bivariate or multivariate theoretical propositions, or with existing grounding theories.
Media research may be said to have remained underdeveloped because of the way mass communication training has been organized within departments of journalism and mass communications in national universities over the past decades. For example, early courses of studies did not include courses on research methods, mass communication theory, or theory in the allied fields of sociology, social psychology, psychology and anthropology etc. The training centered mainly on teaching reporting, editing or courses on history of print media. Early course offerings essentially reflected the limitations of the trainers themselves. These courses have now been modified to include some focus on theory and methodology, but still the multidisciplinary and social scientific component is missing.

Integration of Theory into Practice in Mass Media Research: Toward the end of their academic careers, most students are required to demonstrate their ability to integrate theory and research methodology in their field of study by completing a project, thesis, or dissertation. Students of communication, particularly those concentrating on mass communication, have been so inculcated with the practice and application of their field that they often find this task daunting-and sometimes irrelevant. Theory organizes and refines our ideas, like a map for exploring unexplored territories. Theoretically driven research involves building on and testing the knowledge of previous explorers. The research process itself is integrated. One cannot conduct good research without theory, and good theory development requires good verification.

Rethinking mass communication theories in Digital Age:The emergence of Information and Communication Technologies (ICTs) has changed the face of communication. The emergence of the New Media has provided the audience with diverse channels of information reception and assimilation. New media are the media of interactive networking. Old media are message-oriented, vertically organized, one-directional, cyclical, and fixed in time and often material. New media are flowing, horizontally distributed, self-organizing, performance-oriented, multidirectional, and virtual. This is invariably coming with diverse influences on the audience. These technologies have enhanced communication patterns and influenced outcomes in diverse ways. This means that early theories which existed prior to the emergence of ICTs and were disproved by some other theories, may require reassessment in the modern age to ascertain their relevance.

The way forward: there is a need for an independent mass media institution that can be systematically linked to the existing mass communication departments to provide training and research resources, curriculum development support, and program accreditation.

The Institute should focus on two things:
(a) professional or skill training and
(b) research training.

Research at university levels by teams of Professors and students, should focus both on baseline data generation and theory driven relationship testing.

Prof. (Dr.) Shashwati Goswami *is a Professor in the Department of Radio and Television Journalism at Indian Institute of Mass Communication (IIMC), New Delhi. Currently, at IIMC, she heads the Department of Communication Research and Centre for Community Radio and Empowerment Resource. In a career spanning over 25 years, as a media professional, Prof. Goswami has been associated with varied organizations including India's national radio broadcaster, All India Radio (AIR), ActionAid India, British Broadcasting Corporation (BBC) Media Action, District Primary Education Programme (DPEP) and The Assam Tribune. As an academic, she has received fellowships from various international research and academic institutions including Panos Institute South Asia, Rockefeller Archive Centre, New York and E.W. Scripps School of Journalism, Ohio University.*

Key Highlights: Social science research methodology has always been a work in progress, with new challenges raising their ugly head ever so often. Challenges become more visible when it comes to the method of data collection. The continuous tug-of-war between the qualitative and quantitative methods have added to the woe. However, the most challenging situation that researchers are finding themselves in is because of the Covid-19 pandemic, which has been raging through the world since late 2019.

The pandemic has resulted in multi-dimensional challenges to field-based research. The way of research, which has become the standardised practice for a long time, has been thrown to the wind. How do we undertake research projects for impact evaluation without visiting the field areas and speaking directly to the target population? How do we capture the answers to the open-ended questions? Is there any way to substitute the FGD method? Can we take recourse to the new technology to breach this gap and elicit the best possible result? How do we define 'best possible'? However, we need to be cautious that various paradigms of inequalities or biases might crop in because of the variation in usage and access to technology. The question is, how do we mitigate them? These challenges are not entirely new. In recent years, deliberations on the necessity of evolving new research ethics for social science research, particularly in contexts of insecurity in conflict zones, has been taking place. How to tackle the ethical and methodological challenges thrown by conflict situations has been discussed and debated for some time now. Also, those working on inter-regional connections have been deliberating on the challenges of collaboration and academic mobility. With the pandemic, these issues have become much more critical.

New technologies have enabled remote data collection to some extent, which has opened up the possibility for research that otherwise might not have been imaginable to conduct. However, this enabling situation has given rise to common issues about data security and the ethics of field research on the other hand. Moreover, it has become more relevant in this time of the pandemic.
The most immediate challenge that we have handled is the physical danger that the collaborators and researchers face while conducting any survey. The general reaction is to avoid face-to-face surveys and complete them online with the help of new technology. The number of internet users in India has been increasing every year. However, internet coverage has not reached a comfortable situation, where we can entirely depend on technology. Moreover, the digitally illiterate population is also relatively high. Therefore, even while getting the schedules filled up online, a digitally literate person must be around continuously. Thus, we end up exposing that person to a high probability of infection.

also proposed, there is a need for such 'Framework of University-Industry Linkages in Media Research. Keeping in view rapid technological advancements in the media industry and consumer's shift from traditional to digital, there are three areas that should draw the attention of Researchers in the Media sector

1. According to sources, Internet users across India spend nearly six and half hours online daily in the third quarter of 2020. As per *Reuters 2021 Digital News Report, 73% of the respondents from India access news through smartphones. Social media access is high with 53% using WhatsApp and YouTube for news.* This means lots of data being generated in terms of what are they watching, reading, listening, their preferences, how they are interacting and engaging with other people. This huge repository of data is a gold mine for Researchers. From this repository can emerge plenty of research ideas.

2. Awareness about the online Research tools and techniques: Crowd Tangle is one such tool that is used to gather public insights. It helps in locating and analyzing on what's happening across social media. Researchers and academics are studying critical topics such as misinformation, disinformation, elections with the help of CT. Data sets on various topics are also available for independent research.

3. Dissemination of Research Finding: Researches done by Academicians should be available for Industry Professionals. Efforts should be made to release reports as an open resource so that others can build upon the work already done instead of starting from scratch. Research findings can be excellent feedback for those who are in the field of content development. It can also help in the designing and development of new products and applications. Researchers should explore multiple formats in which Researches can be disseminated (Infographics, Explainer Videos, etc) . Efforts should also be made to find out platforms other than libraries and department/ institute's shelves to disseminate research so that it reaches a wider audience.

Moderator

Dr. Uma Shankar Pandey*, Associate Professor and Head, Department of Journalism and Mass Communication, Surendranath College for Women, Kolkata (since September 2002). He is a Ph.D. Supervisor at the Department of Journalism and Mass Communication, University of Calcutta. He is the first India Ambassador of the International Association for Media and Communication Research (IAMCR) the pre-eminent global association for media and communication research. He completed the Study of the United States Institute Programme organized by the United States Department of State, conducted at the Ohio University USA in July-August 2015. Dr. Pandey is a Member Board of Studies at a number of Indian Universities. He has presented papers at a number of International conferences including IAMCR, ICA and AEJMC. Before joining academics, he was a senior Journalist with English national daily The Asian Age, Kolkata*

Key Highlights: One of the most debated conceptualizations of Media and Democracy in recent years is the Habermasian Public Sphere and his notions of communicative action. Normatively, public sphere is the domain where public opinion is formed. The public sphere relies on a crucial distinction between the private and public. It is distinguished from the private world of either the

The Covid-19 pandemic also posed challenges of maintaining the continuity of the data collection process and the timeline of the research project. The unforeseen flaring up of waves of viral infection created dire situations where we had to decide whether we continue with the study or halt. We were worried about the possible complications of postponement of the process and the uncertainty of restarting it. The probability of even cancellation was lurking around all the time. We also faced situations in which the most ethical response was to deliberate on the value of the research itself against the dangers, rather than merely seeking ways to continue while minimising the threat of infection. Alternatively, delaying the study was also posing the risk of jeopardizing the timeline and the research objective. Now we are grappling with designing the research methodology with an alternative in mind in case of the third wave or more such waves hitting us. In this entire process, we have to be cautious that there is no compromise with the quality at any point in time.

Prof. (Dr.) Anubhuti Yadav *is Head of the Department of New Media and Course Director of Advertising and Public Relations Course at Indian Institute of Mass Communication. She teaches New Media, Data Journalism and Advertising & Public Relations. She has conducted research in areas like media literacy, women & media, media & children, Informational and communication technology, and New Media and has presented papers at various national and international conferences. She is the co-author of Indian edition of Media Literacy: Key to interpreting media messages book developed under Digital International Media Literacy Project. She is currently working on a book on New Media Journalism.*

Key highlights: Every Industry is relooking and reinventing various processes like production, resource management, marketing and is aligning it to the rules of the digital world. Media Industry too has undergone a sea change through the digital transformation process. Each and every function of a media organization is affected by the new technologies in recent years. While some media houses were very prompt and active in embracing these changes, others lagged behind. Laggards though could not resist the change for a long and had to hop to the digital wagon to survive in the industry. Slowly they too embraced something which is omnipresent and inevitable to retain a meaningful role in the digital world. For many playing with new digital tools, being on social media, experimenting with new ways of digital storytelling has become a matter of pride, something that can be flaunted and for some, it is an integral part of each and every process. These innovations which are happening in the Media Industry is the result of Research and Development. The role of academia is extremely important here. New technologies, applications, platforms are the result of how people are consuming media messages or would like to consume. Researches in the field of New Media can not only help in understanding the changing media consumption pattern but also in the development of new tools, applications, and platforms which will define the media industry in the future. This can happen when Industry and Academia collaboratively take up research projects which can be possible if there is an institutionalized framework for industry-academia connect.

The Research 'Framework of University-Industry Linkages in Research' conducted by the PHD Chamber of Commerce and Industry studied in detail University-Industry Linkages in ten sectors which included Tourism, Textiles, Automobile, Agriculture, IT ,Agro and Food Processing, Power, Cement, Drugs and Pharmaceuticals, Handicraft and Handloom. The Action plan for the same was

family or the market. In the 18th century, social conditions facilitated a situation in which large numbers of middle-class men (private individuals) came together to engage in reasoned argument over key issues of mutual interest and concern, creating a space in which both new ideas and the practices and discipline of rational public debate were cultivated. This was the idealized public sphere, according to Habermas.

The normative assumptions of the Public Sphere

The bourgeois public sphere worked as a check on government, taking care of society's general interests against the particular interests of the rulers.As the authority and influence of the public spread, public opinion began to function as a check on the legitimacy of the powers of unrepresentative government.

The public sphere was seen as not only a check on government, but as the rational basis for government. The critical judgement of a public making use of its own reason' became the source of legitimacy in society.The basic thrust of the Habermasian concept is that the emergence of a bourgeois public sphere challenged the principle of traditional feudal rule and brought a new core for authority: the consensus emerging from the public's open-ended, critical argumentation and debate (Habermas, 1989, p. 181) Together, these two ideas –the validity of public opinion and citizen empowerment vis-à-vis the state–are essential to the concept of the public sphere and deliberative democracy. The public sphere theory highlights historic processes, of democratization of the nation state. As modern societies expanded, the scale and scope of social and political communication changed dramatically, organized not around face-to-face and group communication, but by an increasingly commercialized media system.

Communicative Action

The theory of communicative action is developed in relation to three other conceptions of human action — the teleological whose philosophy is that phenomena are explained in terms of the purpose they serve rather than of the cause by which they arise. The second conception is that human actions are normatively regulated and finally the dramaturgical action — the art and technique of the theatrical. Communicative action is seen as action oriented to understanding as opposed to strategic action which is action oriented to success. Validity claims of truth, moral rightness, sincerity or truthfulness are used. Communicative action, with an orientation to reach understanding through rationally motivated agreement is the most desirable form of communication, opposed to openly strategic communication and concealed strategic communication.

Critique of commercial media

Habermas criticizes 'commercialized media' on two counts. First, they are more appropriate for consumption and leisureliness rather than democratic opinion-formation. Second, they are more prone to manipulation and irrevocably diminish the possibility for a rational-critical debate. The crux of the argument is that a depoliticized media produces a de-politicized public, to the detriment of deliberative democracy.The commercialized public sphere is synonymous with the trivialization of media content and spin-doctor managed media attention. Public interest matters are often presented in personalized accounts distorting its true import irredeemably.

A Habermasian tool to measure media deliberativeness

In recent years HortmutWessler, among others have used the Habermasian notions of Public Sphere and Communicative Action to suggest four vital criteria for media deliberativeness — Inclusiveness, Responsiveness, Justification and Civility. A primary condition for deliberativeness is that the inequality in participation in news, debates and discussion in media be addressed by providing opportunities to diverse voices, including actors from the periphery. Deliberative theory

also assumes debate — the presence of contending positions and claims in the media forum. Media debates also become truly deliberative when participants and audiences provide justification for their claims and also demand reasons from others. The Civility norm is directed against the uncivil speaker who denies other speakers the moral right of others to speak legitimately on different issues. In a number of empirical studies, Wessler has applied these four criteria of deliberativeness to different media — Quality newspapers, Television news, Twitter and Political blogs. The quality newspapers rank moderately on inclusiveness and responsiveness and are very strong on justification and civility. Television news is weak on responsiveness and moderate on inclusiveness and justification. Twitter is weak on responsiveness and justification and moderate on civility and inclusiveness. Based on these criterions, the oldest media, the quality newspapers have the highest deliberative potential.

Rapporteur

***Dr Ananya Roy**,(PhD), is Senior Consultant, Department of Communication Research, IIMC. A business management honours graduate from Delhi University, and former journalist with The Straits Times, Singapore, and the India Today Group, she earned her Doctoral degree in Mass Communication from the University of Florida, USA, a Masters degree in Communication Studies from Nanyang Technological University, Singapore, and a PG Diploma in Journalism from IIMC, New Delhi. Dr. Roy's research interest lies in ICT4D in developing democracies, in strategic communication, IEC & SBCC. She has presented papers and chaired sessions at international and national conferences, and has published book chapters and scholarly papers in her portfolio, which also includes hundreds of news and feature articles from her journalism days.*

Panel Discussion – IV

02:00pm – 03:30 pm

Shift from Classroom Discourse to Online Teaching: Challenges and Prospects.

Eminent Panelists

Prof. (Dr.) Mira K. Desai, Department of Extension and Communication, SNDT Women's University, Mumbai,

Prof. (Dr.)Archana R. Singh, School of Communication Studies, Panjab University, Chandigarh and Senior Fellow ICSSR.

Prof. (Dr.)Manisha Pathak Shelat, Chair, Centre for Development Management and Communication (CDMC), MICA, Ahmedabad.

Prof. (Dr.)Padma Rani, Director, Manipal Institute of Communication, Manipal Academy of Higher Education, Manipal

Prof. (Dr.) Sunetra Sen Narayan, Publications Department, IIMC.

Prof. (Dr.) M.S. Sapna, Department of Communication and Journalism, University of Mysore, Mysore.

Dr. Jyoti Raghavan, Associate Professor, Kamala Nehru College, New Delhi.

Panelist cum Moderator: Dr. KulveenTrehan, Sr. Assistant Professor, Guru Gobind Singh Indraprastha University, New Delhi.

Rapporteur: Dr. Albert Abraham, Assistant Professor, School of Humanities and Social Sciences, CHRIST (Deemed to be University), Delhi NCR Campus.

Prof. (Dr.) Mira K. Desai *is Professor and Head of University Department of Extension & Communication at SNDT Women's University at Mumbai. Mira started her career at Ahmedabad with Development and Educational Communication Unit at Indian Space Research Organization as a Social Researcher in 1990 after completing her Masters in Development Communication. She subsequently worked with Educational Media Research Centre and State Office of MahilaSamakhya programme in Gujarat before shifting to Mumbai in 1996. She joined Post Graduate Department of Home Science Extension Education at SNDT Women's University as visiting faculty in 1997 and joined as fulltimer in 1998 as Associate Professor where she is now Professor since 2009 and Head of the Department since July 2014. She was given Additional Charge of Registrar in April 2021. Mira has formal qualifications in Commerce, Development Communication, Distance Education, Extension Education, Participatory Research, Women's Studies and gender. She has worked for print media (reporting for TOI Ahmedabad), television production (researcher, scriptwriter and anchor), Internet (blogger as well as content provider), and alternate media (newsletter editor and documentary filmmaker) environments besides field experience in rural women's empowerment programme for close to five years before entering academics.*

Key highlights: Communication is spatial-temporal process where sender and receiver engage in an interaction for 'common goals'. Technology mediated communication breaks the barriers of time and space and has potential to reach millions in milliseconds. Yet the reach of those messages and relevance of that 'reach' creates the discipline of communication media studies. This is a first person experiential analysis of online class discourses of over more than one and half years that followed announcement about Covid-19 that stuck us in 2020 and still continue in 2021.

She said, 'I do not hear the chatter of the class, I do not smell anything, I could not touch them physically nor touch their minds, I do not see yawning student nor see the sparkle in their eyes -the transition was sudden without any warning and we all fell in line without a complaintTeacher in me went into utter sense of despair and frustration when I was forced to start the semester with online classes. As a teacher, it was probably for the first time in my life that I did not know the answers nor knew the sources of getting answers. In a usual academic year, we know the academic calendar, we know public holidays, we know when exams will take place and know whom we are teaching and what we are trying to achieve through the classroom interaction. And I teach these bunch of aspiring postgraduate students whom I had never met and I am “teaching” them subjects ranging from research to appreciation.'

Given that the way we started, did not remain constant and is still fluid condition, now we have figured out our ways of managing our awkwardness to manage our screen shadows, got used to talking to blank display circles, stopped asking if we are making sense and randomly pointing out individual names to 'catch the culprit', build dialogues with 'human' perceptions that we have built based on our experience of interacting with those virtual selves.

Online environment has two dimensional realities with extended focus on site/sound and visual/voice. The life is three/multi-dimensional with five senses. Physical classroom consists of three dimensional realities; in the home where student is situated as well as teacher's home/work place. While in class the teacher as well as student are in uniform three-dimensionality which lost meaning in an online environment. In classroom where teacher controlled the discourse, online led

to multi-player, multi-modal and multi-dimensional interactions. Teacher lost the control completely so did the student. The technology took over the interaction and connectivity became the key player.

While there is a scope to restore connectivity in any physical classroom, same is not the case with online classroom. Also being situated into their local realities, the teacher/learner are both at the occasional loss of their attention and interest because technology dictates if virtual presence in the 'online class' made sense to both; the question none asked nor answered!

The concepts of authorized entry, access, power, privacy, attention, justice get new meanings in online classroom. Anyone can enter, anybody can create a nuisance, private space of home is open to students/teachers, attention and access were no guarantee and who told you that your students are seeing/listening to you? They were busy sleeping, eating, chatting, roaming, and what not! The teachers who had conceptual understanding of 'power' lost out completely since here the technology holding all the power and students controlled to a large extent if they want to 'interact' or not!

But what these time has brought to the fore, are the questions about, meaningfulness of classroom space for teaching-learning, ecology of the classroom relationships, nature of learning and role of teacher in the classroom, importance of classroom space, role of peer interaction and group work in learning process. Everything that we took 'for granted' became important; the chalk-board-duster or fan noise of the classroom, passivity of learner in face to face class, learner avoiding teacher's probing, late entrants to the classroom and ridicule of him/her by the others present in the class….and so many such nuances that taught the lessons of life without being 'spoken' about it explicitly.

We see and hear in classroom and never bother to ask “can you hear me” or “can you see my presentation”, words that demanded assurance in online classes. Communication became an essential discipline for everyone engaged in online classes irrespective of the subject taught in the class. The prospects of online are multiple with cross border connectivity and potentiality of reaching across the globe. The prospects remain prospects if learners use them to their advantage and teachers recognize its limitations. However, what is amazing is that ranging from drawing and painting year-end exhibitions to basketball coaching and sports days celebrated virtually telling us how humans appropriate technology!

Prof (Dr.)Archana R Singh *is the senior most Professor at the School of Communication Studies, Panjab University, Chandigarh. She started her career as a journalist in 1986 and continued to explore different areas in the field of Mass Communication till 1997, when she started teaching. Since then, she has been a full time learner, teacher and researcher, in that order. She takes time out to write features for newspapers, make radio programmes for PU's community radio, make documentaries for Panjab University, run a blog, write poetry for leisure and record voice-overs from time to time. She has held many Administrative posts at Panjab University such as Warden, of a Girls Hostel, Cultural Co-ordinator of Panjab University, Chairperson, School of Communication Studies & Coordinator, PU Radio (twice), Colloquium Coordinator, Panjab University and the Editor of Panjab University Research Journal of Social Sciences. She has a Ph. D in Health Communication as a recipient of UGC Junior Research Fellowship, from the premier institute in Mass Communication, the AJK*

Mass Communication Research Centre, JamiaMilliaIslamia, New Delhi. She won the gold medal in both her Bachelors and Masters Degree.

