A STUDY ON THE SIGNIFICANCE OF JOURNALISM EDUCATION IN PROFESSIONAL NEWS INDUSTRY (WITH REFERENCE TO VARIOUS UNIVERSITIES OF MAHARASHTRA)

A THESIS

SUBMITTED TO

TILAK MAHARASHTRA VIDYAPEETH, PUNE

FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN JOURNALISM & MASS COMMUNICATION

UNDER THE BOARD OF MODERN SCIENCES & PROFESSIONAL SKILLS

BY

DEBAHUTI CHAKRAVORTY
PRN-25618004202

UNDER THE GUIDANCE OF
DR. GEETALI TILAK

DEPARTMENT OF JOURNALISM & MASS COMMUNICATION
OCTOBER 2025

A STUDY ON THE SIGNIFICANCE OF JOURNALISM EDUCATION IN PROFESSIONAL NEWS INDUSTRY (WITH REFERENCE TO VARIOUS UNIVERSITIES OF MAHARASHTRA)

A THESIS

SUBMITTED TO

TILAK MAHARASHTRA VIDYAPEETH, PUNE

FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN JOURNALISM & MASS COMMUNICATION

UNDER THE BOARD OF MODERN SCIENCES & PROFESSIONAL SKILLS

BY

DEBAHUTI CHAKRAVORTY
PRN-25618004202

UNDER THE GUIDANCE OF
DR. GEETALI TILAK

DEPARTMENT OF JOURNALISM & MASS COMMUNICATION
OCTOBER 2025

CERTIFICATE

It is certified that the work entitled, '**A Study on the Significance of Journalism Education in Professional News Industry (With reference to various Universities of Maharashtra)'**, is an original research work done by **Mrs. Debahuti Chakravorty**, under my supervision for the degree of Doctor of Philosophy in Journalism & Mass Communication to be awarded by Tilak Maharashtra Vidyapeeth, Pune. To the best of my knowledge, this thesis

- Embodies the work of the candidate herself
- Has duly been completed
- Fulfills the requirement of the ordinance related to Ph.D. degree of the TMV
- Up to the standard in respect of both content and language for being referred to the examiner.

Signature of the Guide

Place: Pune Dr. Geetali Tilak

Date:

UNDERTAKING

I, Mrs. Debahuti Chakravorty, a Ph.D. scholar in Journalism & Mass Communication at Tilak Maharashtra Vidyapeeth, solemnly affirm that the thesis entitled *"A Study on the Significance of Journalism Education in Professional News Industry (With reference to various Universities of Maharashtra)"*, submitted under the supervision of Dr. Geetali Tilak, is my original work. I have not copied it from any source. I understand that, in the event of any complaint— particularly concerning plagiarism—regarding my Ph.D. research, I am subject to the enquiry procedure as determined by Tilak Maharashtra Vidyapeeth at any point in time. I understand that, if my Ph.D. thesis, or any part of it, be found to be duplicated, I acknowledge that my research degree will be withdrawn, and I will be solely responsible and liable for any resulting consequences. I will not hold TMV, Pune, responsible or liable under any circumstances.

I have signed the above undertaking after carefully reading and understanding all its provisions.

Signature:

Address: Flat-403, Wing G-4, Kumar Park Infinia, Phursungi, Pune- 412308

Ph.No.: 7658954433

E-mail: debahutichakravorty@gmail.com

Date:

Place:

Pune

DECLARATION

I hereby declare that the Ph.D. thesis entitled *"A Study on the Significance of Journalism Education in Professional News Industry (With reference to various Universities of Maharashtra)"*, completed and authored by me, has not previously formed the basis for the award of any degree or similar academic title conferred upon me by this or any other Vidyapeeth or examining body.

Place: Pune

Date:

Debahuti Chakravorty

Research Scholar

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all the individuals and organizations who supported me in carrying out the research presented in this thesis. I am especially thankful to the many distinguished individuals who generously shared their time, resources, and experiences with me. Their contributions have made this journey both fulfilling and rewarding.