Key highlights: While engaging a Face to Face class, one can see the students and react to their facial expressions and other subtle nonverbal cues (e.g., eyes clearly focused on the teacher or fully shut, hands raised to make a point , facial expressions of confusion). When required, one can invite the student to the office and engage in one-on-one conversation during which the student is able to share and explore challenges that are relevant to their education. During the Mentor- Mentee sessions one can help the students through personal issues if they want to discuss. Our study of Communication has always stressed on the importance of nonverbal communication, feedback, discussion and debate, active listening, using humour and maintaining an atmosphere of congeniality in any communication setting including a classroom. I wonder if online education can provide sufficient quality control? We need to try.

The online ecosystem is growing leaps and bounds and it is unlikely to refer as ever. If you are thinking you are going to reverse it, that is not going to happen. There were some concerns about connectivity. I was reading the latest FICCI report. The internet penetration has increased by 11 percent, and digital media on the whole has grown by 6% and astoundingly 94% of those accessing internet or those on smartphones. So, we are already stuck to our phones. Phones are now an extension of my fingers. We thought that we are urban and media being an urban entity, it was logical to assume that these subscriptions would have grown in the urban areas. Surprisingly rural India has grown significantly faster subscriptions. 70% in rural India vis-à-vis 7% in urban. Also, 448 million use smart phones in 2020- this means 32% of India's population base. So, we are getting connected at a very fast rate and since there was no option in the previous years, the connectivity issues were fresh and new but I feel it is not going to be a challenge for long. But, it is not just enough to be connected on the internet, what matters is how much time we are spending. According to this report, six hours per day which was third in the world. So, that is so much of time Indians have spent. So change we must. Secondly, students can learn a lot online. In order to get them involved, these are the things I am thinking about. First of all, online platform provides the earnest and the eager students. Let me say the eager students those who would be attentive off-line are attentive online also. So that probably gives us some respite. With adequate opportunities, the challenging topics, read more about the issues that are discussed, they are able to articulate their arguments also, and this we have witnessed. So, what we can do is, in order for this democratization which has already happened in the teaching learning space, we can we use the flip mode. The flip mode of teaching I am giving them enough scope of dialogue Just as in a physical classroom, the student and teachers will need to follow strict protocol. In the future we may have blended sessions, we may have to do more and more work online, hence the sooner we realize the sanctity of our online teaching-learning space, the better. The excellence of our students has to be blended with the excellence of a teachers without causing dissonance. That is why we have to incorporate the elements of online as well as offline to formulate a successful strategy. So, I would like to divide as per intent, course, and collaboration. Under content and course, the initial decisions will have the greatest impact on the success of teaching methods. Any academic course design system, the first step is to identify the course material

Prof. (Dr.) Manisha Pathak-Shelat *is Professor, Communication & Digital Platforms and Strategies at MICA, Ahmedabad, India and Chairs MICA's Centre for Development Management and Communication. She has taught and worked as a media consultant and researcher in India, Thailand, and the US. She has a Ph.D. in Mass Communication from the University of Wisconsin-Madison, USA and in Education from the Maharaja Sayajirao University of Baroda, India. Her publications include books, journal papers and book chapters addressing communication forsocial change, gender, young people's media cultures, new media, civic engagement, transcultural citizenship, and media literacy. Awards and fellowships include The Soviet Land Nehru Award, Shastri Indo-Canadian Faculty Research Award, The Salzburg Seminar Fellowship and TATA Fellowship for the Study of Contemporary India. At present she is leading various partnerships for CDMC and the India component of the Global Kids Online study initiated by Innocenti- The UNICEF Office of research and the London School of Economics. She is also the editor of the Journal of Creative Communications published by Sage with MICA. She has led several capacity building programs for non-profits, various state governments, corporate sector, and international organisations in communication and information management. She is an active member of the Leadership Forum for Vaccine Confidence.*

Key highlights: Maintaining human connection has been the biggest challenge in formal higher education- knowing your students as individuals, students getting to know their teachers as people, and us together knowing close hand people about whom we research and tell stories. This has been becoming challenging even offline as institutions across the country enroll more and more students and the class sizes become bigger and bigger. Online classrooms only add to the woes. Under these circumstances, made more complicated by the ongoing pandemic, I would discuss two strategies that have served us during the last year when MICA moved entirely online.

Empathy and care remain at the center of all we do. Letting people be people - acknowledge the challenging times and change in people's lives, and create a safe space/time to talk about non-task issues.maintaining human connection has been the biggest challenge in higher education. Even when we were not online. Like, knowing of the students as individuals. Line is becoming more and more challenging. She talked about a couple of strategies which helped her, and her colleagues at MICA, because, they have been completely online since last March, and they have done all of their teaching online. Elaborating on the same, she said, 'First thing I would say is that empathy and care and seeing people as people has to be at the center. The first thing I always tell myself is we have to let people be people. Some people crave for connection and communication and human touch however technology centered we may become. Essentially in the times like the pandemic, when people had emergencies, as teachers we have to maintain that flexibility, and concern for our students. What I always do, is that in a class, I always keep some time for some non-related task to talk about life. This is easier when your classes are small, and that is something I would credit MICA because it made more work for teachers, but we really slashed down our class size online. So, we made our class in manageable groups, in which a one-on-one kind of connection was possible. The other thing is just because the technology allows us, should we expect us or our students to be online 24X7. This is something we really need to think about. As educators, we should recognize that. Next, we have tired our best to create as much as possible. Pre and post class interactions among us, and our students. We designed a lot of team assignments- where students had to interact amongst themselves, outside the class. Where they had to interact with community members, even if online. These are a couple of things I would like to say. Allow for emergencies and flexibility keeping the

ultimate learning outcome in the focus Bring humour and positivity to interaction without trivializing others' pain.'

Creative ways to enhance both real-time and pre and post class engagement with teacher, peers, and material. She further added, ' I think the very first thing I want to say is that online education has a different language and a different grammar. When cinema first came to India, if you look at the movies they were kind of staged, in a theatre kind of way. Only when we learn the language of cinema like editing, multiple camera angles, that is when we really could make use of cinema as a medium. That is the same thing we have to do if we want to do digital well. Because it's only valuable if we do it well. Learning the language of digital is an important point, I would say. The other thing I would say is that the whole issue of access.'

Because, we say that we have to go digital so that we can reach people from our classrooms, but when we took education online especially in the pandemic, the issue of access actually heightened, has become more serious. In the pandemic a lot of issues such as access, safety, literacy, ethics a lot of things will have to be addressed. Making full use of tools such as Zoom breakout rooms, white board, wikis for class related discussion. Creating interactive pre and post class activities; collaborative projects; taking advantage of the global opportunities Creating a community.

Prof. (Dr.) Padma Rani *is Director, Manipal Institute of Communication, Manipal Academy of Higher Education, Manipal. Dr. Padma Rani has over fifteen years of teaching experience at the post-graduate level. Joined School of Communication (earlier known as Manipal Institute of Communication) Manipal University, Manipal, India as a Reader in 2010 and is currently Professor and Joint Director at the School of communication. Co-coordinator of the Media Research Centre at School of Communication. has conducted research studies for UNFPA, National commission for women, New Delhi. Currently guiding several doctoral students in their research. Has presented over thirty papers in various national and international conferences in Japan, Austria, Malaysia, Singapore, Dubai, Cartagena etc.*

Key Highlights: A particular challenge raised by the Covid- 19 pandemic for educational institutions was the urgent and unexpected request for previously face-to-face university courses to be taught online. The rapid closing-off of face-to-face educational work, gave teachers a strong sense of the difference between online teaching and their other modes of operation. There was a plethora of advice focussing on tools and materials that teachers can use to replace their face-to-face classes.

The emergency remote teaching required by Covid-19 has often been improvised rapidly, without guaranteed or appropriate infrastructural support. Given this lack of infrastructure, much of the early advice and support for non-expert online teachers has focussed on the technological tools available in each institution and considered adequate to support the switch to online teaching. The first challenge in terms of delivery of content was identifying the right platform. The faculty had to unlearn their traditional mode of delivery and learn about a platform through which to continue the academic delivery. The Learning Management systems gave various options to the teachers in conduct of their classes. In the Covid-19 emergency situation, teachers have, almost overnight, become both designers and tutors without mastering the skills.

Three key differences between classroom and online teaching and learning is in terms of space and presence, self-presentation and interaction. In face-to-face classrooms, teachers and learners are physically and temporally co-present. In online learning, on the other hand, teachers and learners may be physically distant but temporally co-present. Both the teacher and learner are aware and respond to each other's presence in the classroom teaching which is not so in the case of online teaching. It is more teacher-centric and the onus lies on the teacher for imparting the lessons. The presentation of the teacher varies with the technology. While conveying a message through live online classes the teacher has no cues from the student. The teacher has to ensure that the teacher is heard, seen and understood all happening simultaneously providing no opportunity to improve or enhance their expression/presentation. The synchronous technologies might allow a seemingly more authentic performance of self because it occurs in real time with less contrivance. In absence of the conversations and behavioural cues teachers are used to in face-to-face classrooms, they look towards different interaction patterns online.

In online teaching interaction happens through chats and the spontaneity of the discussion is lost on the online medium as when one types a text they have an option of reading it and refining it before posting so that they sound knowledgeable and literate. Another challenge with disciplines like Journalism and communication studies has been the lack of hands on experience as most of the practical work was done virtually with the help of mobile phones or laptops. The physical interaction with the industry ecosystem was completely missing. Virtual tours of studios and demonstration of equipment's in an online class became a substitute for their practical work. Challenges yes, in moving to the online teaching but both students and teachers have adapted to the situation. Initial hesitancy to adapt existed but over a period of time faculty have been unlearning and learning new methods and relearning in order to enhance the effectiveness of their teaching and student interaction. Students still want to come back to campus as they miss other learning experiences that the campus life provides. For any kind of a critical thinking analysis which is very much at the core of the journalism and mass communication studies, we need to develop these skills in our students and using technology to engage with them is going to be a very critical aspect in the days to come for us. The main barrier for online teaching are unstable internet connectivity and technical problems. As I see it today, the virtual mode of teaching is here to stay with the academia and in disciplines like journalism and communication studies we need to continuously evolve as the industry where our students seek employment or career opportunities is also adapting newer methods of production and delivery at an accelerated pace.

Prof.(Dr.) Sunetra Sen Narayan, *has about 30 years experience in communications spanning print journalism, documentary film production, teaching and research. She has studied Economics at Delhi University. She was awarded a Master's in Telecommunications Studies and a Doctorate in Mass Communications from the Pennsylvania State University, USA. She has teaching experience both in India and the US. She currently teaches courses in her areas of expertise including Development, International communications and New Media. She is currently Professor, Indian Institute of Mass Communications, New Delhi. She joined the Institute in 2003. She was head of the Department of Development Journalism from 2004-2013 and the Radio and Television Journalism Department from 2019-2021. She has been the Editor of the academic journal Communicator from 2008-2016 and 2019-20. Prior to this she has been a print journalist, writing on business and travel in India.*

Key highlights: Prof. (Dr.) Narayan spoke on the adaptations required for online teaching, the relevant models, pros and cons and the way forward. While discussing the student centric problem, she said that the students requirements have also changed. They change anyway whether it's a online or offline course, but we were catapulted into a greater degree of change by grappling with this scenario. So digital technologies have enabled us to bridge the gap. Discussing the issue further, she said "let's look at what it can do for us in a field like mass communication. It would include the use of maybe augmented reality before too long, especially for certain subjects such as visual subjects so on. I mean Artificial intelligence we could incorporate in routine things like FAQ's or some amount of evaluation of multiple choice, but I don't see us using a whole lot of it right today. We've always taken up ideas which are sourced maybe from some other models and then seeing and then done jugaad. So I think augmented reality would be the first step in our kind of curriculum, but while the pandemic has disrupted our lives it's also disrupted the global economy. So now we need to understand for ourselves that what are the job skills required for journalism and mass communication students in a new environment, where news production is going and dissemination is also going to change again".

Even if the pandemic gets over certain changes in production consumption distribution are going to be there to stay which we need to come down for in the curriculum. So right away we've gone into blended learning, then we are looking at collaboration and learning communities. Some other speaker also mentioned collaborative work so yes students are given group work they have to collaborate, we also have to collaborate as educators. But what we are forgetting is that the students are on social media a lot, so collaborative communities that are coming out of social media, which are impacting their lives which maybe we can use for as part of their curriculum, because we cannot now hive out that okay this is this thing and social media separate. It's all now, we are immersed in environments where it's harder to make these distinctions. So social media and communities of practice are developing in some countries where there are now social media based pages for educators collaborators to come together to pool resources to pool idea so that is already happening. Of course this collaborative, use of resources such as open resources, E pathshala, tedtalks. The first year that pandemic happened, we had to finish the syllabus and remember we put together a multimedia reading list to finish. It wasn't just the books and chapters, it was videos, it was already this short videos it was Ted Talks. Students are today more independent as you said anybody can Google any theory and they can tell you, saying that you know, this book was written in 1962 actually it's 1963. All of us has experienced this in a classroom where, you know that's not the point, but the students know. So they want to learn now from multiple sources so we have to build in a horizontal models of communication Group work which we empower them to do, like the online the virtual newspaper of course we've done that, we developed it, almost that are physical newspaper but the huge problems with that. So we need new models for assessment as well, it's not just for teaching we need new ways to assess and evaluate, we have to come for more self directed learning in postgraduate students. We can't assume that we can teach them in the same approach as a undergraduate, which we tend to have a blanket.

She further said "I think we also have to count this as a changing power dynamics and shift between the teacher and the taught. In a physical classroom, you know you're in charge. You are there the teacher has to keep quiet when you tell them where you can take disciplinary action. How do you discipline virtual spaces where the students already have low motivation, without getting to feel about them breaking tools. I've had a lot of problems with, late admission, submission of assignments, because they said oh my connectivity went off 'I couldn't finish it'. These are real problems in small town. So, what do we do about things like that. Let's just talk a little about the

democratization aspect now. What is the requirements of virtual teaching you need institutional for some kind of a module, some kind of instructor, some kind of resources. You need some device you need connectivity you need motivation you need money if it's not a free course, right? Now, when we're talking about increase in connectivity, there are still 400 million Indians who don't have connectivity. Even those who have connectivity, they're connecting on their smartphones, most of us including Prof.Desai survey mentioned that students are using smartphones, that's not the best teaching experience. Everybody's face are so tiny, you know, how long can you or I sit and learn from a mobile phone. We atleast use laptop, many of them don't have the luxury. Some of the problems that our students have confided in us is, okay, I have a smartphone, I have a internet, but it's a shared WiFi. How can I take the WiFi the whole day, the other family members need it too. Okay, so these are real problems that we cannot wish away, they have shared WiFi but some of them cannot afford the cost of data. Now, there is internet connectivity has come to their town. They have a device but they cannot afford the data so they say my data is over so I cannot submit the assignment. So, do we need some kind of affirmative action to help students who have these real issues. Of course we have scholarships and what not, but do we need to think of something else since it's a virtual mode now where technology has become central to their learning. If they can't afford the data, they can't afford the device they can't learn. It's different that okay I'll come to the class and I'll sit there because I've already paid my fees. So, we have to look at recurring cost of data plans, problems of shared WiFi problems of sharing learning spaces in an extended online environment. Some kinds of houses where they don't have individual room. These are real issues in a developing country where we can't just impose a model of a developed country which assumes high speed bandwidth, assumes a laptop, assumes unlimited data, assumes as individual room". The challenges of the digital divide are not just limited to the student it's also limited to the teacher. Teachers in smaller colleges or smaller, less well funded they have not been given any training really. They have not yet, they just had to adapt on their own. So digital divide is also existing in a technological way for teachers who may be not able to rescale themselves. She said that "personally, I felt that many visiting faculties who were very good. As soon as the pandemic hit, and they had to switch to online without us being able to give them, you know, some kind of training, or some kind of teaching. They just had to drop out of teaching for that. I'm talking about as soon as the pandemic, the lockdown happened in Delhi in March in 2020. So we missed out on one month of some of the faculty classes because they refused to come up to Zoom, they said we don't know how to use it, we don't, we can't. So, that is a real problem, while our full time faculty, you can say what are the modules for training good visiting faculty who have experience with who may not be technologically, we can't be ageist and say okay, all of them, you know they need to go, they don't know how to get on to Zoom. I think we need to think about something like that. So, yes, of course, we have mentioned the lack of face to face interaction with the teacher and peers. We come back to the interaction amongst the students themselves which I find, Prof. Shelat has a good way of looking at actually looking starting from an empathetic viewpoint".

Prof. (Dr.) M.S. Sapna *is presently serving as the Professor at the department of Journalism and Communication, University of Mysore for the past 17 years. Dr Sapna, is also the Coordinator of Radio Manasa –Community Radio Of UOM. She has a specialization in Corporate Communication, Electronic Media, Social Media Studies and Alternative media . She was a recipient of Indo Srilankan Fellowship in 2019 , a GSE member to brazil from Rotary International . She has been awarded the Sir .M.Visheswaraiah by Gulbarga University Karnataka , and Best Media Educator in 2019 BY Exchange 4 Media , New Delhi . She recently authored a book titled Corporate Communication. Dr.Sapna, has presented papers at national and international conferences. She is a regular resource person at training institutes such as Police academy , Administrative training institute, HRDC of various universities .*

Key highlights: Education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality. Higher education in India is currently restricted by lack of clarity when it comes to regulating online classes of education. Teachers and students' comfort with online class design, structure, level of interaction between students and faculty, the quality and amount of class content, technical support, and overall experience with online class delivery impact the overall teaching and learning experience and determines the ultimate success or failure of online mode of education. Thus, awareness needs to be increased focusing on the convenience and accessibility aspect in order to increase the adoption of online channels by students and teachers. Frustration with class structure and design may translate into a poor learning outcome for students. Improving the quality of online classes with the help of various service providers, along with support from different colleges and universities can help in making online mode of education more effective and easily acceptable all over India.

Online learning and classes are increasingly becoming part of the education system worldwide. Online channel has made education convenient and easily accessible by one and all. Education sector in India has been an ever-growing entity. India has been one of the largest sectors in the world when it comes to higher education. Though online courses have been there from a long time, introduction of the online mode of taking classes in comparison to the traditional face to face classroom approach in universities and colleges have been considered only in the last few years in India. When it comes to the Indian educational system, face to face classroom approach has always been the most prominently used. Familiarity and ease of using offline methods and lack of requirement for online channels of teaching has been the major barriers for adoption of online channels of education. However, in the wake of current Covid-19 pandemic situation conduction of online classes at college and university level has been made mandatory by the educational boards. Covid19 has brought out a drastic change in the educational system not only in India but rather the entire world. Universities across India as well as around the globe have moved to the virtual classes suspending physical classrooms. Online education in India is at an early stage of development. The concerns suggested by teachers

Dr. Jyoti Raghavan *is presently working as Associate Professor (Selection Grade) in the Department of Journalism, Kamala Nehru College. She has 17 years of teaching experience in the University of Delhi. She completed her Doctorate in Sociology from IGNOU interfacing Journalism and Sociology, on the topic, Press Coverage of Higher Education Issues. Prior to this, Jyoti Raghavan completed her Master's degree in Mass Communication at the University of Leicester, U.K. on a British Chevening scholarship. She has also done her Post-graduate diploma in Advertising and Public Relations from India Institute of Mass Communication. Her areas of specialization include Print Journalism, Development Communication, Advertising and Public Relations, Media and Cultural Studies. She has been regularly contributing research articles to leading academic publications, besides writing features and columns in newspapers and magazines. Before taking up a full-time academic career, she had also worked as a Journalist in United News of India. She has also been a broadcaster on A.I.R and Doordarshan.*

Key highlights: Online media has changed the way we teach, transmit information and knowledge to students in the education process. Now the classroom lectures is supplemented with digital content in the form of videos, news texts from online newspapers and magazines, photographs, documentaries and film clips do make learning more interesting and effective for students. This enhances the retentive power of the students as visual images have a lasting impact on the students. One of the major challenges of online teaching is that it is teacher-centric rather than student-centric. How to make it student centric? What are the fundamental causes that account for this lop-sidedness? The real challenge we are facing is that most of the classes are turning very teacher centric, and not at all student centric. So, what we need is basically to have minimum vocabulary, maximum student participation and maximum outcomes and that is the real challenge for us. What I found in most of the time in the classroom that I am doing all the talking and it's very difficult to get the students to really speak up. Another very big disadvantage is that they keep their cameras off. So, it's really difficult to have eye-to-eye contact. To see whether their understanding or not. In an online mode and unless they put the cameras on, it becomes very difficult. We need a lot of participation from their side, and until then it would be a one-sided communication which we certainly do not want

It is to be noted that the students are becoming passive participants during online classes. Eye-to eye contact is sine qua non in any mode of teaching. Another very big disadvantage is that they keep their cameras off. So, it's really difficult to have eye-to-eye contact. To see whether their understanding or not. In an online mode and unless they put the cameras on, it becomes very difficult. We need a lot of participation from their side, and until then it would be a one-sided communication which we certainly do not wantStudents need to be given opportunities to participate, actively think and thereby get more interactive by encouraging discussions in online classes. Also the teacher should not be the sole information provider. Students too should be encouraged to participate, share information, and contribute topics for discussion. Students should be honed to become strategic communicators and also develop the spirit of working in teams both as team builders and as active team members. Solutions to this can be the Virtual Media Depository.