At the outset, I extend my deepest appreciation to my guide, Dr. Geetali Tilak, Vice Chancellor of Tilak Maharashtra Vidyapeeth, Pune, for her unwavering research-oriented guidance and supervision. Her support at every stage of this work, despite all challenges, has been instrumental in its completion. I am profoundly grateful to my parents, Late Mr. Sitangshu Chakravorty and Mrs. Rupa Chakravorty; my in-laws, Mr. Bhaba Kanta Sarma and Mrs. Jasoda Devi; and my husband, Mr. Minuj Kumar Sarma, for their continuous encouragement and support throughout this research. Their belief in me has been a source of strength. A special mention goes to my dear daughter, Misimi, for patiently enduring my absence and the limited attention I could offer her during this period. I also wish to thank my friends and colleagues, especially Dr. Rashmi Dongre and Dr. Dheeraj Singh of Tilak Maharashtra Vidyapeeth, Pune, for their motivation and encouragement.

My heartfelt thanks go to Tilak Maharashtra Vidyapeeth (TMV), the Department of Journalism & Mass Communication, and the Lokmanya Tilak Centre for Research and Development. I am especially grateful to Dr. Geetali Tilak and Dr. C. Sunanda Yadav for their valuable inputs and consistent encouragement throughout my research journey. The coursework, workshops, and guidance provided were immensely helpful.

Finally, I extend my sincere appreciation to the staff of the universities I surveyed and interviewed in Pune and other cities. Their time and insights were vital to the successful completion of this research.

Mrs. Debahuti Chakravorty

LISTOF TABLES

Table no	Particulars	PageNo
Table 1	List of Universities in Maharashtra providing Journalism Education	9
Table 3H.2	List of Universities in Maharashtra providing Journalism Education	70
Table 3K	Time duration against each process of research	76
Table 4A	List of Media houses in the State of Maharashtra	84
Table 4B	List of Universities offering Journalism Education in Maharashtra	88
Table 4B.1.2	Journalism programmes offered by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	93
Table 4B.2.2	Journalism programmes offered by Mumbai University	95
Table 4B.3.2	Journalism programmes offered by Rashtrasant Tukadoji Maharaj Nagpur University	99
Table 4B.4.2	Journalism programmes offered by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon	103
Table 4B.5.2.1	Journalism programmes offered by the Department of Media and Communication Studies, SPPU	107
Table 4B.5.2.2	Journalism programmes offered by the Department of Communication and Journalism, SPPU	108
Table 4B.6.2	Journalism programmes offered by Shivaji University, Kolhapur	114

Table no	Particulars	PageNo
Table 4B.7.2	Journalism programmes offered by Punyashlok Ahilyadevi Holkar University	117
Table 4B.8.2	Journalism programmes offered by Yashwant Rao Chavan Maharashtra Open University, Nashik	120
Table 4B.9.2	Journalism programmes offered by Symbiosis International University	125
Table 4B.10.2	Journalism programmes offered by MGAHV	131
Table 4B.11.2	Journalism programmes offered by ADYPU	138
Table 4B.12.2	Journalism programmes offered by Amity University, Mumbai	144
Table 4B.14.2	Journalism programmes offered by VU, Pune	152
Table 4B.15.2	Journalism programmes offered by TISS,	160
Table 4B.16.2.1	Journalism programmes offered by SNDT UDEE	167
Table 4B.16.2.2	Journalism programmes offered by SNDT Pune	167
Table 4B.17.2	Journalism programmes offered by CJMC	173
Table 4B.18.2	Journalism programmes offered by Gondhawana University	178
Table 4B.19.2	Journalism programmes offered by Tilak Maharashtra Vidyapeeth	182
Table 4B.20.2	Journalism programmes offered by MIT WPU	189
Table 4B.21.2	Journalism programmes offered by MIT ISBJ	194

Table no	Particulars	PageNo
Table 4B.22.2	Journalism programmes offered by Journalism Department CSMU	198
Table 4B.23.2	Journalism programmes offered by IIMC	202
Table 4C	List of P.G. programmes in the State by Department and Faculty	206
Table 4B.2.1	Subjects suggested by UGC for MA Mass Communication	215
Table 4C.2.2	Subject suggest by UGC by Subject Category	217
Table 4C.4	University programmes v/s UGC proposed curriculum	219

LIST OF FIGURES

Number	Particulars	PageNo
1A.5	Share of media industry segments	13
1E	Structure of Thesis	20
2E	Conceptual Diagram of Theoretical Framework	57
3B	Research flowchart	63
3G	Triangulation Method	68
4A	Industry size of emerging segments	81
4G.1	Common views between Industry and Academia	292