She points out that we should try to understand what exactly is the Virtual Media depository and it is essentially basically this is a new concept which is coming up and basically it's a tool for distance learning and experimentation that allows people to share knowledge, data, voice, video tools, and

many other resources. So the Virtual Media laboratory provides a suitable environment to extend improve, integrate, refine, and assist the learning and experimentation process and many subject areas, contributing to an increase in the effectiveness of media research and idling the use of case of costly equipment and software. So what do we really need to do is to identify Virtual Media Lab, that can partner colleges and universities and training students in skills required for jobs in the country. So there are a number of virtual media already existing the IITs the NIT. and it is the MIT Massachusetts Institute of Technology MIT has also come up with naps in India. So we have to identify a number of these virtual media labs that are already existing. And in this way we can get training from experts in this video labs in areas of media production, research, and content creation. So in other words, faculty, students and researchers work together on hundreds of projects, and that is one of the most exciting things about this Virtual Media Lab. So these, these labs, along with the land that researchers, go on to careers in research in academia, so students who would basically have training and video that can go on to carriers and research and academia, they can make that they can become entrepreneurs, they can bring their unique skills and insights to the industry or become independent designers, artists, inventors, and consultants. And another important area is development journalists. So Virtual Media Labs, that handle development projects can be invited to collaborate with universities and colleges so that students can actively participate in community driven activities and develop sensitivity towards social and development issues. So through these sessions, both the faculty and the students can sexually build skills in media production, and also editing skills for students explore apps to make project based learning come to life in less time and less cost.

Moderator

Dr. KulveenTrehan *is a senior faculty at University School of Mass Communication, Guru Gobind Singh Indraprastha University, Govt. of NCT of Delhi with 18 years of experience in teaching and research. after working in the advertising industry (creative concepting). Her research is on media literacy, advocacy, integrated brand communications, gender, media and sports; and is currently involved in an international project funded by UNESCO on C4D. She was conferred with the Iconic Women Award under the Exceptional Leaders of Excellence Category by Women Economic Forum in 2019. She has chaired sessions at conferences in UK, Pakistan, South America, Spain, USA and India besides being invited as keynote speaker to summits, panel discussions, several talks in Webinars, FDP's, Lecture Series in India and abroad. She is part of the team that developed the CSBC curriculum modules led by UNICEF, is currently engaged in designing e-modules and materials. She is on fellowship jury/ award committees for TRF-UNESCO. She is a resource person on for training courses organized for senior defense officers (IAF, Indian Army, Navy), SSB, DRDO, NDRF etc. organized by Min of I&B at IIMC, New Delhi for several years.*

Key Highlights: As we negotiate media education from face-to-face classroom discourse to online teaching learning practices, it becomes critical to underline the challenges faced and the prospects, the new developments offer. At the outset, the burning question is: whether "from walled classrooms to online" is a technological change or does it have the transformative capacity?

Amidst several obituaries of face-to-face classrooms already written, we the media educators have our own stories to tell. Our experiences of online teaching range from presence of digital inequality, varying levels of technological literacy and digital skills, missing human connection, makeshift

ways of practice-based learning followed by the conundrum around evaluation and assessment. We faced issues vis-à-vis content, communication and contact every day. Some of us used it as an opportunity to map the responses of media teachers and learners in a nationwide survey, obtaining voluminous data to gain insight into the picture emerging across the country. Most striking to note were the behavioral impacts of this abrupt shift. Fatigue, stress, emotional imbalance and ill effects of un-socialized teaching needs to factored in as we absorb and accept the change.

For us, a media classroom has always been a unique space defined by incessant discussion, debate and diffusion of knowledge beyond information. These classrooms have been fertile grounds of ideas that found way into field research, labs and studios, an unconventional space guided by socialization and teachers' aim to provoke scholars to think before they ink! So, one of the biggest challenges is planning the 'the media classroom of the future': - it's shape, structure and role.

Rapporteur

Dr. Albert Abraham *is a New Delhi-based Communication Specialist, Media Educator, and Policy Researcher with more than a decade of experience. Currently, he is working as an Assistant Professor of Communications at the School of Humanities and Social Sciences of CHRIST Deemed to be University - Delhi NCR campus. Earlier, he was selected for the Chief Minister's Fellowship by the Government of NCT of Delhi (2019-21) to provide research and analytical support to various government projects and programs. Prior to the fellowship, he taught Journalism and Mass Communication at the University of Delhi (2013-19). He also had a brief stint as an academic consultant to the Central Board of Secondary Education (CBSE), New Delhi (2011-12). Albert, a postgraduate in Journalism and Mass Communication holds a doctoral degree in Development Communication from the University of Delhi. Apart from teaching and research, he also works in the policy areas of Education, Digital Technology, and Government Affairs and undertakes consultancy projects related to communication, media, and advocacy.*

Valedictory Session

03:45pm – 05:30pm

Growth of Indian Language Journalism and Media Education: Issues and Concerns

Chief Guest: Prof. Bhushan Patwardhan, Chairman, Indian Council of Social Science Research (ICSSR)

Guest of Honour: Prof. B.K. Kuthiala, Chairman, Council of Higher Education, Govt. of Haryana & Chandigarh, Former VC of MCU.

Eminent Panelists

Sh K. Satish Nambudiripad, Additional Director General, IIMC, New Delhi

Prof. (Dr.) Sanjeev Bhanawat, Former Head, University of Rajasthan, Jaipur.

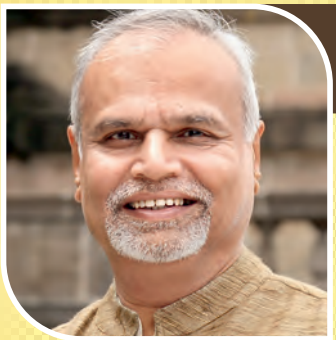
Prof. (Dr.) Sudhir Gavahane, Founding & Former VC, MGM University, Aurangabad

Prof. (Dr.)Mrinal Chatterjee, Regional Director, IIMC, Dhenkanal.

Prof. (Dr.) Kanchan K. Malik, Department of Communication, University of Hyderabad, Hyderabad.

Moderator: Dr Rubal Kanozia,Assistant Professor, Central University of Punjab, Bathinda

Rapporteur: Sh. Nadim Akhtar, Teaching Associate, IIMC, New Delhi and Ms Chhavi Bakaria, Associate Outreach, IIMC



Prof. Bhushan Patwardhan, Chairman, ICSSR: Chief Guest

Professor Bhushan Patwardhan *is currently working as the Chairman, ICSSR. He was Vice Chairman, University Grants Commission New Delhi and Chairman (Additional Charge), Indian Council of Social Science Research, New Delhi until March 4, 2021. He is Chairman, Interdisciplinary AYUSH R&D Task Force on COVID-19, Ministry of AYUSH and Member of several academic research and policy committees such as Planning Commission, National Board of Examination, United Nations, World Health Organization Geneva. Fellow, National Academy of Sciences and National Academy of Medical Sciences (India).*

Prof. Patwardhan opined that National education policy (NEP) is a very important step in India's educational history. The aspect of 'Education in mother tongue' has been very clearly brought up in the NEP. Before this, there was't much focus on mother tongue language education. He said that to get education in our mother tongue is very important for language journalism and education.

Prof. Patwardhan reminded that several attacks have been made by the foreigners on our land, thoughts and ideologies. Those attacks and the colonial domination have created a mono-cultural and a mono-lingual domination effect on minds of Indians. So we need to revive and taught our own ancient traditions, knowledge base and other indigenous skills to our younger generations.

He emphasized that Indian remember the names of British Viceroys in India but they don't know about those 100 dynasties of India, who ruled our native lands for years and they ruled very well. We don't have any idea about the ruler in Kerala, which prevented India from becoming Portugal? So investigative journalism and history writing have the task of building bridges and come forward with the tales of our native struggles and triumphs. English is going to stay here because it has become a global language but we should also encourage and practice our native Indian languages and try to disseminate the knowledge inscribed in them at different levels by the media. There are immense knowledge and skill- sets in various Indian languages of the country. So we must consult and practice these languages to gather that knowledge.

Prof. Patwardhan highlighted the objective of education and said that it comprises four stages. The first is Academic objectives, which comprises of intellectual strength, general knowledge, scientific temper, self-reliance, inter-disciplinary exposure, aptitude, interdependent thinking, reasoning ability, habit of learning, habit of relearning and habit of unlearning as well. But how much it influences our education system, this has to be thought by our educators. The second objective is Moral and Spiritual values. He reiterated that only encapsulating the academic values shall not be fruitful. So education should inculcate emotional maturity, ethics value systems, simple living, selfless service, humility, truthfulness and dignity for labour in all human beings.

The ICSSR chairman said that the skills of the 21st century are very diverse. They must include critical thinking, problem solving capacity, analytical reasoning, research related skills,

cooperation, teamwork, scientific reasoning, self-directed learning and multicultural competencies. He appreciated the 'Academic Bank of Credit' (ABC) system in the New Education Policy and said that it will be very fruitful for students to gain diverse knowledge from their desired universities and institutions. Prof. Patwardhan said that technology is changing rapidly and Artificial Intelligence (AI) as well as voice assisted systems will change the education entirely. He expressed concern that small institutes in remote districts of the country don't have access to new knowledge base and technology. So IIMC should also take up a mentorship responsibility to guide the different small media schools from every part of the country. IIMC can mentor their students as well and create good books for them to teach.

Prof. B. K. Kuthiala, Chairman, Council of Higher Education, Govt. of Haryana: Guest of Honour

Prof. B.K Kuthiala, *A student, researcher and teacher of Human Communication, focussed on the dynamics of technology mediated communication processes. Initiated several innovative academic programs and established many new departments and centres of journalism and mass communication studies. Led the first journalism university of Asia for eight years as Vice-chancellor. Applied anthropological research methods to media impact studies. Explored the ancient texts for theories and principles of human communication, specifically the scriptures authored by Rishi Narada, Muni Bharata and King Bharatrihari. Expanded on the concepts of human communication as compressed forms of helical spiral and the essentiality of public welfare oriented objectivity in the content of media. Promoted inclusion of Indian theories of communication in the courses of journalism and mass communication. Wrote extensively on the relevance of Indian way of living for a harmonious and happy humanity. Later, moved from teaching and research to academic management and policy making. At present, leading Higher Education Council of one of the most progressive state of India. New book on Samvad ka Swaraj (Selfrule of human communication) was released recently.*

Prof. Kuthiala said that over the last 75 years, journalism has played a very important role in our country but during this we have evolved into an 'India', which is not 'Bharat'. The gap between the two 'nations' within the nation has increased a lot whereas we were expecting that this difference between the elitists westernized Indian population and the 'Bharatiya', who lives and follows Indian traditions and culture. This 'Bharatiya' section constitutes almost 90 percent of our population.

He said that the differences between these two sections of population have been removed by us, but we created 'India that Is not 'Bharat'. This great divide between India and Bharat is economical, political, social and cultural and It is also reflected in our media and media education.

Prof. Kuthiala said earlier English media was dominating in terms of circulations, readerships and the revenue. But in the last 20 years, there has been a shift in favor of language media and it has started dominating the elite English media. Now revenue is gradually shifting from English to the language media, which must be taken into account when we plan the future media persons in our institutions.

Prof. Kuthiala emphasized that during the last 30 years, narrative of the nation is being set by the dialogues in the Indian languages such as Tamil, Bangla, Gujarati, Telegu, Punjabi and Hindi. These dialogues are cumulative expression of the dialogue of the nation and that is Bharat. Bharat is gradually getting expressed in various fields, including the media. But if you do the content analysis of major mainstream English media and mainstream language media, you will find that the English media represents India and the language media talks about Bharat. There is a very remarkable difference in ideological inclinations exhibited in the news and editorial content of English and the language media.

Discussing about the state of media education in the country in different languages, Prof. Kuthiala said that there is a mismatch between the requirement of the skill-sets for training a media person and the ability of the trained person working in the industry. When we impart Journalism education in English language, the quality of the skill-sets given to the students is much better and more updated than those skill-sets, which are given in the Indian languages. He said that media organizations of the country too are unable to capture future trends of

Prof. (Dr.) Sanjeev Bhanawat, *Former Head and Professor, Centre for Mass Communication, Former Hony Director, Centre for Jain Studies, & Former Hony. Director, Administrative Services Pre-Entry Training Centre, University of Rajasthan Jaipur is an acknowledged professional, teacher and author in the field of Journalism and Mass Communication. He joined as lecturer in Journalism in January, 1982 at Rajasthan University. Prof. Bhanawat has been acknowledged as the architect for the growth and development of media education in the state. He has guided 32 scholars for their Ph. D. Degree. He has been recipient of various awards like Sumnesh Joshi Pratham Kriti Award from Rajasthan Sahitya Academy, Udaipur, for his book 'Acharya Hazari Prasad Dwivedi KeUpanyasaon Mein Sanskritik Bodh' and Babu Rao Vishnu Paradkar Award form U.P. Hindi Sansthan, Lucknow for his book 'PatrakaritaKeVividhParidrishya', He has*

an array of Publication on Journalism, Public Relations and Mass Communication to his credit. He has edited and written about 35 books related to journalism & mass communication ,Prof. Bhanawat is editor of a Media quarterly journal 'Communication Today' since 1997 which is considered as a premier journal in the field of mass communication research. He is actively associated with All India Radio, Doordarshan and other FM & TV Channels since last four decades.Dr.Bhanawat is widely travelled for his academic pursuits. He has visited Colombo in 1996 in an international conference of media educators of South Asian countries, he also presented a paper in World Hindi Conference held at New York in 2007 and has been to Beijing, Shanghai, and Shenyang to study the status of media education in China.

Prof. Bhanawat appreciated IIMC's efforts and said that the institution has a significant contribution in language journalism education and its courses in Odiya language Journalism, Marathi Journalism, Malyalam Journalism, Urdu and Hindi Journalism are very popular. He recalled veteran journalist Pulitzer and said that in 1910, Pulitzer felt the need of teaching-training program for Journalism. So he requested President of Columbia University to open a school in Journalism stream. Today this schools is giving prestigious Journalism Award in the name of Pulitzer, which indicates the vision of the great journalist.

Prof. Bhanawat said that the journey of media education in India over a century has been interesting and adventurous. Media teaching and education began around a century ago at Adiyaar University in the Department of English by the efforts of Dr Annie Besant. The formal journalism course began at English department and it was a coincidence that the credit for being the country's first newspaper also goes to an English weekly. The first Hindi newspaper was published almost half a century after the formal start of journalism in India.

Post Independence, the English newspapers had dominance in the initial years, but after 1972, newspapers of Hindi language left others behind in terms of circulation. Not only Hindi newspapers, but publications in other Indian languages also made a mark for themselves in journalism. Over the years, Aligarh Muslim University made some efforts towards journalism education in Urdu language but they were short-lived.

After this, the universities, which made efforts to start courses in media education, were of English language. Although many prominent journalists and authors wrote books on journalism in Hindi before Independence, journalism programmes in Hindi got national recognition through Institute of Correspondence Studies at University of Rajasthan, Jaipur.

This institute started a post-graduate diploma programme in journalism by correspondence in 1975, which became popular across the country in a short span of time. Following this, other Indian universities also included journalism programmes in Hindi.

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya in Wardha, Makhanlal Chaturvedi National University of Journalism and Communication in Bhopal and Kushabhau Thakre Journalism and Mass Communication University in Raipur made beginnings in the direction of starting journalism courses in Hindi several years ago. The Indian Institute of Mass Communication is running journalism courses not only in Hindi but also in some other regional languages.

There are several challenges in the development of journalism teaching and training in Hindi and other prominent Indian languages. The biggest challenge is quality text books in regional

languages. He informed that he made some efforts in this direction at the Centre for Mass Communication, University of Rajasthan. With a team of more than 250 authors, we made a humble effort to publish a series of 11 edited books to provide high-standard text books. Hindi Akademis set up in Hindi-speaking states of the country have made commendable efforts towards original text books on diverse topics related to journalism and mass communication, but he expressed that more serious efforts are needed. Media educators and professionals need to work together to produce text books to suit the current needs and environment.

Prof. Bhanawat observed that English can be the global language but in India, language newspapers are thriving and the largest circulated daily is printed in Hindi and Malyalam. He raised the question that if language journalism papers are dominating the market, then why teaching and training programs of language journalism courses are being ignored? He said that there are not enough books in Indian languages to give practical training to future language journalists. The most available books in English are based on the knowledge and experiences of western media educators. This is the real problem of language journalism education in India.

Prof. Bhanawat expressed grave concern on ignorance of regional language research journals and said that If a language journalism researchers wants to publish their research paper in UCG-Care list journals, only few options are available to them. So when New Education Policy is giving so much importance to Indian languages, then we must try to promote it in media education and research as well. He said that the state of research in India language journalism is very poor and there are several reasons for that. He also emphasized on the need of news industry and media academia interaction and said that there should be a Refresher Course for Media Educators, where they can go for an internship in media houses. It will help them to understand new dimensions of news room and news production processes.

He added, that another big challenge is the paucity of research journals that provide a platform to educators and students doing research or writing opinion pieces in Hindi and other Indian languages. It is a matter of surprise that while there is a phenomenal rise in the number of newspapers and news channels in Hindi and Indian languages, the medium of education in different universities in the country continues to be English.

He opined that respective languages will not develop in view of journalism until students are given the choice of Hindi or regional language as medium of teaching and education. The compulsion of imparting education in English in Central universities established in Hindi-speaking states is beyond comprehension. Hindi has not been approved as a choice in these universities.If we need to produce media professionals to suit the needs of Hindi and language media, we need to develop the habit of teaching in these languages apart from producing quality text books and publishing research journals in them.

***Prof. Dr. Sudhir Gavhane**, is highly experienced media educator serving since last four decades in the capacity of the Vice-Chancellor of two universities, Dean & Director, Director General (Academics), popular university teacher , Professor & Head -University Department, Quality Assessor of NAAC and many other higher education leadership positions from time to time. He was former & founding Vice-Chancellor of Mahatma Gandhi Mission's MGM University , Aurangabad, Maharashtra and was also firmer VC of Yeshwantrao Chavan Maharashtra Open University (YCMOU) , Nashik. At reputed MIT-World Peace University , Pune he contributed his services as the Dean -Director of Liberal Arts, Science & Commerce. He is prolific writer and write innumerable articles and reports in newspapers, journals and magazines. He is Quality Assessor of higher education institutions (HEIs) and visited more than 80 colleges & universities as the Chairman, member coordinator & member of Peer Team during last two decades. As many as 12 Ph. D. research scholars and 10 M. Phil. researchers have successfully completed Ph. D. and M. Phil. under his supervision. Prof. Gavhane is associated with many international/ national academic Associations. He has earned reputation as the acclaimed academician and passionate higher education leader from South Asia.*

Dr. Sudhir Gavahane stressed on the role of Indian language journalism during India's freedom movement and said that there were only 44 English newspapers and nearly 170 Indian language daily newspapers in India during British rule. At that time the language journalists and its editors were so fierce against the British Rule and prophetic that 'Bhishma Pitamah' (Great Grand Old Man) of Hindi language journalism, Mr. Baburao Vishnu Paradkar, had said in 1925, -"Future newspapers will be run successfully only by rich people and well organized companies in India. Baburao predicted that though those newspapers will be attractive, big in size, good in printing, loaded with lots of attractive photographs-opinion articles and have million readers but they will lack in the soul of journalism. He had also predicted that the Salaried-Editors will do their job only for the proprietor of the newspaper and they will do it exceptionally well but won't have freedom of a true Editor".