List of Abbreviations

Abbreviation	Explanation
UNESCO	United Nations Educational, Scientific and Cultural Organization
WJEC	World Journalism Education Council
IAMCR	International Association for Media and Communication Research
IFJ	International Federation of Journalists
GER	The Gross Enrolment Ratio
AISHE	All India Survey on Higher Education
FY	Financial Year
NCR	National Capital Region
UGC	University Grants Commission
IIMC	Indian Institute of Mass Communication
SITE	Satellite Instructional Television Experiment
MIT	Maharashtra Institute of Technology
SGU	Sanjay Ghodawat University
BAMU	Dr. Babasaheb Ambedkar Marathwada University
SRTM	Swami Ramanand Teerth Marathwada University (Nanded, Maharashtra)
MGM	Mahatma Gandhi Mission University

Abbreviation	Explanation
BMM	Bachelor of Mass Media
SNDT	ShreematiNathibai Damodar Thackersey Women's University (Mumbai)
DTH	Direct-to-Home (satellite television service)
TRAI	Telecom Regulatory Authority of India
FICCI-EY	Federation of Indian Chambers of Commerce & Industry – Ernst & Young Report
CAGR	Compound Annual Growth Rate
AIR	All India Radio
OTT	Over-the-Top (media services delivered via the internet)
US	United States
ICT	Information and Communication Technology
SAARC	South Asian Association for Regional Cooperation
CDC	Curriculum Development Committee
UK	United Kingdom
BRICS	Brazil, Russia, India, China, South Africa
J&MC	Journalism and Mass Communication
FICCI-KPMG	Federation of Indian Chambers of Commerce & Industry
CBSE	Central Board of Secondary Education

Abbreviation	Explanation
NEP	National Education Policy
SIC	The Sectoral Innovation Council
MIB	Ministry of Information and Broadcasting
FTII	Film and Television Institute of India (Pune)
SRFTI	Satyajit Ray Film and Television Institute (Kolkata)
ROI	Return on investment
TV	Television
FGD	Focus Group Discussion
COVID 19	Coronavirus Disease 2019
GDP	Gross Domestic Product
FDI	Foreign Direct Investment
IT	Information Technology
ITeS	Information Technology Enabled Services
M&E	Media and entertainment
ARP	Average Revenue Per User
AVGC	Animation, Visual Effects, Gaming, and Comic
PE	Private equity
VC	Venture capital

Abbreviation	Explanation
CAGR	Compound Annual Growth Rate.
AI	Artificial Intelligence
NPTEL,	National Programme on Technology Enhanced Learning
MOOC	Massive Open Online Course
NAAC	National Assessment and Accreditation Council
LED	Light Emitting Diode
DSLR	Digital Single-Lens Reflex (camera)
WIFI	Wireless Fidelity
PCR	Production Control Room
SLR	Single-Lens Reflex (camera)
LCD	Liquid Crystal Display
VFX	Visual Effects
DVD	Digital Versatile Disc / Digital Video Disc
NET	National Eligibility Test
SLET	State Level Eligibility Test
MoU	Memorandum of Understanding
ELT	Experiential theory of learning
CC	Core Course
AEC	Ability Enhancement Compulsory Course

Abbreviation	Explanation
SEC	Skill Enhancement Course
DSE	Discipline Specific Elective
OE	Open Elective

TABLE OF CONTENTS

Number	Particulars	Page No
	Title	I
	Certificate	II-III
	Declaration	IV
	Acknowledgement	V
	Content	VI-X
	Abstract	XI- XIII
	List of tables, figures	XIV-XVII
	Abbreviations	XVIII-XXII
	Chapter 1: Introduction	1-21
1A	Education and Journalism	2
1A.1	Journalism Education	2
1A.2	Overview of Journalism Education in India	6
1A.3	Overview of Journalism Education in Maharashtra	8
1A.4	Overview of the News & Media Industry	12
1A.5	News Industry in India	12
1A.6	News & Media Industry in Maharashtra	14
1A.7	Industry and Academia Relations	16
1B	Significance of the study	17
1C	Purpose of the study	19
1E	Organization of the Thesis	20
Chapter 2: Literature review		22-58
2A	Introduction	23
2B	Literature on Global Journalism Education	24