Prof. Gavhane said that today English language newspapers have dominance over language newspapers and they influence the policy makers of the country but language journalism has to make its mark over it. He divided the Indian language journalism in India in four time frames and named the first time frame as 'Prahaar' or attack (1920-47). This attack was against British rule and social evil. Prof. Gavhane named the second time frame 'Prayoga' or experiment (1950-70), when there were lots of experimentation in journalism and journalism education. The third time frame is named as 'Aadhar' or Base (1970-90), when different mediums in media flourished in India and fourth time frame was named as 'Bahaar' or Spring (1990-2010), when media industry and media education took a great leap in all aspects. Prof. Gavhane said that language journalism and education is doing a great job in the country but quality content and training is very necessary for its growth.

Prof. (Dr.) Mrinal Chatterjee *presently works as Regional Director of the eastern India campus of IIMC located at Dhenkanal, Odisha. He has published seven books on mass communication including History of Journalism in Odisha. He also writes fiction, plays and columns.His research interest areas include language media, development journalism, science communication, partition films and cartoons.*

Describing the state of media education in the country, Prof. Chatterjee said that media education ecosphere is heavily overshadowed by English language. Learning in English language is considered as a medium to get good jobs and more salary at national and international levels. He said that we can't classify English and language journalism business separately as its inclusive now and there are many national players, who have stake in multiple language newspapers.

Prof Chatterjee expressed great concern over the quality learning materials in regional languages media education. He said that during the last 20 years, leaning materials in Hindi language have been made but state of other language journalism study materials is very poor. We don't have quality learning materials in languages such as Odiya, Bangla and Marathi. Also, most of the learning materials in regional languages are poor copies of their English counterparts. So it misses the Indian context and perspective.

Prof. Chatterjee stressed that well equipped language journalism education can produce good media professionals. He said that the post graduate diploma course in Odiya language journalism at Dhenknal, Odisha campus of IIMC played a stellar role in improving the quality of human resource in Odiya language media. Prof. Chatterejee said that media education is gradually getting divided into two separate disciplines, media studies with practice and media studies with epistemology. He said that we don't have good books to study epistemology in our own language. Prof. Chatterjee also expressed concern on the pedagogy of the media education and said that pedagogy adopted by most universities is outdated now. He chalked out a plan for the betterment of language journalism education and said that to lead the news industry, it is necessary to do collaborative and 'Project based learning'. He said that English and Hindi enjoys national foot-print and other regional languages don't have such expansion, so it is a major concern for the development of language journalism in India. Also we don't have well trained people, who can impart quality language journalism education. Prof. Chatterjee pointed out some action plans to improve the quality of language journalism education in the country. He said that quality learning materials in the Indian languages must be produced with the help of State. He also stressed the need to acquire translation software with the help of State, so that vast knowledge created in other foreign languages can be translated and made available to language journalism aspirants.

Prof. Chatterjee also highlighted the need to create a mechanism to include experienced professionals from news industry into academia, so that they can impart quality practical training and mentor the future language journalists. He said that there is a need to impart language journalism courses in both the languages, English as well as in native language. Prof. Chatterjee said that it will produce quality human resource as this language journalism teaching method has been adopted by IIMC's Odiya language journalism course and it has made its mark in the language journalism sphere.

Prof. (Dr.) Kanchan K. Malik *is a Professor in the Department of Communication at the University of Hyderabad (UoH), India, where she also served as the Head from 2017-20. She is currently the Spokesperson for her university, Faculty Fellow with UNESCO Chair on Community Media, and Editor of the newsletter – CRNews. She worked as a journalist with The Economic Times and faculty in two reputed state universities before joining UoH in 2007. For over 25 years, her research and teaching have been in the areas of Community Media, Women in Community Communications, Journalism Studies, and Media Ethics. Her research has also contributed to policy advocacy efforts for community radio in India. She is co-author(with Prof. Vinod Pavarala) of the much-cited book Other Voices: The Struggle for Community Radio in India (Sage: 2007). Her recent co-edited book is titled Community Radio in South Asia: Reclaiming the Airwaves(Routledge: 2020).*

Indicating the boom in the regional media outlets in the country, Prof. Malik highlighted the demand of trained professionals for different language journalism outlets post liberalization. She pointed out that first comprehensive report of UGC on status of journalism education and communication in the country was published in the year 1981. Also the report of a committee on News Agencies headed by Late Kuldip Nayar had stressed the need of media education in Indian languages, which states the importance of language journalism education. She said that Central Universities of the country mostly focus on English journalism courses but now state universities are continuously catering the rise and demand of language journalism, which is a good sign.

Prof. Malik highlighted the emergence of new national and regional media houses, which have started their own language journalism schools. She said that Eenadu group set the trend and established Eenadu Journalism School in way back in 1991. The strategies of these language journalism media-house schools are to catch the young people early and train them according to their own needs. Prof. Malik also indicated the news industry and media academia disconnect and pointed out that sometimes, senior journalists running these media-house schools point out that university journalism curriculum becomes outdated for the students as they don't change it as per the need of the news industry.

The Times They Are A-Changin' and post-liberalisation, India saw a boom in media outlets in general and the language media in particular. Whether we consider print, television, broadcasting, or even online platforms, there was mushrooming of privately-owned national and later regional news channels and publications in all major Indian languages.With local players – big to small – entering the fray, Indians were spoilt for choice. This period also witnessed the beginning of the popularity and spread of journalism education and a corresponding rise in the demand for trained professionals for news organisations operating in different languages across the country.

Incidentally, it has been forty years since the comprehensive UGC “Report on the Status of Journalism & Communication Education in India” was published (1981), which along with the First and Second Press Commission reports (1954, 1982) and also the Report of the Committee on News Agencies (1977), headed by Kuldip Nayar, had stressed on the need for media education in Indian languages.

If we look at the Central Universities in India, they mostly prepare students for English journalism. But, looking at the growing significance of Indian language journalism, many of them and especially the state universities did startcatering to the demand and rise of Indian language journalism in India. IIMC started various regional centres and is offering diploma courses in regional languages like – Oriya, Marathi and Malayali.

Media houses, especially Indian language newspapers, started their own journalism schools (J-Schools). Eenadu set the trend by establishing EJS in 1991 followed by almost all Telugu daily newspapers. At present, there are many industry players-run J-Schools such as Mathrubhumi Media School and Manaroma School of Communication (Malayalam/Kerala) in the South to Dainik Bhaskar (Hindi/Bhopal),Dainik Jagran (Hindi/Noida), JR Media Institute by Punjab Kesari group (Delhi) in the North, Sakal International Learning Centre (Marathi/Maharashtra) in the West to Calcutta Media Group owned by ABP group in the East (To name a few).

Running a J-School by established newspaper or media has a two-pronged strategy:

1. "To catch them young and train" potential journalists keeping the requirements of their own newspapers and media channels; Senior and veteran journalists running these industry-run J-Schools pointed out that university media education often gets out-dated, as they do not make required changes to the curriculum on a regular basis.

2. Media education as a business – The modern Journalism schools present an interesting scenario as several of them model themselves after business schools. They offer placements and lucrative pay packages to attract students, something that business schools have done for a long time.

All this appears as if there is smooth sailing and ideal complementarity between the demands being made by the Indian language journalism and the available media education. But if we zoom in a bit, there are several issues and concerns.

The concerns relate to the regional media landscape are that although there has been substantial growth in demand, operations, infrastructure, and technology, the quality of news coverage as well as the professional practices are questionable, and the reporters and editors are poorly paid in most with the exception of only a few news houses. Other issues typical to regional language news media include their vulnerability to pressures from regional political bigwigs, local dons, and businessmen/industrialists.

Similarly, there are issues concerning media education in Indian languages also that probably reflect or are similar to those faced by media education as a whole in India – the skill sets versus critical thinking debate or the theory and practice binary[48], outdated syllabi and equipment and ill-defined learning outcomes; limited access to suitable courses materials and resources; inadequate internships; biased admission processes; unaffordable fee and diminishing fellowships; over-reliance on Western models and theories of journalism; dearth of experienced faculty, and absence of locally relevant and contextualised material.

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[48] *Malik, K. K. (2020), Is media transforming the future of education? in Vidura ISSN 0042-5303 Vol. 12 (1), pp. 26-28. Jan-Mar*

Flagging two main points, she elaborated on them. First – that an important element of media education is media research. There is a need for facilitating quality research on Indian language media – research that goes beyond mere content analysis and explores the journalistic 'field' – not only to analyse the prevalent practices but also to highlightattributes such as: marginality, socialorganisation, division of labour, precarity, and autonomy. There are two doctoral researchtheseson Indian Language journalism that I would like to refer to here – one by Bhargav Nimmagadda[49] which is an ethnographic study of stringers in Indian-language newspapers and the other is by RanuTomar on understanding the experiences of women journalists in Hindi journalism.

These two studies on regional language give agency to the players of the journalistic production. What I would like to draw from them is something that Robin Jeffery[50] also noted in his much-citedbook, India's newspaper revolution that "the presence of women in Indian-language newspapers is scant, though no doubt growing." Bhargav considers the optimism.

Jeffrey had expressed about the growing presence of women in Indian-language newspapers as not prevalent as he observed a gender insensitive power dynamics in the Telugu journalistic field. He also points to some other studies[51] that focus on the gender diversity issue along with the working conditions of female journalists (both reporting and editorial) that reveal a sorry state of affairs. Tomar's[52] work captures the hardships faced by women members in the journalism profession and the sexist attitude experienced by them in the workplace.

Women were severely under represented in newsrooms, television and radio stations, film production and ownership of the Indian language media. This gendered nature of the Indian language journalistic field warrants to be closely studied and more empirical research must be carried out to trace the absence of women journalists in Indian-language print journalism or newsrooms of television channels. Media education must enable in more ways than one to create conditions for more women to be able to join the workforce in regional language media for it to gain a respectable stature and to not miss 'half the story'[53]. The second important point that she pitched for is the capacity building of community media producers or the so called – indigenous or native journalists. While ethnographic and participatory research can help strengthen the sector as well as

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[49] *Bhargav, N.R. (2020). On the margins of the journalistic field: An ethnographic study of stringers in Indian-language newspapers. Unpublished Ph.D. dissertation. Hyderabad: University of Hyderabad.*

[50] *Jeffrey, R. (2010). India's newspaper revolution: Capitalism, politics, and the Indian-language press. New Delhi: Oxford University Press.*

[51] *Murthy, D. V. R., & Anita, G. (2010). Women in the media and their work environment. Indian Journal of Gender Studies, 17(1), pp. 73–103. doi:10.1177/097152150901700104*

[52] *Tomar, R. (2017). Understanding women journalists: Experiences of working in Hindi print journalism in cities of Madhya Pradesh. Unpublished Ph.D Thesis. Mumbai: TISS.*

[53] *Joseph, A. and Sharma, K. (2006). Whose news? The media and women's issues. New Delhi: Sage.*

the policy framework for community communications in India, it is also necessary that media institutes engage in innovative and eclectic ways of training people at the grassroots in making their own media. This is one development that could bolster the Indian languages journalism, democratise the Indian media landscape, enhancethe participation of women and marginalised groups, and make media more pluralistic as well as gender sensitive. Strengthening of the community media sector and giving it legitimacy can go a long way in promotion of Indian languages and make media education more grounded and inclusive.

Moderator

Dr.Rubal Kanozia, *A former Journalist, Media Educator and Researcher, presently working as Assistant Professor at Department of Mass Communication and Media Studies, Central University of Punjab, Bathinda India. Before joining CUP, he worked as Head of the Department of Journalism and Mass Communication, Kanya Maha Vidyalaya, Jalandhar and Course in Charge of B.VOC in Photography and Journalism. He has done PhD on Environment Communication: Challenges and Prospects in Punjab. He has been associated with Dainik Jagran Newspaper, All India Radio, Doordarshan and IBN7. He is also a trainer of Fact Checking Initiative with Google News Initiative and Factshala a media literacy initiative by Data Leads and First Draft, USA. He has attended many international conferences of reputed bodies of media education in UAE, Malaysia, Philippines, Taiwan, Canada and United States of America. His expertise and research areas are Misinformation & Society, Effect Studies and Media Usage. He has published with the most reputed journal 'Frontiers in Sociology', Media Asia (A Journal Published by Asian Media Information Centre), JCCC and AJPOR. He has 13 papers indexed in 'Scopus', 'Web of Science' Journals and PubMed Central® (PMC) U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).*

Rappourteurs

Sh. Nadim Akhter is an Academician and Senior Journalist having a career span of 21 years. At present, he is associated with the Indian Institute of Mass Communication, New Delhi for the past seven years as faculty. Before this, he has worked with leaning media organisations of the country and lead the Editorial Team. He has worked with the Times of India group, Hindustan Times group, Dainik Jagran newspaper group, 'Zee News', 'News 24' national news channels and All India Radio as well as BBC Radio (Hindi News Service). He has also written a Coffee Table book on the ancient temples of Bihar state of India.

Rappourteurs

Ms. Chhavi Bakaria is currently working as an Associate with the Department of Outreach Activities at the Indian Institute of Mass Communication (IIMC), New Delhi. She is also the Placement Coordinator handling placement and internship for IIMC students. She has previously worked as Assistant Professor with JIMS and DME colleges under the Guru Gobind Singh Indraprastha University (GGSIPU).

Summary

The two day WJEC- IIMC- UNESCO Roundtable on 'Journalism Education In India: Issues And Challenges' was held on 10-11 August 2021. The inaugural session of the round table was based on the theme 100 Years of Media Education in India: NEP 2020 and Future Challenges. It was started by the moderator Prof. (Dr.) Sangeeta Pranvendra who introduced the audience about the schedule of the event and eminent panelists, she welcomed the guests and invited Prof. Verica Rupar, Chair of WJEC for the welcome address. After welcoming the listeners and guests, Prof (Dr.) Verica Ruper briefed everyone about the scale and magnitude of WJEC project. WJEC is a consortium of journalism educators associations around the world comprising of different associations. WJEC-IIMC roundtable is part of larger project called the journalism education for twenty first century run by WJEC. Thanking the UNESCO for the project, she informed the guests about roundtable being part of UNESCO international programme for the development of communication and its support for strengthening journalism. The project aims and supports collaborations between journalism educators across the globe and civil society groups and appropriate government bodies with ultimate goal of guiding quality journalism education across the globe. It includes a total of 16 roundtables around the world. The WJEC-IIMC is the third in these sixteen roundtables. The list and recording of these sessions can be found on the WJEC website.

The convenor of the event Prof. (Dr.) Surbhi Dahiya introduced the aim and objectives of the roundtable. She spoke about the role of WJEC-IIMC-UNESCO roundtable in linking the role of journalism education in India with UN sustainable development goals. Talking about the challenges in front of the media industry and media educators posed by the pandemic and advancements in technology, Prof. Dahiya highlighted the need for adopting the latest technologies to manage different stakeholders. According to her, the changing distribution dynamics also adds new dimensions to the challenges in media education and training. The roundtable aims to help in managing and adapting to these changes and tackling these challenges. Elaborating on the event, Dr. Dahiya informed the listeners about the different sessions in the roundtable featuring eminent speakers from India and abroad. The roundtable, according to her envisages an opportunity of collaboration between media educators and civil society organisations, industry and appropriate government bodies to grow and guide quality media education in India.

Followed by Prof. Rupar's address, Dr. Pankaj Mittal was invited to speak few lines on the theme, Outlining the history of Media education in India, Dr. Mittal credited educationists like Annie Besant and PP Singh as well as institutions like Mysore University, Calcutta University, Nagpur University, Osmania University and IIMC for paving the way for journalism education in the country. Dr. Mittal highlighted the role of University Grants Commission as well UNESCO in drafting standardised curriculum for journalism education. Speaking on new education policy, she said that the introduction of New Education Policy (NEP) will bring about the paradigmatic change in media education in India over the next 5 to 10 years. It will entail restructuring of methods, programmes, teaching, assessment and evaluation. With NEP, curriculums would be required to be in synch with industry needs with mandatory internships at the end of each semester. Another important aspect of NEP that will benefit media education immensely according to Dr. Mittal is the emphasis on multidisciplinarity. Dr. Mittal also appreciated the introduction of the concept of ABC in the National Education Policy. ABC-academic bank of credits would allow students to take choose courses from different universities based on their interest. New education policy according to her, promotes use of latest technology and blended mode of education, involving both online and physical mode of teaching and learning. Dr. Mittal said that national education policy if implemented in letter and spirit will help India emerge as a Vishwa guru.

Continuing the spirit of the event, Sh. Eric Falt Guest of Honour was invited by the speaker to say a few words.Thanking the WJEC and IIMC for Organizing the event, Sh. Eric Falt opined that information has emerged as a life saver in the pandemic era. According to him, the rise in the demand of vital information requires us to lay more importance on quality journalism education. Sh. Falt argued that exponential growth of media and media schools in India have compounded the need for certificate courses in journalism. He spoke about freedom of expression and freedom of press being one of the core mandates of UNESCO as quality journalism enables free flow of quality of information. According to him, UNESCO's support to journalism education is underpinned by strong conviction that professional journalistic standards are essential to bring out the potential of media systems to foster democracy, dialogue and development. Elaborating further on UNESCO's initiatives, he spoke about organisations support for the development of new literacies in response to the emerging challenges. According to him, dynamic nature of new communication technology poses a great challenge in front of media educators as social media lacks the checks and balances that are there in professional news media.

Further, Prof. Sanjay Dwivedi addressed the audience. Speaking on the 100 years of media education in Prof. Sanjay Dwivedi spoke about the contribution of educators like Dr. Annie Besant, Prof. Eapen and others in media education in the country. He argued for media educators to have necessary experience in the profession before teaching. According to him, social responsibility adds a special dimension to media business. Prof. Dwivedi stressed on producing literature in journalism in Indian languages and in Indian context. Lauding the NEP, Prof. Dwivedi said that for the first time in history consultations were held with more than 2 and half lakh Gram Panchayats and involved all the stakeholders be it students, teachers, elected representatives, guardians. According to him, NEP will prepare global citizens who will be linked with their root values and culture but will also have deep understanding of global values and issues. They will promote their mother tongue with dignity and respect. He spoke about the need to convert challenges into opportunities. With highest young people in the world, we can create skillful and proficient human resource in the fields like big data, machine learning and artificial intelligence. He argued that flexibility provided by NEP will enable this and revolutionize education in the country. Lastly, speaking on the challenges in front of media educators in the current times, Prof. Dwivedi stressed for the educators to understand digital convergence holistically.

Prof. (Dr.) Dahiya highlighted the journey of media education in India, stressing on the importance and role of freedom movement leaders in journalism and journalism education in India. According to her, publications and contributions by freedom fighters such as Gandhi, Tilak, Bose, Besant and others in freedom movement is important to understand the context in which media education emerged in India. Commenting on journalism as a discipline, prof. Dahiya attributed failure of journalism to emerge as a discipline to the lack of theoretical grounding and its newness unlike traditional humanities subjects that had history of decades and centuries. She credited liberalisation, privatization and globalization for the mushrooming of media educations centres across the country in 1990's as a consequence of growth in media sector and growing demand of media professionals. Speaking on challenges in front of media education in post-digitalisation era, Prof. Dahiya opined that introducing latest technologies to teach students across the country would require consistent efforts from institutions in future. Speaking on NEP Prof. Dahiya lauded the policy in its aim to eliminate the gap between employers needs and curriculums introducing structural changes.

Sh. Nambudiribad was invited for proposing the vote of thanks. He started by acknowledging the relevance of the roundtable as paradigmatic shifts are being experienced across the globe in media behaviour. He underlined IIMC and UNESCO's historical association and the role of latter in the formation of the former back in 1960's. Broadly outlining IIMC's achievements, Sh. Nambudiripad

talked about institutions contribution in the field of media and media education with large network of alumni manning key positions in media industry in India as well as globally. Reiterating the impact of digital age that has altered the way we conceive, perceive and receive information, Sh. Nambudiripad said that pandemic has further fueled changes in the field of communication and information and has brought about pedagogic methods and tools in the physical to virtual mode transition. According to him issues such as credibility crises, fake news and disinformation, information overload constitutes the chief set challenges to knowledge societies. Speaking on NEP, Sh.Nambudiripad opined that holistic education has always been part of traditional Indian education and the new education policy is attempting to bring these values to the fore. If implemented properly, NEP according to him has potential to mould India into global hub for education where the youth are empowered with right knowledge and skillsets. Lastly, he proposed vote of thanks to all the esteemed panelists.

Next in line was the **book launch of *The House That Zee Built*** which is a repository of knowledge about an institution that served as the foundation of the Indian satellite media boom. ZEE stands today as a formidable player, and the first satellite TV channel, in the news and culture ecosystem – a position that comes today from the media conglomerate's strong-willed enterprise built up from a grain business in the late 19th century. Dr Surbhi Dahiya's pioneering work charts the historical narrative of the Goenka family's humble beginnings in a Haryana village where on their visions gradually forayed into the media industry in the 1990s to give India its first satellite television channel that became a beloved household name that was truly homegrown. "It is as much a telling of the legacy of India's pioneering media enterprise as it is about the people and the strategies behind it," Dr Dahiya said.

The book launch session saw noted names from academia, media and journalism dignitaries in attendance. Prof. (Dr.) Alan B. Albarran, media management Professor Emiretus at the University of Texas, who penned the foreword for Dr. Dahiya's book, said on the occasion, "This book covers everything about the conglomerate ZEE. It's the first thing in the account of the people who started the company and where it stands today."Prof. Graham Murdock, Prof. B K Kuthiala, Prof. Sanjay Dwivedi, Dr. Sadia Jamil, Dr. Rasha Ibiary appreciated the book. In exploring ZEE's metamorphosis from an agri-business to a global media house, the book analyses modules of media management, business models, market expansion, managerial and organisation structures, branding exercises, policies and diversification patterns the company adopted in pursuit of a dynamic, yet enduring.

Ramon Tuazon, Secretary General of the Asian Media Information and Communication Centre (AMIC), recognised the significant value of Prof Dahiya's book also in the context of Asian studies, that, for years on end, have been surmised through a Western lens. "These missing stories will make us better understand the endangered and troubled world we live in today, and hopefully enable us to survive tomorrow," he said the establishment's flow and ebb, hurdles of challenges, roaring successes and multi-faceted identities spanning global perimeters all find incisive detail in the book through first-hand retellings from media baron Subhash Chandra himself, interviews with the Goenkas as well as personalities associated closely with the ZEE group, and factual data.

Professor Emeritus Prof (Dr.) Devesh Kishore, adding on the relevance of the newly published work, said, "Hardly we find any book or publication using an innovative research-based approach for this type of study. This will be a pilot study for researchers, scholars, and investigators for years to come."

The comprehensive journey *The House That Zee Built* takes its readers on also gives a look behind the curtains of the company's grandeur with insights into its inner workings, barriers of business,

roads out of crises and what fuels its visionary leadership. Devoid of tilted commentary, Prof. Dahiya said her "book looks at changing media management practices and the revenue generation and business model of Indian media giants. As the book eyes the journey, rise and management practice of the major media house in India. I have attempted to cover both journalistic and the managerial aspect of the media hub…"

This particular chronicle of a conglomerate, as placed within context of its market contemporaries and the global media network, comes through as essential reading for institutions, educators and students of media and journalism

The Roundtable Plenary 1 focused on Multidisciplinary Approaches to Journalism Education in India: The way forward and had seniormost Professors as eminent Panelists. The roundtable circled around crucial questions such as how journalism teachers can rework their skills to accommodate a broader range of disciplines, what capacity-building methods can help teachers deliver a variable curriculum, and so on, with multidisciplinarity at the core of it all.

The media educators who imparted valuable wisdom included Prof. (Dr.) B.P. Sanjay, Manipal Institute of Communication, talked about the debates and discussions around Journalism and Mass Communication Education (JMCE) in the early phase of the growth of institutions centred around reporting and editorial skills in the media dominated by the newspaper sector and the government monopolised broadcasting sector. Good writing skills were expected, and this was a deficiency pointed out by senior journalists and editors as the limitation for hiring graduates and diploma holders. The reforms in the media sector and proliferation of television channels post1990s promised and provided opportunities for the graduates. It was also the phase when many of the leading media houses added media training institutions to their business interests, apart from many other grooming schools that focused on content presentation. While journalism was the overarching framework, there was an inevitable realisation that JMCE had not focused enough on the Media and Entertainment (M&E) sector opportunities. The skills required for this sector and the institutional dilemmas of JMCE about journalism as a profession is latent in the assessment of JMCE. Studies in the past that constantly touched upon the local community have led to some policy intervention in community radio broadcasting. Media regulation is another area that needs to be factored in research to help shape media functioning. The repeated face-off between media of all kinds and hues indicates the lack of a deeper understanding of both institutions and users. Thus, the nature and kind of research that impacts the functioning and shaping of media institutions may have to be worked out, and several other studies that the fraternity is pursuing regarding content and its uses. While social media attracts a lot of attention, the research is so far guided by the industry and focuses on profile etc.; if the ambit of journalism is enhanced by corresponding use of platforms, then the nature of the content and its filtering requires additional exploration.

Prof. (Dr.) Usha Raman, Department of Communication, University of Hyderabad discussed as to how the practice of journalism has depended on a hybrid understanding and knowledge of politics, society, culture and economy, with a healthy dash of history. The best journalists over the years we all know have been those who have understood the need to examine every story through these multiple lenses to weave their narratives from the many strands of knowledge that inform them. Journalism was sold as a skill and as expertise that stood on its own, leading to the mushrooming in the past two decades, especially of standalone schools that sought to build expert storytellers and investigators. But what this approach to journalistic training forgot was the mythology, and perhaps even the dream of journalism as the fourth pillar of democracy was predicated on journalists being intensely aware of the dynamics of the societies that they emerged from and that they were telling stories about.

Prof. (Dr.) DayaThussu, Professor of International Communication at the Hong Kong Baptist, highlighted that there is a kind of bigger problem which is the idea that our education system, not just in the field of media and communications but more broadly, is shaped and influenced, basically set up by a particular system, providing that context he highlighted some facts that India has the largest open Internet like we have 700 million people and in 5 years will be crossing a billion. And we have a demographic advantage of people. And they are increasingly globalised as they are watching part of the world. According to him we are talking about a serious player, but that serious player advantages democracy plurality. There is a bond in the structure of Indian society. He emphasized that the study and research in global news has traditionally been defined and shaped by Western or more specifically Anglo-American intellectual and cultural tradition. There is lenty of evidence to demonstrate a dependency relationship in the field of journalism research in India – in terms of textbooks, articles and journals; citations and the funding, planning and execution of research. While India's English-language private news networks, such as NDTV 24x7, CNN-News 18, India Today TV, Republic TV, Times Now and WION (World is One News) are available globally, they have rarely ventured out of their diasporic constituencies. These networks do not appear to be interested in catering for an international news market. The imbalances in global news flows were a central plank of the NWICO debates during the 1970s held mainly within UNESCO. In the post-Cold War period and the era of digital globalization, the global communication order, shaped and structured by major Western powers, is undergoing a transformational change which warrants a re-evaluation of how we define global news and its production, distribution and consumption.

Prof. (Dr.) Biswajit Das, CCMG, Jamia Milia Islamia, discussed that journalism education rose to prominence with the strong inter-disciplinary orientation in the very beginning. In fact, the early pioneers came from diverse disciplinary backgrounds and brought their disciplinary baggage in shaping the inter disciplinarity of the discipline. According to him demise of inter-disciplinarity occurred along with the conscious creation of the discipline with the endless re-creations across the country along with the introduction through UGC. This inter-disciplinarilyhas to be looked at not at the level of curriculum, but at the level of institutions where we may now be more concerned about what kind of qualifications one has to enter to a journalism department. journalism institutions who could not remain as a silent spectator to the emerging opportunities, it witnessed the expansion of institutions, journalism became the prized possession along with the expansion of the market. When our discipline is inter-disciplinary, from the very beginning, our institutions are reluctant to be inter-disciplinary in nature. This is the context to problematise probably that the need to rethink about journalism and education. The goal of journalism education is to serve journalism and to serve journalism, by helping to shape its future, in all reforms it is likely to assume. Finally, education does not become obsolete simply because rapid and multiple developments in media and its culture and technologies have increased on certainty about the creation, acquisition, and circulation of knowledge. Instead, the need for education becomes more urgent. The importance of differentiated understanding of media induces forms of knowledge instead heightened as certainties become fewer. The importance of journalism education becomes greater.

Prof. (Dr.) D.V.R. Murty, Andhra University discussed that it a time for all of the media educators to think about teaching more about communication, he dragged the attention of the audience towards the core issue of news value. He said, “I am very specific about how we often talk about news values and relate it to Western concept.” He also highlighted that we need to study our own scriptures and Vedic text as it has explicitly talked about the value of news and communication in terms of information dissemination. He also added that we need to teach more about culture and communication as well as the behavioural aspects associated with them.

Prof. (Dr.) Jaishri Jethwany discussed how to theorise journalism practice. She emphasized that this is an issue that is being debated off late, especially in the face of the functionality of the newsrooms, a near demise of field reporting and the increasingly low importance of the editor. The entry of artificial intelligence and robots etc. is going to change the complete ecosystem. The special legislatures, which were in the 1950s to safeguard the interest of the journalists in terms of their wages and working conditions, have been subsumed in the core overarching labour force. Most of the professional bodies of journalism and associations are negated but, thanks to covid, very soon within this year, we will find that these would be operationalised. She also added Media is reckoned as a powerful institution. The power, however is not 'inherent' but 'acquired', coming from its access and reach, the eyeballs and TRPs. The sociology of media makes it amply clear that news media is not necessarily an independent interpreter of events but can be an active player, setting the agenda with a vested interest. The role of advertising in subsidising entertainment and information to media consumers on the one hand and its dubious part in edit control; and PR's role in manipulating the minds of the gullible news consumers in collusion with media houses in the paid news syndrome have acquired Frankenstein dimensions in today's context. There is an interdependence of news & PR and advertising & PR. Advertising and PR were included in the study of journalism for two reasons. Advertising is where the money comes from and forms the business side of running a newspaper office

Prof. (Dr.) Gopalan Ravindran, University of Madras, discussed upon the discontinuities during the last 100 plus years of journalism education; the history of the discipline is as diverse as the philosophy of history and communication; are very instructive in driving home the message of multidisciplinary and trans-disciplinarily. The inspiring journeys of pioneering scholars who gravitated away from the discipline they dealt with from earning the degrees towards the newfound patience in terms of radically different modes of knowledge seeking and expansion are very instructive in this regard. He also talked about two scholars of multidisciplinary and trans-disciplinarity – Adolf and Laswell and how they had their original disciplinary training in English literature and sociology respectively. According to him Adolf worked through the unique multidisciplinary fights and succeeded in contributing to the earth and development of the new discipline such as cultural studies and communication. While Laswell did not argue as articulately as all against the stagnant approaches of disciplinarity of social sciences and humanities; he said "we did drive home the message that communication studies was made possible at the crossroads of multidisciplinary."He highlighted that if you read Laswell's history of his important works between 1937 and late 40s, he contributed enormously to communication research, the beginning of communication research which we continue to take very seriously. He also discussed that we must be sensitive to the sea of differences, meanings theoretical orientation and practices both at academic and professional level when we invoke the term Journalism education and Journalism studies besides media education and media studies.

Prof. (Dr.) Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies started by stating that the voices of the journalism educators are largely absent from the scholarly debates about the media and journalism and decolonisation. We must as journalist and as journalism educators apply an approach in our studies and debates which appreciates the pedagogical values of indigenous practices and then indigenous curriculum and help foster more creative learning which will both enhance the professional reportage of journalist, and there social well being by bridging the cultural, social and political lifts between the literate and the non-literate and unfortunately much of our journalism is directed towards and emerges from the literate world and the literate community.

Therefore, according to him that gap needs to be bridged by this kind of struggle or learning from the indigenous people. More importantly, in today's world of post-truth, it will give a handle to dwell into other disciplines of social sciences and humanities. Prof. (Dr.) Surbhi Dahiya was the moderator cum convenor of the roundtable who introduced all panellists with their key highlights and concluded the session by thanking the panellists and giving concluding remarks on the topic.

Panel Discussion 1 'Hybrid Newsrooms and Blended Classrooms' was opened by Prof (Dr) Pramod Kumar, Course Director, Urdu Journalism, IIMC, New Delhi and he set the context for the session by sharing his personal experience from days when he worked on-ground in traditional newsrooms. He shared the process followed about 2.5 decades back, including reporting, news writing, proof reading, to newspaper layout creation, editing and printing and highlighted how it was a nuanced and time-consuming manual procedure. Cut to, the new age integrated newsrooms that are highly digitized, technologically advanced, hyper connected and producing news for different mediums and outlets. With this as the background, he put forth the focal point of discussion, i.e. the need for semblance between academia and the industry. While hybrid newsrooms have become the reality of the day, he raised some pertinent questions regarding the quality of content managed in such short deadlines and suitability of content across different formats ranging from audio, video, to print and digital. He shared his practical experience of leading the placement cell at IIMC and highlighted how the requirement of media is changing where organizations are looking for experts in the field of research, social media etc. He closed his address by summiting the need for multi-dimensional training complete with the core teaching of journalism layered with new age technical knowledge.

Prof. (Dr.) Govind Singh, Dean Academics, IIMC. Contextualized the conversation and shared step by step evolution of the newsroom along with journalism teaching and training. Prof. Singh raised an extremely pertinent point that any teaching is incomplete without practical learning. He emphasized on the training of teachers – to efficiently train the students for real like vocational challenges, it is imperative to impart practical learning which can only happen when the teachers dive deep into the functioning of progressive newsrooms and thereby pass on the knowledge to the students. Prof. (Dr.) Shahid Rasool, Dean, School of Media Studies, Central University of Kashmir, Ganderbal, Jammu and Kashmir: Prof. Rasool emphasised on the need for cultivating strong ethics and knowledge seeking approach in media professionals. He said, “Unless a journalist is grounded in knowledge, he/she cannot become a good journalist”. While new age work culture demands skills like animation creation, editing, technical know-how, info graphic representation and more, all this can only be done effectively when an individual has a strong foundation. Hybrid newsroom is increasingly driven by business objectives. The industry is evolving at a rapid pace and it is time that media educators catch up with it and evolve the curriculum and methodologies to impart effective learning. Prof Ashok Ogra, Advisor (Mass Communication), Apeejay Education Society, New Delhi: Highlighted the need for shaping future journalists into curious thinkers. He highlighted the difference between a reporter and a mere witness of situations, someone who questions the situation and dives deep enough to unearth the truth maintaining objectivity and fairness. He said quality journalism has to be embedded in 'creative storytelling' and while technicality and digitisation and business readiness is crucial, the core of media education lies in shaping storytellers rooted in ethics and integrity.

Sh. K.A. Badarinath, Sr. Journalist opined that acknowledged, that blended classrooms or hybrid newsrooms may be a business requirement, but they are of no consequence in terms of progressive journalism. He feels that stretching a single human resource and forcing an individual to manage multiple skills rids them off the true essence of quality journalism. If a person is asked to write for 3 different formats and record it on camera, in text for print and in audio format for the podcast, we might be spreading a reporter too thin to let him / her focus on the subject matter and the quality of the news story. Dr Mausumi Bhattacharyya, Associate Professor, Centre for Journalism & Mass Communication: Dr. Bhattacharya focused her address on the Media Industry, Educators, and the Government. She highlighted the uniqueness of the media discipline and highlighted how the subject does not qualify as a scientific profession yet requires a very highly skilled manpower to be employable. While the Govt. gives due impetus on various disciplines media education have not got due credit and centre stage to media education. The students who pass out from traditional courses, lack vocational skills and therefore aren't as employable. It is therefore imperative to work hand in hand and evolve academic curriculum to enhance media education and engage industry experts in the process.

Dr. Shahid Ali, Associate Professor and Head, Department of Mass Communication, Kushabhau Thakre University of Journalism and Mass Communication, Raipur, Chhattisgarh, reiterated the need for practical learning and knowledge in the field of media education. While current curriculum includes knowledge of academic evolution of the discipline, including policies / media laws and more, it is high time we step up and evolve the discipline to make it more inclusive with the help of industry involvement. The relationship between media houses and the universities and colleges needs to be more seamless and integrated.

Panel Discussion II focussed on "Decolonizing Journalism Education and Pedagogy: The Road Ahead' and was moderated by Dr. Ankuran Dutta. The session covered highly insightful perspective and healthy discourse on the above mentioned topic.

Colonial influences and the consequent repercussion still haunt journalist education programmes even today and may continue to do so in absence of any action. Prof. (Dr.) K.V. Nagaraj extensively discussed significance of localizing knowledge and contextualizing it with the local ethos and culture while simultaneously acknowledging the significance of positive outcomes of modern education system. He summarized the state of journalism as being at the cross-roads in search of right mix of theory, practice and technical knowledge through choice between uni-polar and multi-polar approaches.

This session continued with insights shared by Prof. (Dr.) B.K. Ravi on disparity in education outreach and significance of bridging this gap. He countered the elitist 'English India' model through the present resurgence of traditional Indian identity. Another vital aspect discussed relates to dominance of Anglo-American model in the field of journalism, mass media and communication studies. He highlighted importance of addressing this issue for developing alternative curriculum and professional practices in journalism and media studies.

The increased demand of media and journalism professionals has led to various media courses in India with varying duration. Too many degrees and courses in communication and journalism are

coming up but miserably failing to make students industry-ready. Prof. (Dr.) Madhvi Reddy has focussed upon revisiting journalism curriculum and pedagogical practices and try to strive for a balance between theoretical and practical knowledge. She further highlighted the importance of training media and journalism educators to cope-up with the journalism of today as it has undergone a tremendous change in the digital newsroom culture.

Uniqueness as a central aspect to field of journalism is in direct conflict with the idea of 'teaching journalism' and its institutionalization. Prof. (Dr.) Saima Saeed shares her perspective on de-colonization of journalism as akin to purging the standardization and control of communication by dominant western influence. She further contemplates idea of Indian 'journalists' during colonial times such as Ambedkar and Gandhi and their influence across hinterlands as a model to prevent re-colonization of Indian media from western influence. Due to India's inherent diversity and influence of its confluence past on its society and institutions, the need to reorient the education system becomes more salient.

Dr. Jatin Srivastava further discussed on the topic of remnants of colonial past and how it still shape present day society. It is a great deal of challenge to weed out unwanted 'colonial' influences that are ingrained at multiple layers. A pragmatic approach is to focus on facilitating and empowering under represented sources at multiple layers ranging from national, regional and local level strategy.

Writing and printing have had most profound effect that precipitates from colonizer onto post-colonial societies. Dr. Sanjay Ranade talked about decolonization, globalization & democratization process and their progression on bedrock of information through illustrative case studies. Further, Dr. Deepti Ganapathy charted the critical role Indian media in society and its current predicaments. She brought to form the core areas needing attention for decolonization of journalism education. These are 'demand of job market', 'localize content for global relevance', 'innovation in technology for co-producing news'. Finally, Dr.Ankuran Dutta concluded the session with the analogy on how neo-journalism is still in clutches of colonization and its perils. He further stressed on criticality of developing pedagogy keeping in view the trans-disciplinary nature of media within educational courses

Roundtable Plenary 2 was held on the topic 'Reinventing Journalism Education in the Digital Age: Emerging Technologies and Formats'. With a score of eminent panelists all with valuable input to give, the moderator Prof. (Dr.) Anand Pradhan opened the discussion asking the panelists to define the way they are looking at the topic of the discussion, especially highlighting the term 'digital age'. Should they only look it purely through a technical lens or does it hold a more socio-economic and socio-political aspect to it as well? The discussion was thrown open first to Prof. (Dr.) Usha Rani Narayana who commenced her talk by putting light on how education in the journalism sector has become even more important with the oncoming of digital changes. The need for more conversations on innovation in journalism like Mobile Journalism, Google News Labs etc is what is needed. Dr. Narayana went on to emphasise that an industry model approach is what is needed for journalism schools now as digitisation is not a choice but something that has become a necessity today.