2C:	Literature on Journalism Education in India	33
2D:	Literature on Journalism Education in Maharashtra	53
2E.	Theoretical Framework	53
2F:	Conclusion	58
Chapter 3: Research Methodology		60-76
3A:	Introduction	61
3B:	Exploratory Research Design	62
3C:	Aim & Objectives	64
3D:	Research Questions	65
3E:	Statement of the Problem	65
3F:	Identification of the Research Gap	66
3G:	Research Method	66
3H:	Sample Identification 3H.1 Sampling Technique used	68
3H.2	Total Population / Universe	69
3I:	Method for Data Collection	71
3I.1	Interview Schedule for In-depth Interviews	72
3I.2	Focus Group Discussion	72
3I.3	Content Analysis	73
3I.4	Tools and Techniques for Secondary Data Collection	73
3I.5	Methods of Data Analysis	74
3I.5.1	Analysis of Data Collected through Personal Interviews	74
3I.5.2	Analysis of Data Collected through Focus Group Discussions	74

3I.5.3	Analysis of the Curriculum Content	75
3J:	Research Variables	75
3K:	Research Timelines	76
Chapter 4: Data Analysis and Interpretation		77-293
4.	Introduction	78
4A	Exploring the details of the state of Maharashtra	80
4B:	Journalism Education Scenario of Maharashtra	87
4B.1	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	92
4B.2	Mumbai University	95
4B.3	Rashtrasant Tukadoji Maharaj Nagpur University	98
4B.4	Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon	102
4B.5	Savitribai Phule Pune University, Pune	106
4B.6	Shivaji University Kolhapur	113
4B.7	Punyashlok Ahilyadevi Holkar Solapur University	117
4B.8	Yashwant Rao Chavan Maharashtra Open University	119
4B.9	SYMBIOSIS: International University	123
4B.10	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	130
4B.11	Ajeenkya DY Patil University	137
4B.12	Amity University Mumbai	142
4B.13	Swami Ramanand Teerth Marathwada University	148
4B.14	Vishwakarma University, Pune (VU)	152
4B.15	Tata Institute of Social Sciences, Deonar, Mumbai	159
4B.16	SNDT – Shreemati Nathibai Damodar Thackersey Women's	165

	University, Mumbai	
4B.17	MGM University	172
4B.18	Gondhawana University	178
4B.19	Tilak Maharashtra Vidyapeeth	181
4B.20	MIT World Peace University	188
4B.21	MIT ADT University	194
4B.22	Chhatrapati Shivaji Maharaj University (CSMU)	197
4B.23	IIMC (Amaravati Campus)	201
4C:	Content analysis of different curricula of Journalism programs of the state Universities	206
4C.1	Diversity Aspects	209
4C.2	UGC proposed curriculum	212
4C.3	Comparison with UGC proposed curriculum	219
4D:	Focus group discussion: Perception of students	223
4D.1	1st focus group discussion	224
4D.2	2nd focus group discussion	226
4D.3	Conclusion of the focus group discussion	228
4E:	Perceptions of Academicians	229
4F:	Perception of Industry Experts	259
4G:	Comparison of different perceptions	291
Chapter 5: Findings, Conclusions and Future Scope		294-314
5A:	Introduction	295
5B:	Key Findings	296
5B.1	Findings on Curriculum Design	296

5B.2	Findings on Curriculum Delivery	300
5B.3	Findings on Student Quality	302
5C:	Limitations of the study	303
5D:	Recommendations & Suggestions	305
5D.2	Suggestions for the study	307
5E:	Future scope of the study	311
5F	Conclusion	313
BIBLIOGRAPHY		315
Annexure		326

Abstract

Journalism education plays a crucial role in strengthening democratic values, fostering informed societies, and preparing aspiring professionals to meet the challenges of the rapidly evolving media industry. Globally, organizations such as UNESCO, IFJ, IAMCR, and WJEC emphasize that journalism education must balance theory with practice, cultivate ethical responsibility, foster media literacy, and adapt to technological and global changes. In the Indian context, journalism education has grown significantly over the last century, from early initiatives in the 1920s to nearly 900 institutions today. Despite this growth, challenges persist in terms of outdated curricula, insufficient infrastructure, and a gap between academia and professional industry expectations.