The second panelist was Prof. (Dr.) Umesh Arya who surrounded his talk around 'Reinventing ICTs (Information & Communication Technologies) to Internal Communication Transformation'. Dr. Arya emphasised on how technology is inserting itself into our lives, the common being is becoming more 'dumb' and more 'slow'. He said that the need for intra-personal communication has never been this immense. The topics of Artificial Intelligence and Machine Learning were introduced in the discussion by Dr. Arya. The moderator, Prof. (Dr.) Anand Pradhan asked the question regarding the algorithms that churned out news stories by the second. Prof.. Pradhan asked whether this sort of process is called 'journalism' or 'churnilism'. Responding to the questions, the third panelist Prof. (Dr.) Ujjwala Sunil Barve chimed in saying that Artificial Intelligence is definitely being used to make as many stories as possible but there are many holes in this process and that is where trained journalists come in. Navigating through AI is still not possible without journalists to handle the load. AI's lack of value for emotion and news analysis makes journalists all the more important.

The moderator invited Prof. (Dr.) Ruchi KherJaggi to present her views on the topic. Citing the points made by Prof. Barve, she highlighted how we all are in a race to catch up to the trends that keep coming up in this digital age. Highlighting how journalism has always been taught with a skill-based approach and struggles with the theory-practical nature of it, Prof. Jaggi gave insight into how external factors in the digital age, ranging from misinformation, disinformation and polarisation are impacting journalism now and how Covid has presented a bigger challenge to journalism education and its practice. A more diverse and inclusive approach is the need of the hour, and technology is just a part of it, she said.

Bringing in the next panelist, Prof. (Dr.) Dev Vrat Singh contributed to the discussion by presenting his views. He believed that the future belonged to the digital age and that media education is converting rapidly in the volatile nature of technology. Multiplatform, Multilingual and Multimedia are the three major points that Prof. Singh made sure to put a spotlight on. The need to keep updating the media education curriculum as innovation in the sector is constantly being brought up was something, that he focussed on. Retaining pedagogy is a factor that can be used to get the attention of journalism students once again.

Presenting his views, Dr. S. Arulchelvan, joined the conversation by saying that the journalism sector is surviving by adapting the upcoming technologies at a fast pace. Many legacy media houses and large media corporations are adapting to the technologies but some in India are finding it hard to cope up and are falling behind. He highlighted the fact that journalism schools in India need to let go of their traditional ways and teach in an integrated format.

Prof. Pradhan, the moderator concluded the session by saying that when it comes to technology and the digital age, there are still some questions that need to be answered and more research that needs to be conducted.

During the **Panel Discussion III,** Prof. (Dr.) Gita Bamezai traced the development of media and communication research in India in terms of its changing focus from the Western positivist approach in early years to the interpretative approach in the next phase and finally the critical approach. She said that much of early Indian researchers'attention was captivated bymedia effects in building and positioning the idea of research. Such studies did not follow the experimental design. Developing countries adapted the theoretical paradigms for research based on the Freudian concept of the audience being illogical than rational. These theoretical perspectives are being revisited in today's media ambient world while moving towards the neoliberal and capital intensive setup where technology provides the purpose for improving the conditions of the people. To see the pattern in use of mass media during the early 20th century which resonates with current practices in the New Media age dominated by social media, there is the same propensity to consume content gratuitously as individuals act according to personal interests and are little constrained by social ties and constraints. The theoretical models during such times emphasized the direct, uniform and powerful impact on individuals and these are applicable even today with resurgence of such behaviours capsized by digital technologies and seamless streaming of content with limited regulations, we are in the OTT era also.

She further stated, 'It is problematic to talk about research in the context of the media industry; there is a need to expand the horizon to something more significant. Today, we are living in a mediated world. There is a need to retransform, reconstitute by the contemporary process of mediation; that is a very important area for exploration. Broaden scope of inquiry and research practice today. Most research has been conducted using a triangulation of all the three approaches of positivist, interpretivist and critical; this does not mean eclecticism but interdisciplinarity that has enriched the scope of media studies and research by giving deeper meaning to ontological perspectives.Today research conducted in universities has increased manifold; maybe this is a push—incentivising research since it's linked to promotion rather than leading people to explore and ask questions. This has given impetus to research in journalism and mass communication. But there are aberrations which are transitorywith regard to clone and pseudo research journals which act as catchment areas to impel some researchers to conduct either elementary or repetitive research. Consequences for the growth of the discipline are rife with uncertainty and result in surfeit of research works which either trace the history of growth of media or deal with representation of a phenomenon based on content analysis. In many ways it has not helped in raising the level and quality of research in the country, failing to either match research standards in other countries or, simultaneously in detracting attention from what is researchable and setting up standards.We need to look at epistemological dimensions, conceptual theorization, and methodological issues which become preeminent in setting up such standards.

She concluded that Research in Communication and Media studies in India has been considered of a lesser interest and value because of two factors: A slow start to media courses as part of the higher education and being considered primarily as professional or practice-oriented course for training

for the media industry; and media education taking time to take off beyond the undergraduate level because it was designated as a professional course with limited employability beyond working in the print media.

Prof. (Dr.) Sunil Kanta Behera stated that there is yet a need to settle with a particular title for the subject, which is called by different names: mass communication/ journalism/ communication/ convergence communication curriculum; the nomenclature is different in different parts of the country. This curriculumis today mostly skill-driven, partly knowledge-driven by rarely research-driven. For the last 100 years, we are talking about meeting the needs of the industry. The question remains, are we training our students to only fit in as a reporter or sub-editor in the media industry, or are we teaching our students to be a knowledge seeker or a knowledge creator in the domain of communication? Even today we speak of industry needs, technology needs, if they are required for the students but teaching only skills will have a detrimental effect on the departments of the universities.

Communication is looked at as a discipline. But communication is rooted in its multidisciplinarity. Communication is considered as a professional or vocational subject. UGC now offers the subject as a Master of Arts in Humanities and Social Sciences. But communication should be considered as a branch of "Human Sciences". We need to discuss, debate and decide on the nomenclature of the subject. It should be "Communication Studies"; communication encompasses everything. Who says what to whom in what context through which channel and to what effect—this tells the whole story. The context is everything. The context brings in the relationship of the media and society. The context brings in the socio-economic, socio-political, socio-religious aspects. The multidisciplinarity of communication feeds the need to bring about a curriculum that encompasses all these things. As a communication educator, are we capable of teaching law? Psychology? When educators are not equipping themselves with new knowledge, new technologies, what can they teach? A teacher of communication is expected to teach everything. If we talk of AI, if we talk of the Internet of things, if we talk of data journalism, these are new things. A teacher can teach these only if she equips herself with knowledge of these.

Prof. (Dr.) Shohini Ghosh stated that the range of "intimacies" that smart phones allows goes beyond friends and family. The smart phone is an "archive" of our feelings and emotions. She emphasized that Research methods, and mass communication theories of yesteryears don't serve us well at this contemporary moment. New ways of communicating beyond the binaries of sender-receiver, public-private, medium-message need to be thought of since these binaries have been dismantled by digital communication. We have to think of new ways of communicating. The linear communication flow has been soundly disrupted and direction of communication has changed to lateral sharing.

She added that the ecosystem in which we live has been dramatically transformed; new research methods to negotiate this change are needed. The large body of approaches that has come under the rubric of media archeology where we are being told by all the people who do this kind of work that advises not to think of the digital moment, something that is here in a silo, because it also has a continuity with the past. So it is imperative to constantly return to the past to understand the new. In a country such as India where moneyis limited and the old cannot just be junked and new technology bought, even obsolescence has value; just because a technology is old does not mean it can be entirely replaced. This needs to be kept in mind.
"Our fingertips have now become the new tongue".

Prof. (Dr.) Manukonda Rabindranath questioned the educators, 'Are we teaching students to pose the right research questions, are they citing the data in a very scientific way, are they analysing the data properly'? He said that unless research is done in a very systematic way, we cannot get new knowledge. The thrust of media research is the nature and effects of the media. So as the research community, we have to give importance to the Research Framework. He then discussed the challenges in communication curricula/ media education:
He said that India has fewer researchers than China, Korea etc. So the number of researchers has to be increased. Whenever we think of research in India, we think of the Western influence and not of the Indian context of the research. He expressed his dissatisfaction for inadequate research funding, and the output from that funding and asked what quality of research can be expected from the miniscule fund grants?

Prof. (Dr.) Shashwati Goswami discussed the challenges to research in media education. She said that most journalists do not value research; We do not have organically integrated research into media education; The glitz and glamour of the camera overtakes the utility of research in the minds of journalism students; Theoretical framework and theory are not taught in media institutes. She also discussed the challenges of Conducting Research in the time of Pandemic. New technologies have enabled remote data collection to some extent, which has opened up the possibility for research that otherwise might not have been imaginable to conduct. However, this enabling situation has given rise to common issues about data security and the ethics of field research on the other hand. The most immediate challenge is the physical danger that the collaborators and researchers face while conducting any survey.

The digital gap, lack of access to Internet coverage, and complete dependence on technology is not possible. While getting the survey schedules filled online, a digitally literate person must be around continuously. Thus, we end up exposing that person to a high probability of infection.Challenges of maintaining the continuity of the data collection process and the timeline of the research project.It must be ensured that despite the challenges in this time of the pandemic, there is no compromise with the quality at any point in time.There is a pressing need to address the mental health of researchers during this time of the pandemic.

Prof. (Dr.) Anubhuti Yadav focused on the development of content, formats, platforms and primarily on the development of new technologies. Media Industry too has undergone a sea change through the digital transformation process. Each and every function of the media industry is being impacted by new technologies. These innovations, new technologies, platforms in the media sector are a result of research on how people are consuming media messages and how they would like to consume. The role of academia is very important here. Researchers in the field of new media can not only help in understanding the changes in the consumption pattern but also in the development of new rules, applications, platforms which will define the media industry in the future. Industry and academia need to collaborate with each other for these innovations to happen.

Dr. Uma Shankar Pandey talked about the use of Habermas' theory of the public sphere, deliberative democracy, communicative action etc. in the field. He discussed the Four vital criteria for media deliberativeness: Inclusiveness, Responsiveness, Justification and Civility. He emphasized that when we talk about deliberative democracy, we must have criteria to judge the deliberativeness of that particular media. He also questioned that is there inclusiveness in any media content? How responsive is a particular media to communication? whether you are providing any justification for what you are suggesting? Think examples of Twitter and Facebook he said. He suggested that Civility in communication over media is required. So deliberativeness is a way of seeing these theoretical frameworks.

Panel Discussion IV deliberated that the shift from offline to online classes and blended learning methods were pending for some time. But the sudden transition has been quite challenging. The challenges identified are issues with the Spatio-temporal aspects of communication, physical strain and psychological pressure for both the teachers and students, poor engagement of the participants, ethical and disciplinary concerns, and inadequacies in terms of technology and digital inclusion. Prof. (Dr.) Desai said that Communication is spatial-temporal process where sender and receiver engage in an interaction for 'common goals'. Technology mediated communication breaks the barriers of time and space and has potential to reach millions in milliseconds. Yet the reach of those messages and relevance of that 'reach' creates the discipline of communication media studies. This is a first person experiential analysis of online class discourses of over more than one and half years that followed announcement about Covid-19 that stuck us in 2020 and still continue in 2021.

Discussing the Issues of quality control and classroom protocols, Prof. (Dr.) Archana Singh discussed that While engaging a Face to Face class, one can see the students and react to their facial expressions and other subtle nonverbal cues (e.g., eyes clearly focused on the teacher or fully shut, hands raised to make a point , facial expressions of confusion). When required, one can invite the student to the office and engage in one-on-one conversation during which the student is able to share and explore challenges that are relevant to their education. During the Mentor- Mentee sessions one can help the students through personal issues if they want to discuss.She added, In the future we may have blended sessions, we may have to do more and more work online, hence the sooner we realize the sanctity of our online teaching-learning space, the better.

Prof. (Dr.) Shelet said that online education has a different language and a different grammar. When cinema first came to India, if you look at the movies they were kind of staged, in a theatre kind of way. Only when we learn the language of cinema like editing, multiple camera angles, that is when we really could make use of cinema as a medium. That is the same thing we have to do if we want to do digital well. She said that Learning the language of digital is important. The other thing that she focused on was the whole issue of access.

Prof. (Dr.) Padma Rani, talked about various adaptations. She said that the first challenge in terms of delivery of content was identifying the right platform. The faculty had to unlearn their traditional mode of delivery and learn about a platform through which to continue the academic delivery. The Learning Management systems gave various options to the teachers in conduct of their classes. In the Covid-19 emergency situation, teachers have, almost overnight, become both designers and tutors without mastering the skills. Prof. (Dr.) Narayan spoke on the adaptations required for online teaching, the relevant models, pros and cons and the way forward. She added that students want to learn from multiple sources so we have to build in horizontal models of communication.

Prof. (D.r) M.S Sapna said that 'Online learning and classes are increasingly becoming part of the education system worldwide. Online channel has made education convenient and easily accessible by one and all.' Education sector in India has been an ever-growing entity. India has been one of the largest sectors in the world when it comes to higher education. Though online courses have been there from a long time, introduction of the online mode of taking classes in comparison to the traditional face to face classroom approach in universities and colleges have been considered only in the last few years in India. When it comes to the Indian educational system, face to face classroom approach has always been the most prominently used.

Dr. Jyoti Raghvan discussed that the students are becoming passive participants during online classes. Eye-to eye contact is sine qua non in any mode of teaching. Another very big disadvantage is that they keep their cameras off. So, it's really difficult to have eye-to-eye contact. To see whether they are understanding or not.

Dr. Kulveen Trehan moderated the session. The prospects are mainly creative and innovative use of audiovisual materials and augmented reality, access to digital tools and open sources available online, and the emergence of collaborative learning communities in the digital space is the key, she said. Educators need to reconstruct the instructional designs, use innovative visual aids and teaching methods, and reimagine the assignments and practicals to achieve the desired learning outcomes.

She concluded by saying that:

- Educators need to figure out ways to ensure more engagement in the virtual/blended classroom environment.
- With the blended learning approach and flipped classrooms, educators need to acquire new skill sets. There should be training sessions to equip them. Also, the collaboration between teachers across institutions can improve their pedagogical and technical skills.
- In the digital learning environment, media educators need to address the issues like the digital divide, demographic concerns, skill gaps that students face in their respective learning environments.
- Collaborating with the existing virtual media labs in institutions like IIMs, IITs, and MIT can enhance the academic, professional, and research skills of media students.

The valedictory session focused on the role, growth and future prospects of language journalism and media education in India. The speakers lauded the role of language journalism in India's Independence movement and insisted for attention to improve the state of language journalism education in the country. They said that regional language journalism is doing a great service to the nation but language journalists and Editors are poorly paid and they are volatile to local and political pressures.

Prof. B. Patwardhan opined that National education policy (NEP) is a very important step in India's educational history. The aspect of 'Education in mother tongue' has been very clearly brought up in the NEP. Before this, there was't much focus on mother tongue language education. He said that to get education in our mother tongue is very important for language journalism and education. Discussing about the state of media education in the country in different languages, Prof. B.K Kuthiala said that there is a mismatch between the requirement of the skill-sets for training a media person and the ability of the trained person working in the industry. When we impart Journalism education in English language, the quality of the skill-sets given to the students is much better and more updated than those skill-sets, which are given in the Indian languages. He said that media organizations of the country too are unable to capture future trends of news industry and are not able to tell what kind of people they need in the next three-ten years and the type of skill-sets they want.
Prof. (Dr.) S. Bhanawat observed that English can be the global language but in India, language newspapers are thriving and the largest circulated daily is printed in Hindi and Malyalam. He raised the question that if language journalism papers are dominating the market, then why teaching and training programmes of language journalism courses are being ignored? He said that there are not enough books in Indian languages to give practical training to future language journalists. The most available books in English are based on the knowledge and experiences of western media educators. This is the real problem of language journalism education in India. Prof. Gavhane said that today English language newspapers have dominance over language newspapers and they influence the policy makers of the country but language journalism has to make its mark over it. He divided the Indian language journalism in India in four time frames namely, 'Prahaar', 'Prayoga', 'Aadhar', 'Bahaar'

Prof. (Dr.) M. Chatterjee expressed great concern over the quality learning materials in regional languages media education. He said that during the last 20 years, leaning materials in Hindi language have been made but state of other language journalism study materials is very poor. We don't have quality learning materials in languages such as Odiya, Bangla and Marathi. Also, most of the learning materials in regional languages are poor copies of their English counterparts. So it misses the Indian context and perspective.

Prof. (Dr.) K. Malik expressed concern over the quality of editorial content and journalism education in regional languages and said that it needs to be improved. She said that reporters and editors of regional language journalism sphere are poorly paid and they are vulnerable to succumb to local and political pressures. She pointed out that media education in regional languages face problems like skill-sets vs critical thinking or theory and practice binary. Outdated syllabus, ill-defined learning outcomes, inadequate internships and limited access to suitable course materials are other major concerns for language journalism education in the country.Prof. Malik expressed her great concern on the negligible presence of women in Indian language journalism scenario. She said that this situation needs to be improved quickly. She highlighted the misery of poor students and said that biased admission processes, rising fees and diminishing fellowships are a great challenge to inclusive growth of regional language journalism and education. She said that language journalism can be bolstered by strengthening the community media sector.

Prof. Malik also highlighted the state of poor research in language journalism sphere and stressed the need to enhance it. She said that over-reliance on western models and theories of journalism as well as dearth of experienced faculties are a challenging aspect for regional language media education in the country. So we have to make a proper strategy and execute it on the ground to improve the situation.

Dr. Rubal Kanojia moderated the session. The speakers opined that language journalism education is facing dearth of quality reading material in their native languages. Most of the time, these materials are poor copy of their English counterparts. We are still teaching and practicing western model and theories of communication which are not adequate in Indian context. The media academicians of the country should thrive to involve our ancient and indigenous model of communication in the media course curriculum. Help of State should also be sought to print the quality reading material to improve the scenario in language journalism education. Translation software can play a pivotal role in translating the knowledge created in foreign language media education sphere and it will enrich language journalism education significantly. The language journalism research is in poor condition and it needs to be improved by giving the language journalism researchers more space and avenues. Language journalism education can be imparted in English and native language simultaneously to improve the critical thinking, knowledge base and acquire more skill sets for the betterment of future language journalists.

RECOMMENDATIONS

- Global National Regional Local (Gpo-Na-Re-cal) approach has to be adopted in higher education in general and media education, in particular to address the issues of Global competency /Competetiveness, National and Regional aspirations and local indigenous knowledge systems.

- As per the the NEP 2020 guidelines, higher education can be offered in vernacular languages. But in order to have a pan-India and global footprint of students as well as teachers, every institution shall offer Bachelor's and Master's programmes in all subjects including media studies in one local vernacular language and as well as in English. The same curriculum need to be taught in two different languages.

- In order to facilitate multiple exit points during graduation or post-graduation studies as per the NEP 2020, the media studies programmes curricula need to be redesigned accordingly. For example, in Graduate Programmes in Media Studies, the curriculum should be formulated in modulor forms to facilitate the process of giving a certificate course competition certificate after the first year, a U.G. Diploma certificate after second year and a Bachelor's degree after the competition of the programme. Similarly at P.G. level, after competition of first year, a P.G. Diploma can be offered and a Master's Degree after completion of two years. The learning outcomes after every successful year should be mutually exclusive.

- If we want to have a very efficient and sucessful credit transfer system with the creation of a National Credit Bank, then there has to be qualitative parity in terms of programmes objective's course specific objectives, learning outcomes, quality teaching and learning and the infrastructural facilities. To ensure this, there has to be a National Media Education Monitoring and Evaluation Council which will try to bring in some sort of universalization of curriculum with contextualised appropriation and universal quality teaching-learning process and outcomes.

- Media education curriculum needs to keep pace with changing media technologies, changing journalism practices, changing role of media in a knowledge-based society, etc., for its growth.

- Journalism Studies is based on an Interdisciplinary inquiry in Indian academia.It should engage with wider issues relevant to policy, civil society and market with courses relevant to Indian society.

- he need of the hour is to focus and prioritise on an educational perspective to engage with teaching and learning in Journalism Education.

- Journalism education needs to address the social need and not the industrial need of the Press.

- The goal of journalism education is to serve and strengthen journalism for upholding free press and freedom of speech enshrined in Indian constitution.

- There is a Need to bridge the difference between theory and practice of teaching Journalism. This will be possible by engaging with pedagogies and developing a praxis based Journalism education.

- A holistic approach should be on placing journalism education in the context of higher education; making journalism relevant to masses; connecting with communities, especially those on the fringes.

- It is time to think beyond multi-disciplinary to transdisciplinary approach: Trans-disciplinarity is described as a practice that transgresses and transcends disciplinary boundaries to address new demands and imperatives.

- We need to go back to the normative expectations from journalism to understand what has really changed that affects the teaching and training in journalism.

- Need for developing critical thinking ability among students and giving them hands-on/skills in multi-tasking.

- Developing familiarity with social media tools, various apps, dashboard and Artificial Intelligence.
- J&MC in the new eco system needs to focus on veracity and credibility of content;

- The multiple layers of entry and exit options for J&MC in the new educational framework requires an incremental approach to curricula

- Training of J&MC faculty should focus on service and explore the virtual opportunities now available

- Core research should be part of the PG programmes.

- ***Contributing to the development process:*** Students of journalism would need to understand development issues and debates and orient their writings to the concerns of communities. The curricula would aim at imparting skills on how to report, write and anchor such stories, based on robust research and understanding of the various perspectives of various stakeholders.

- ***Mainstreaming cross-cutting subjects:*** Cross cutting themes, such as gender, environment, polity, agrarian issues, right to information and freedom of speech and expression, among others need to be mainstreamed in journalism teaching.

- A fine balance is required to meet the expectations of industry and the growth of media as an academic discipline. The teaching learning pedagogy has to undergo a change involving media professionals alongside the academics, creating appropriate media platforms for proper training of students and providing them required media skills.

- It is important to understand what we mean by decolonization in the context of India, a very diverse society with different sense of histories among different groups. An open and inclusive process of discussion and debate among stakeholders from different groups may be helpful in meeting this objective.

- For journalism education, a two-layered decolonization approach may be adopted. National level institutions should focus on developing strategies and approaches focused on standardizing value centric aspects of journalism education (e.g. ideas about journalism's role in a democracy and a diverse society, core ethical principles), and regional level institutions may work on developing specific practices and processes aligned with their understanding of what is needed in their respective regions.

- It is important to note that the decolonization process should not focus exclusively on 'removal' of 'colonial' influences; decolonization has to be a pragmatic process that should focus on finding solutions that work for our society and communities.

- Allowing new/ latest media courses with modern nomenclature is necessary.

- Traditional stringent media education system and thoughts in nomenclature should be avoided.

- A national level media education council may be formed with equal opportunity / representation for all the universities.

- Since there are quite a lot of disparities regarding curriculum in Media education and nomenclatures of Media courses, we the Media Educators urge the Ministry of HRD andMinistry of Information and Broadcasting, Government of India to establish the Media Education Council of India(MECI) to standardise and strengthen the field of Media Education. We should never forget the fact that healthy media can only create healthy society.

- There is a need for making the teaching-learning process transdisciplinary, translingual, transmedia and transcultural.

- We need to introduce to entrepreneurship and incubation;
- Learn to work with alternative journalism; regular interaction among media teachers is required for their technical upgradation.

- Lay more emphasis on analytical skills required to score over use of AI in news writing.
- More global interaction among journalism educator fraternity should take place with the advent of online education.
- Blended learning need blending of

a) Teaching Methods: Online, Offline
b) Teachers & Students
c) Amongst Students
d) In the form of collaboration amongst teachers
e) In the form of collaboration amongst teachers & technical staff
f) Educational institutions and media industry
g) Academic institutions and research bodies!
h) Physical and virtual labs
i) Theory and skill training
j) Syllabus/ pedagogy and mode

- Infrastructure facilities needs to be improved for online education

- All students and teachers should have access to Internet facilities

- Media educators need to undergo training with industry to understand the changing needs

- The technologies must be adopted carefully after weighing all pros and cons as AI and other prective technologies have shown their dark sides too.

- The human agency should be strenghtened instead of making the humans ready for adopting these technologies.

- The non tech factors like empathy, compassion etc. should be prioritized in response to the unbridled technical onslaught.

- Journalism students require academic and professional insight into critical media literacy. It is imperative to integrate a media literacy framework to guide the curriculum and pedagogy of media education in the Indian context. Critical media literacy will help students to analyze the complexity of media texts and the audience's engagement with them.

- While journalists were at the forefront of reportage during the pandemic, a significant observation that emerged was the lack of expertise pertaining to health, science, and allied areas. It is important that 'Science Communication' is taught as part of the curriculum in addition to focus on subjects like health, environment and climate change. The curriculum needs to reorient the attention to these areas from ancillary to focal position.

- The balance between theoretical and skill-based/practical courses should not restrict itself to a generic categorization in the structure of the syllabus but also in the execution, in terms of pedagogical techniques. In an increasingly pressurized newsroom ecosystem, journalists should also be sensitive to concepts of self-care and mental health. Journalism education should take cognizance of the same. Both structurally and pedagogically, the curriculum should also create space for electives under broad baskets in order to accommodate more advanced courses under theory as well as skillsets.

- Data Journalism (Literacy and Visualization) should be an integral part of the curriculum. Data, today, is so ubiquitous that data journalism has to percolate in every journalism-centric course and become mainstream. There is resistance both from students and faculty towards data journalism, However, in a world dominated by the digital, data is most critical currency.

- Forms and techniques of Journalistic Storytelling – Multimedia storytelling is the core of journalistic practice, today, and will continue to evolve in so many ways in the times to come. A deeper understanding of platforms, techniques, context and audience is core to effective and impactful storytelling. Hence, the curriculum needs to teach techniques, but not in isolation. The process of organic storytelling would involve comprehension of context (derived from social sciences and humanities), identification of the news value (journalistic mindset), narrative of the story (skills of writing and visualization), integration of right tools and techniques (technical skills), choice of right medium (sensitization towards platforms) and reaching the public (understanding of the right audience). All these dimensions need to be integrated in the course curriculum.

- Promoting Diversity and Inclusion – The curriculum should certainly have courses from the domain of culture studies. When students learn to critically reflect on media texts and images, they are able to deconstruct its ideology, especially, from the perspective of which groups and communities are under represented or misrepresented. This understanding is critical to creating young journalists who are sensitive to the ideas of diversity and inclusion.

- Quality education cannot simply be offered by making available air-conditioned classrooms and laboratories, Smart Class Rooms, but more importantly quality education in also dependent on the quality and commitment of teachers and quality intake of students. If IIMs, IITs, IIS have got recognition, then it is for quality students and teacher. So, if we want to ensure quality education at the colleges and universities, then there has to be a stringent and competitive admission process for students and a more stringent process for selection of teachers.

- The appointment of teachers shall be on a tenure basis (may be for 5 years) as it happens in foreign universities. At the end of the tenure, the faculty's evaluation should be made by an

independent body bearing on the feedback from the students, classroom and field based performances, the learning outcomes of the students along with their research contribution in term of publication, handing of projects etc. This will ensure a system where the faculty will shoulder responsibility, remain more updated with the changing knowledge and technology as well as remain alert and competitive for having one more tenure.

- In –house and external teachers training programmes with graduation system based on learning outcomes(evaluation) shall be regular features in academic calendars. This is more important for media education faculty in the changing media technologies.

- 'We should make our students industry ready shall be replaced with "we should train and teach our students to be highly skilled manpower with writing skills, mojo skills and multidisciplinary knowledge skills'. This will certainly lead to employment and entrepreneurship in media industry.

- Research should be a very strong component of the media curriculum. Small feasible research projects should be made mandatory for the students.

- Media and communication studies is rooted in it's multidisciplinarity. There are courses on Media Laws, New Media, Data Journalisum, Internaton communication and Aflairs, Media and Society and culture & Media etc, but a media teacher teaches all these papers. Can we do justice by teaching all these disciplines of knowledge. Teaching media should have a shared-teaching pedagogy. Teachers from sociology, law, political science, cultural studies should be invited to teach the relevant papers and portions. The teachers from media studies and other disciplines should complement and supplement each other.

- As media studies programme of courses are more skill driven, technology driven and practice based. media education shall be offered on regular mode and not in distance mode. Distance education was introduced to enhance the GER but skill driven courses, professional coruses like medicine, engineering , journalism etc cannot be taught through distance mode.

Agile attitude, strong ethics, cultural understanding, and content should be at the core of media and journalism education:

- While the mediums of reporting may change over time, some aspects remain to be the core of media and journalism education. A reporter should have an extremely deep routed sense of ethics, in-depth understanding of the societal, cultural, political and the economic situation in the country and globally and last but not the least, a strong command over content, language, and the subtle art of storytelling

- A holistic approach on placing journalism education in the context of higher education; making journalism relevant to masses; connecting with communities, especially those on the fringes. Need for developing critical thinking ability among students and giving them hands-on/skills in multi-tasking is essincial .

Preparing students for the dynamic VUCA world and orienting them as a global citizen:

- Media is one of the most dynamic vocation that requires a student to be a lifelong learner with agility and enthusiasm to absorb, learn, evolve and grow with time. With technology advancement, digitization, changing consumption patterns, students of media education need to be equipped with technical know-how that holds them in a good stead through their long career in the field of journalism.

- Developing familiarity with social media tools, various apps, dashboard and Artificial Intelligence. Making the teaching-learning process transdisciplinary, translingual, transmedia and transcultural. Introduction to entrepreneurship so they are not afraid of taking risks and innovating within the field are some critical aspects that should be considered by media educators.

Theory is sacrosanct but making education experiential is imperative:

- Journalism is an interactive profession that requires an individual to put themselves out in the open, in the society, in public eye, on the field to report, to articulate and shape mass public opinions. The job is laden with social responsibility and while understanding the nuances of the theoretical evolution of the academic discipline is an imperative starting point, embracing advancements and moving with the times to stay relevant and contemporary is even more important

- Indian newsrooms have undergone a complete change in the last two decades and same needs to reflect in the media courses that would shape and prepare the students who would ultimately manage and run these news-rooms. From message to the medium, everything keeps moving and therefore there is need for media education to also move and progress with the times.

Training the trainers: need for updating and upskilling media educators

- As the field of media evolves, the technical skills, the academic orientation, the aptitude, and talent requirements also change. The media educators are working very hard to research various aspects of journalism and communication education. The best and the next practices in the field need to imparted to the teachers and trainers from time to time. There is need for greater collaboration between the academicians and the industry professionals

- While students are encouraged to take up internships and gain exposure to the real world as part of the larger communications program, it would be an equally good idea for the academic educators to gain similar exposure from time to time and remain connected with the professional world so they may align their course curriculum better.

Salient Points to Galvanize Media Studies and Research in India

- Treating and teaching media research as part of the media education would require a definitive shift in the philosophical traditions of communication in teaching and situating research as part of the curricula at a very early stage to gain a deeper perspective to the skill, technology and communicative actions.

- Much of our attention was captivated by media effects in early years of research enquiry in building and positioning the agenda for media research in the country. Such studies followed the western research paradigms of media effects as an important aspect of theory building to justify use of mass media for bringing in social and economic changes defined as urbanization, modernization and industrialization. We are revisiting these theoretical perspectives in today's media ambient world where technology is considered the raison d'être for improving the conditions of the people.

- The pattern in use of mass media during the early 20th century resonates with current practices in the new media age dominated by social media, where individuals act according to their personal interests and are little constrained by social ties. The theoretical models during such times emphasized the direct, uniform and powerful impact on individuals and these are applicable today with resurgence of such behaviours capsized by digital technologies and seamless streaming of content without borders and limited regulations.

Broadening the Scope of Type of Enquiry and Research Practice

- The media studies can be categorized into three distinct streams which are inalienably aligned to phases of research development in India. Significantly, the initial phase in research was focused on effect studies which borrowed quintessentially the quantitative approach in determining the size of the effect in terms of audiences and the quantum of content devoted to certain issues in government media or in private media. The positivist approach which was adapted from the natural sciences and emphasized the ontological approach based on the objective reality was the mainstay of most of the early research in universities which used content analyses and surveys as methods of enquiry.
- Whereas the second phase weighed in the interpretative approach where the subjective ontological perspectives were highlighted marking in some ways coming of our own in social

sciences with implications for media studies. This brought to the fore preeminence of social actors, their behaviours and motives for which quantitative methods were inadequate to explain the social phenomenon.

- The third phase of critical tradition situates research enquiry in exploring the ideological and perceptual views that seek to reveal the ideological background of the function of contemporary societies and to highlight different types of masked social inequalities. Most of the issues related to communication and media are dealt with through a triangulation of research techniques and approaches. It does not mean eclecticism but inter disciplinarity which has enriched the media studies and scope of research by giving more deeper and substantive meaning to ontological perspectives for praxis.

Interdisciplinary Approach to Media Studies and Research

- Proving the need to expand the net of research to areas which traditionally were distinctly separate, an interdisciplinary approach into the sociological, semiotic, political and cognitive aspects of communication becomes pre-eminently appropriate and valid.

- The media industry has remained immune and treated with disdain the idea of research, either as extraneous to the professional standards or in its implications for the society. In rejecting or ignoring the research findings, there is albeit a tacit belief in invincibility of media as a practice. Any semblance of legitimacy granted to enquiry has been limited to the market research conducted by agencies with limited focus or subject of interest. By design these studies have received good attention from the market pundits in terms of establishing circulation and deriving TRP credits to suit monetization of media effects.

Translational Research Practices

- Deriving meaning out of pursuit of research for praxis is an important aspect of research if looked from the prism of trends in translational research which embodies the value of making meaning of knowledge for practices in any field. The 'bench to bed and to community' concept of translational research leads us to apprise communication and media research with less seriousness and more as an exploration into untapped areas of enquiry.

Others

- Emphasis should be on applied research to provide solutions to social issues and contribute to creation of new knowledge. In addition, there is a need to direct efforts towards disseminating findings from research for greater good.
- Research should be prioritised by Communications Departments in universities, not merely incentivised for award of degrees. Quality communication and media education and training institutes should be established in semi-urban and rural areas.

- There is a need to discuss, debate and decide on the nomenclature of the subject: It should be "Communication Studies" since "communication" encompasses everything. Media education curriculum must keep pace with changing media technologies, changing journalism practices, changing role of media in a knowledge-based society, etc., if its relevance is to continue.

- Funding is provided for research but the quality of the product is not scrutinised. Integrity of research should be inculcated.

- New ways of communicating beyond the binaries of sender-receiver, public-private, medium-message need to be thought of since these binaries have been dismantled by digital communication.

- Theory is sacrosanct. To better the standard of research in India, theoretical considerations must be included to help form relevant and correct research questions. Also, methodological considerations (not methodology) need to be brought into research work. Technique of research should also be deliberated upon.

- While 'Research Methodology' courses abound, academic research and scholarship do not find prominent interest and attention, which has been one of the primary impediments for the discipline to gain academic currency. Journalism Studies should emerge as a primary area of academic research in India. Collaborative research between academia and industry can also spur significant student interest.

- Collaborative research is extremely important. While conducting research, the diversity and heterogeneity of our media institutions must be considered to bring in diversity in research itself.

- Communication and media training must go beyond training students in new technologies, augmented reality, AI, Virtual Reality, Data Analytics and machine learning and include upskilling staff currently working in media. Research also needs to be done in these areas.

  a) There is a need to facilitate quality research on Indian language media.

  b) The gendered nature of the Indian language media warrants close study to create conditions for more women to join the workforce.

  c) Indian language journalism can be bolstered by strengthening the community media sector.

  d) The status of communication research in India is very low. There are a few aberrations, a few universities where research is being done seriously.

  e) Funding is provided for research but the quality of the product is not scrutinized. In the review of proposals, we ask about the social utility of the project but once

funds are granted, the social utility of the project is not evaluated. Also, not enough funds are provided and that affects the quality of research adversely.

- **Awareness about the online Research tools and techniques:** Crowd Tangle is one such tool that is used to gather public insights. It helps in locating and analyzing on what's happening across social media. Researchers and academics are studying critical topics such as misinformation, disinformation, elections with the help of CT. Data sets on various topics are also available for independent research.

- **Dissemination of Research Finding.** Researches done by Academicians should be available for Industry Professionals. Efforts should be made to release reports as an open resource so that others can build upon the work already done instead of starting from scratch. Research findings can be excellent feedback for those who are in the field of content development. It can also help in the designing and development of new products and applications. Researchers should explore multiple formats in which Researches can be disseminated (Infographics, Explainer Videos, etc) . Efforts should also be made to find out platforms other than libraries and department/ institute's shelves to disseminate research so that it reaches a wider audience.

Research methods, and mass communication theories of yesteryears don't serve us well at this contemporary moment. New ways of communicating beyond the binaries of sender-receiver, public-private, medium-message need to be thought of since these binaries have been dismantled by digital communication. We have to think of new ways of communicating. The linear communication flow has been soundly disrupted and direction of communication has changed to lateral sharing.

- To improve media research:
- Curriculum should be made dynamic. Research Methods should be redefined; traditional methods will not suit digital media research/ virtual reality etc.
- Critical thinking in students should be inculcated from school and graduate levels by getting them to write dissertations
- Focus on quality over quantity of research publications in journals
- Emphasis should be on applied research to provide solutions to social issues
- Integrity of research should be inculcated
- In terms of specific ICTs, they need to be scrutinized for their utility and applicability in the present times; they should be checked to determine if they are still applicable or are outdated. For example, lots of work has been conducted on agenda setting but channels of communication (ICTs) should be scrutinised for applicability in the present times.
- A premier institute/ communication university should be set up where professional as well as research training will be given to media teachers and to the scholars

Media Coverage of the Roundtable.

Day -1

(10thAugust, 2021)

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जनसत्ता

यूनेस्को के निदेशक ने पत्रकारिता शिक्षा पर चर्चा की

जनसत्ता संवाददाता
नई दिल्ली, 10 अगस्त।

'नया मीडिया संचार का महत्वपूर्ण हिस्सा बन चुका है। मल्टीमीडिया, ग्राफिक्स, एनिमेशन, प्रिंटिंग और पैकेजिंग आज मीडिया कंटेंट को बदल रहे हैं। मीडिया शिक्षण संस्थानों को अब नए मीडिया के सभी तत्वों को ध्यान में रखते हुए पाठ्यक्रम तैयार करना चाहिए।' यह विचार यूनेस्को के नई दिल्ली कार्यालय के निदेशक एरिक फॉल्ट ने वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, भारतीय जन संचार संस्थान और यूनेस्को द्वारा 'भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां' विषय पर आयोजित दो दिवसीय सम्मेलन में व्यक्त किए। आयोजन में आइआइएमसी के महानिदेशक प्रो. संजय द्विवेदी, अपर महानिदेशक के. सतीश नंबुदिरीपाड, भारतीय विश्वविद्यालय संघ की महासचिव पंकज मित्तल, वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल की अध्यक्ष वैरिक स्पर, आयोजन की संयोजक सुरभि दहिया एवं सगीता प्रणवेंद ने हिस्सा लिया। एरिक फॉल्ट ने कहा कि मीडिया के बदलते आयामों को देखकर ऐसा लगता है कि मौजूदा समय बदलाव का समय है। संस्थान महानिदेशक संजय द्विवेदी ने कहा कि मीडिया एजुकेशन काउंसिल की आवश्यकता है। इसकी मदद से पत्रकारिता के पाठ्यक्रम में सुधार होगा और आज की जरूरत के हिसाब से पत्रकार तैयार हो सकेंगे।

न्यू मीडिया के हिसाब से हो मीडिया पाठ्यक्रमों का निर्माण : एरिक फॉल्ट

दो दिवसीय सम्मेलन के शुभारंभ सत्र में बोले यूनेस्को के निदेशक

वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, आईआईएमसी और यूनेस्को का संयुक्त आयोजन

अमन नेहरी समाचार

नई दिल्ली, 11 अगस्त। "न्यू मीडिया कम्युनिकेशन का महत्वपूर्ण हिस्सा बन चुका है। मल्टीमीडिया, ग्राफिक्स, एनिमेशन, प्रिंटिंग और पैकेजिंग आज मीडिया कंटेंट को बदल रहे हैं। मीडिया शिक्षण संस्थानों को अब न्यू मीडिया के सभी तत्वों को ध्यान में रखते हुए पाठ्यक्रम तैयार करने चाहिए।" यह विचार यूनेस्को के नई दिल्ली कार्यालय के निदेशक एरिक फॉल्ट ने वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, भारतीय जन संचार संस्थान और यूनेस्को द्वारा 'भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां' विषय पर आयोजित दो दिवसीय सम्मेलन के शुभारंभ सत्र में व्यक्त किए। आयोजन में आइआईएमसी के महानिदेशक प्रो. संजय द्विवेदी, अपर महानिदेशक के. सतीश नंबुदिरीपाड, भारतीय विश्वविद्यालय संघ की महासचिव डॉ. पंकज मित्तल, वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल की अध्यक्ष डॉ. वेरिका कर, आयोजन की संयोजक प्रो. सुरभि दहिया एवं प्रो. संगीता प्रणवेंद ने हिस्सा लिया।

"भारत में पत्रकारिता शिक्षा के 100 वर्ष एवं राष्ट्रीय शिक्षा नीति 2020" विषय पर अपने विचार व्यक्त करते हुए एरिक फॉल्ट ने कहा कि मीडिया के बदलते आयामों को देखकर ऐसा लगता है कि मौजूदा समय बदलाव का समय है। आज संस्थान मीडिया हमारी जीवन के कई पहलुओं को तय कर रहा है।

कार्यक्रम में आईआईएमसी के महानिदेशक प्रो. संजय द्विवेदी ने कहा कि मीडिया शिक्षा की गुणवत्ता बढ़ाने के लिए मीडिया एजुकेशन काउंसिल की आवश्यकता है। इसकी मदद से पत्रकारिता एवं जनसंचार शिक्षा के पाठ्यक्रम में सुधार होगा और मीडिया इंडस्ट्री की जरूरतों के अनुसार पत्रकार तैयार किये जा सकेंगे। मुख्य अतिथि भारतीय विश्वविद्यालय संघ की महासचिव डॉ. पंकज मित्तल ने कहा कि आधुनिक तकनीक पर आधारित 'ऑक्यूपेशनल बैंक ऑफ नॉलेज' सिस्टम से विद्यार्थियों के लिए बड़ा परिवर्तन आने वाला है। भारत की राष्ट्रीय शिक्षा नीति अपनी शिक्षा प्रणाली को छात्रों के लिए सबसे 'आधुनिक और बेहतर बनाने का काम कर रही है।

इस अवसर पर आईआईएमसी में अंग्रेजी पत्रकारिता विभाग की पाठ्यक्रम निदेशक डॉ. शुचि दीक्षा को पुस्तक 'मी मदर इज ए जिहादी' का विमोचन किया गया। पुस्तिकाएं, यूनिवर्सिटी ऑफ वर्जीनिया के डॉ. ऐन ऐकेट, यूनेस्को के व्यापार अधिकार में जुड़े प्रो. थियरी मुनियें, अमृता यूनिवर्सिटी, ट्रीरियर की एसोसिएट प्रोफेसर डॉ. रजा अल हमदी, खलीफा यूनिवर्सिटी, अबूधाबी से डॉ. सादिया जमील, अमेरिकी यूनिवर्सिटी ऑफ टेक्सास की जो रिचर्ड मैसेटो और मंगा पब्लिकेशंस के प्रबंध निदेशक श्री कार्तिक मेहता ने पुस्तक के संबंध में अपने विचार व्यक्त किए। कार्यक्रम के दूसरे सत्र में "भारत में पत्रकारिता शिक्षा के बहु आयामी दृष्टिकोण" विषय पर आयोजित चर्चा में वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल की अध्यक्ष डॉ. वेरिका कर, बौद्धगया इंस्टीट्यूट ऑफ कम्युनिकेशन से डॉ. जी.पी. संजय, टैरटाबाद विश्वविद्यालय से डॉ. उषा रमन, हांगकांग बैपटिस्ट यूनिवर्सिटी से डॉ. दया भुरुस, जामिया मिलिया इस्लामिया से डॉ. विश्वजीत दास, आंध्र विश्वविद्यालय से डॉ. वी.वी. आर. मूर्ति, पांडिचेरी विश्वविद्यालय से डॉ. जगबीर बेदाग़वाल, रविन्द्रभारती विश्वविद्यालय से डॉ. गोपाल नंदन चौधरी एवं इंटीट्यूट ऑफ जीरात संस्थानों से डॉ. एम.ऐकट, यूनेस्को के डॉ. ऐन ऐक

न्यू मीडिया के हिसाब से हो मीडिया पाठ क्रमों का निर्माण : एरिक फॉल्ट

दो दिवसीय सम्मेलन के शुभारंभ सत्र में बोले यूनेस्को के निदेशक

वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, आईआईएमसी और यूनेस्को का संयुक्त आयोजन

WJEC IIMC unesco

WJEC-IIMC-UNESCO Roundtable 2021

राष्ट्रीय सहारा

न्यू मीडिया के हिसाब से हो मीडिया पाठ्यक्रमों का निर्माण : एरिक फॉल्ट

नई दिल्ली (एसएनबी)। न्यू मीडिया कम्युनिकेशन का महत्वपूर्ण हिस्सा बन चुका है। मल्टीमीडिया, ग्राफिक्स, एनिमेशन, प्रिंटिंग और पैकेजिंग आज मीडिया कंटेंट को बदल रहे हैं। मीडिया शिक्षण संस्थानों को अब न्यू मीडिया के सभी तत्वों को ध्यान में रखते हुए पाठ्यक्रम तैयार करने चाहिए। यह विचार यूनेस्को के नई दिल्ली कार्यालय के निदेशक एरिक फॉल्ट ने गार्ड जर्नलिज्म एजुकेशन काउंसिल, भारतीय जन संचार संस्थान और यूनेस्को को और से 'भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां' विषय पर आयोजित दो दिवसीय सम्मेलन के शुभारंभ सत्र में व्यक्त किए। आयोजन में आईआईएमसी के महानिदेशक प्रो. संजय द्विवेदी, अपर महानिदेशक के. सतीश नंबुदिरीपाद, पारतीय विश्वविद्यालय संघ की कार्यकारी डॉ. रंजना मिश्रा, वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल की अध्यक्ष डॉ. पैरिका रुग्ग, आयोजन की संयोजक डॉ. सुप्रिय दीक्षा एवं प्रो. सतीश एनबोर ने भी हिस्सा लिया।

'भारत में पत्रकारिता शिक्षा के 100 वर्ष एवं राष्ट्रीय शिक्षा नीति 2020' विषय पर अपने विचार व्यक्त करते हुए एरिक फॉल्ट ने कहा कि मीडिया के बदलते आयामों को देखकर ऐसा लगता है कि मौजूदा समय बदलाव का समय है। आज सोशल मीडिया हमारे जीवन के कई पहलुओं को तय कर रहा है। कार्यक्रम में आईआईएमसी के महानिदेशक प्रो. संजय द्विवेदी ने कहा कि मीडिया शिक्षा की गुणवत्ता बढ़ाने के लिए मीडिया एजुकेशन काउंसिल की आवश्यकता है। इसकी मदद से पत्रकारिता एवं जनसंचार शिक्षा के पाठ्यक्रम में सुधार होना और मीडिया इंडस्ट्री की जरूरतों के अनुसार पत्रकार तैयार किए जा सकेंगे।

अभी मास्क भी वैक्सीन है

दैनिक भास्कर

'न्यू मीडिया के हिसाब से तैयार हो पाठ्यक्रम'

बहुत नई दिल्ली, यूनेस्को के नई दिल्ली कार्यालय के निदेशक एरिक फॉल्ट ने कहा है कि न्यू मीडिया कम्युनिकेशन का महत्वपूर्ण हिस्सा बन चुका है। मल्टीमीडिया, ग्राफिक्स, एनिमेशन, प्रिंटिंग और पैकेजिंग आज मीडिया कंटेंट को बदल रहे हैं। उन्होंने कहा कि मीडिया शिक्षण संस्थानों को अब न्यू मीडिया के सभी तत्वों को ध्यान में रखते हुए पाठ्यक्रम तैयार करने चाहिए। एरिक फॉल्ट मंगलवार को वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, आईआईएमसी और यूनेस्को द्वारा 'भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां' विषय पर आयोजित दो दिवसीय सम्मेलन के शुभारंभ सत्र में बोल रहे थे। उन्होंने कहा कि मीडिया के बदलते आयामों को देखकर ऐसा लगता है कि मौजूदा समय बदलाव का समय है। आज सोशल मीडिया हमारे जीवन के कई पहलुओं को तय कर रहा है।

नवभारत
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Bilaspur main - 11 Aug 2021 - 11bsp5

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दो दिवसीय सम्मेलन के शुभारंभ सत्र में बोले यूनेस्को के निदेशक

एजेंसी ❖ नई दिल्ली.
www.navabharat.news

न्यू मीडिया कम्युनिकेशन का महत्वपूर्ण हिस्सा बन चुका है. मल्टीमीडिया, ग्राफिक्स, एनिमेशन, प्रिंटिंग और पैकेजिंग आज मीडिया कंटेंट को बदल रहे हैं. मीडिया शिक्षण संस्थानों को अब न्यू मीडिया के सभी तत्वों को ध्यान में रखते हुए पाठ्यक्रम तैयार करने चाहिए. यह विचार यूनेस्को के नई दिल्ली कार्यालय के निदेशक एरिक फॉल्ट ने वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, भारतीय जन संचार संस्थान और यूनेस्को द्वारा ह्यभारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियांह्ण विषय पर आयोजित दो दिवसीय सम्मेलन के शुभारंभ सत्र में व्यक्त किए. ह्यभारत में पत्रकारिता शिक्षा के 100 वर्ष एवं राष्ट्रीय शिक्षा नीति 2020 विषय पर अपने विचार व्यक्त करते हुए एरिक फॉल्ट ने कहा कि मीडिया के बदलते आयामों को देखकर ऐसा लगता है कि मौजूदा समय बदलाव का समय है. आज सोशल मीडिया हमारे जीवन के कई पहलुओं को तय कर रहा है. कार्यक्रम में आईआईएमसी के महानिदेशक प्रो. संजय द्विवेदी ने कहा कि मीडिया शिक्षा की गुणवत्ता बढ़ाने के लिए मीडिया एजुकेशन काउंसिल की आवश्यकता है.

Book Launch

Amazon link to purchase
Check this out: THE HOUSE THAT ZEE BUILT by Surbhi Dahiya

- **https://www.amazon.in/dp/9390918685/ref=cm_sw_r_wa_awdb_imm_BGZ2ET8ZZCWZHKRYAG6M**
- **News stories of Book launch**
- **https://zeenews.india.com/india/the-house-that-zee-built-metamorphosis-of-family-business-into-global-conglomerate-2384124.html**
- **https://www.india.com/news/india/eminent-personalities-from-10-countries-launch-dr-surbhi-dahiyas-book-the-house-that-zee-built-4880946/**
- **https://indiaeducationdiary.in/eminent-personalities-from-10-countries-launch-dr-dahiyas-book-the-house-that-zee-built/**
- **https://twitter.com/indiaedudiary/status/1425361133704204288**
- **https://bit.ly/3iFlzp4**
- **https://bit.ly/37EUex7**
- **http://everythingexperiential.businessworld.in/article/Eminent-Personalities-From-10-Countries-Launch-Dr-Dahiya-s-Book-The-House-That-Zee-Built-/20-08-2021-401175/**
- **https://www.youtube.com/watch?v=vkqfc6W4u0g**
- **https://digitalindiaweb.com/2021/08/eminent-personalities-from-10-international-locations-launched-dr-surbhi-dahiyas-e-book-the-house-that-zee-made/123487/.html**
- **https://www.msn.com/en-in/news/other/eminent-personalities-from-10-countries-launch-dr-surbhi-dahiyas-book-the-house-that-zee-built/ar-AANbc8r**
- **https://thenewsmotion.com/eminent-personalities-from-10-countries-launch-dr-surbhi-dahiyas-book-the-house-that-zee-built/**
- **https://www.thecampusnews.com/2021/08/house-that-zee-built.html**

- **https://www.samachar4media.com/media-forum-news/prof-surbhi-dahiya-has-written-a-book-titled-the-house-that-zee-built-56037.html**
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- **https://www.bignewz.in/2021/08/12/the-house-that-zee-built-metamorphosis-of-family-business-into-global-conglomerate/**
- **https://newstree.co.in/news-today/the-house-that-zee-built-book-released-many-celebrities-attended/**
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- **https://meabni.in/eminent-personalities-from-10-nations-launch-dr-surbhi-dahiyas-e-book-the-home-that-zee-constructed/**
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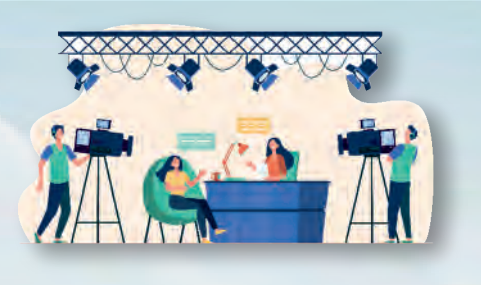
- **https://www.amazon.in/dp/9390918685/ref=cm_sw_r_wa_awdb_imm_BGZ2ET8ZZCWZHKRYAG6M**
- **https://amzn.to/3k1wJW4; Amazon.co.uk https://amzn.to/2XaWz0Q**

Day 2
(11thAugust, 2021)



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- **https://www.india.com/hindi-news/new-delhi/world-journalism-education-council-icssr-president-prof-bhushan-patwardhan-talk-about-mother-language-4880934/**
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दूसरा टेस्ट : भारत को सुधारनी होगी बल्लेबाजी

पेज 14

राष्ट्रीय सहारा

नई दिल्ली

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मातृभाषा में प्राप्त किया ज्ञान ही सर्वश्रेष्ठ : प्रो. पटवर्धन

■ नई दिल्ली (एसएनबी)।

■ 'भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां' विषय पर आयोजित सम्मेलन सम्पन्न

भारत की विभिन्न भारतीय भाषाओं में ज्ञान का भंडार छिपा है। अगर विद्यार्थी अपनी मातृभाषा में ज्ञान लेंगे, तो उनका संपूर्ण विकास संभव हो पाएगा। यह विचार भारतीय सामाजिक विज्ञान अनुसंधान परिषद के अध्यक्ष प्रो. भूषण पटवर्धन ने वर्ल्ड जर्नलिज्म एजुकेशन काउंसिल, भारतीय जन संचार संस्थान और यूनेस्को की ओर से भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां विषय पर आयोजित दो दिवसीय सम्मेलन के समापन सत्र में व्यक्त किए। आयोजन में हरियाणा राज्य उच्च शिक्षा परिषद के चेयरमैन प्रो. बृजकिशोर कुठियाला, वरिष्ठ शिक्षाविद् डॉ. संजीव भानावत, महात्मा गांधी मिशन विश्वविद्यालय, औरंगाबाद के पूर्व कुलपति डॉ. सुधीर गवाहने, आईआईएमसी ढेंकनाल के क्षेत्रीय निदेशक डॉ. मृणाल चटर्जी, हैदराबाद विश्वविद्यालय से डॉ. कंचन के. मलिक एवं पंजाब केंद्रीय विश्वविद्यालय से डॉ. रु बल कनोजिया ने भी हिस्सा लिया। कार्यक्रम के मुख्य अतिथि प्रो. पटवर्धन ने 'भारतीय भाषाई पत्रकारिता एवं मीडिया शिक्षा का विकास' विषय पर विचार व्यक्त करते हुए कहा कि राष्ट्रीय शिक्षा नीति नए भारत के निर्माण में सबसे महत्वपूर्ण तत्व है। केंद्र सरकार ने इस दिशा में सकारात्मक कदम उठाए है कि बच्चे अपनी मातृभाषा में शिक्षा प्राप्त करें। भारतीय परंपरा में लोक संवाद का जिक्र करते हुए हरियाणा राज्य उच्च शिक्षा परिषद के चेयरमैन प्रो. बृजकिशोर कुठियाला, वरिष्ठ शिक्षाविद् डॉ. संजीव भानावत, महात्मा गांधी मिशन विश्वविद्यालय, औरंगाबाद के पूर्व कुलपति डॉ. सुधीर गवाहने, आईआईएमसी ढेंकनाल के क्षेत्रीय निदेशक डॉ. मृणाल चटर्जी, हैदराबाद

स्वदेश

कार्यक्रम

दो दिवसीय सम्मेलन के समापन सत्र में बोले आईसीएसएसआर के अध्यक्ष

मातृभाषा में लिया गया ज्ञान ही सर्वश्रेष्ठ : प्रो. पटवर्धन

■ विश्व पत्रकारिता शिक्षा परिषद, आईआईएमसी और यूनेस्को का संयुक्त आयोजन

एजेंसी, नई दिल्ली

भारत की विभिन्न भारतीय भाषाओं में ज्ञान का भंडार छिपा हुआ है। अगर विद्यार्थी अपनी मातृभाषा में ज्ञान लेंगे, तो उनका संपूर्ण विकास संभव हो पाएगा। यह विचार भारतीय सामाजिक विज्ञान अनुसंधान परिषद के अध्यक्ष प्रो. भूषण पटवर्धन ने विश्व पत्रकारिता शिक्षा परिषद, भारतीय जन संचार संस्थान और यूनेस्को द्वारा भारत में पत्रकारिता शिक्षा : मुद्दे और चुनौतियां विषय पर आयोजित दो दिवसीय सम्मेलन के समापन सत्र में ऑनलाइन माध्यम से जुड़कर किए। आयोजन में हरियाणा राज्य उच्च शिक्षा परिषद के चेयरमैन प्रो. बृजकिशोर कुठियाला, वरिष्ठ शिक्षाविद् डॉ. संजीव भानावत, महात्मा गांधी मिशन विश्वविद्यालय, औरंगाबाद के पूर्व कुलपति डॉ. सुधीर गवाहने, आईआईएमसी ढेंकनाल के क्षेत्रीय निदेशक डॉ. मृणाल चटर्जी, हैदराबाद विश्वविद्यालय से डॉ. कंचन के. मलिक एवं पंजाब केंद्रीय विश्वविद्यालय से डॉ. रुबल कनोजिया ने भी हिस्सा लिया।

इस अवसर पर महात्मा गांधी मिशन विश्वविद्यालय, औरंगाबाद के पूर्व कुलपति डॉ. सुधीर गवाहने ने कहा कि भाषाई पत्रकारिता ही मुख्यधारा की पत्रकारिता है। शिक्षा प्रदान करने के माध्यम के रूप में मातृभाषा को बढ़ावा देने की पहल सरकार की दूरदर्शिता को दिखाती है।

■ भाषाई पत्रकारिता ही मुख्यधारा की पत्रकारिता

प्रथम सत्र में डिजिटल युग में पत्रकारिता शिक्षा विषय पर आयोजित परिचर्चा में आईसीएसएसआर फेलो डॉ. उमा रानी नारायण, गुरु जम्भेश्वर विज्ञान और प्रौद्योगिकी विवि, हिसार से डॉ. उमेश आर्य, सावित्रीबाई फुले विश्वविद्यालय, पुणे से डॉ. ऊजवलता सुचील वर्दे, सिम्बायोसिस इंस्टीट्यूट ऑफ मीडिया एंड कम्युनिकेशन की निदेशक डॉ. रुचि सेंगर जगरी, डासएंडक सेंट्रीय विवि से डॉ. देवव्रत सिंह, अन्ना विवि, चेन्नई से डॉ. एस. मनुकोडा रवींद्रनाथ, आईआईएमसी के सहायक प्रोफेसर डॉ. प्रशांत गोस्वामी, न्यू मीडिया विभाग की प्रमुख डॉ. अनुभूति यादव, एमिटी स्कूल ऑफ कम्युनिकेशन, ग्वालियर से डॉ. सुमित तरुलता, डॉ. उमा शंकर पांडेय एवं डॉ. अनन्या रॉय ने अपने विचार व्यक्त किए।

विचार व्यक्त करते हुए कहा कि राष्ट्रीय शिक्षा नीति नए भारत के निर्माण में सबसे महत्वपूर्ण तत्व है। भारत सरकार ने इस दिशा में सकारात्मक कदम उठाए हैं कि बच्चे अपनी मातृभाषा में शिक्षा प्राप्त करें। भारतीय परंपरा में लोक संवाद का जिक्र करते हुए हरियाणा राज्य उच्च शिक्षा परिषद के चेयरमैन प्रो. बृजकिशोर कुठियाला ने कहा कि आज भारत और इंडिया के लोगों के बीच में भाषा का जो अंतर है, वह मीडिया में भी दिखाई देता है।

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