Maharashtra occupies a unique place in India's journalism landscape. With Mumbai as the country's media and financial hub, the state has a long tradition of print, broadcast, and digital journalism. From pioneering newspapers like *Bombay Darpan* in 1832 to leading contemporary media houses, Maharashtra has contributed to the growth of a vibrant and diverse press. Twenty-four universities across the state currently offer journalism and mass communication programmes at undergraduate, postgraduate, and diploma levels. However, a lack of curriculum standardization, weak industry–academia collaboration, and inadequate focus on digital and multimedia journalism have created skill mismatches, raising concerns about the preparedness of graduates entering the workforce.

This research aims to examine the significance of journalism education in Maharashtra and evaluate how well it aligns with the expectations of the professional news industry. It seeks to assess the current state of journalism education and curricula across universities, analyse teaching methods, infrastructure, and faculty preparedness, and explore the perceptions of students, academicians, and industry professionals. The study further focuses on identifying the gaps between academic training and professional requirements while proposing reforms to make journalism education more relevant, practical, and effective in enhancing the employability of graduates.

An exploratory research design was adopted, employing the triangulation method to enhance validity. Data collection included in-depth interviews, focus group discussions, curriculum analysis, and secondary data. A purposive and expert sampling approach was followed, covering all 24 universities in Maharashtra, 14 academicians, 2 senior academicians, and 14 senior journalists. Thematic analysis, cross-case comparison, and qualitative coding were used to interpret findings.

The study highlights three critical dimensions where journalism education in Maharashtra faces systemic challenges: curriculum design, curriculum delivery, and student quality. In terms of curriculum design, there exists wide diversity in programme nomenclature, departmental structures, and course content, with only 30–75% overlap with UGC model guidelines. This lack of uniformity, coupled with infrequent curriculum updates, results in outdated programmes that often fail to incorporate essential contemporary areas such as digital journalism, multimedia storytelling, data-driven reporting, and civic knowledge. Public universities, in particular, face regulatory hurdles in integrating industry perspectives into curriculum design, further limiting their relevance. The challenges of curriculum delivery are equally significant, as faculty expertise varies widely, with many lacking direct industry experience due to restrictive UGC eligibility norms that prioritize academic qualifications over professional exposure. Private universities are generally better equipped with modern infrastructure, while many state institutions struggle with inadequate laboratories, obsolete equipment, and a shortage of skilled technical staff. Moreover, practical components such as internships, newsroom simulations, and structured industry collaborations are inconsistently implemented and often lack systematic monitoring. Finally, issues of student quality compound these problems, as many entrants hold unrealistic expectations of the profession, focusing on its perceived glamour rather than the demands of foundational skill development. At the same time, deficiencies in language proficiency, writing ability, analytical skills, and research orientation are widely reported, leading industry professionals to note that fresh graduates often require retraining to meet even basic professional standards. Collectively, these gaps underline a persistent disconnect between academia and industry, with serious implications for the employability and professional preparedness of journalism graduates in the state.

The findings underline a clear academia–industry gap. While academia emphasizes structural challenges such as autonomy, regulations, and resources, industry focuses on immediate skill readiness and job performance. Students, meanwhile, stress the need for greater practical exposure and up-to-date syllabi. Despite these tensions, there is consensus among all stakeholders on the importance of strengthening journalism education through practical training, curriculum modernization, and stronger collaboration mechanisms.

The study puts forth several key recommendations to strengthen journalism education in Maharashtra and bridge the persistent gap between academia and industry. It emphasizes the need to develop a uniform yet flexible curriculum that balances theory and practice in a 50:50 ratio, ensuring both conceptual grounding and hands-on training. To keep pace with the evolving media landscape, the curriculum should incorporate specialized courses in digital tools, multimedia journalism, ethics, and data-driven reporting, which are increasingly indispensable for modern newsrooms. Recognizing the crucial role of educators, the study also calls for faculty development programmes and annual industry immersion workshops to equip teachers with updated knowledge, skills, and real-world exposure. Further, it recommends the institutionalization of placement cells, alumni networks, and structured academia–industry partnerships, which can enhance employability, mentorship, and professional collaboration. A strong emphasis is placed on fostering a research culture, encouraging interdisciplinary projects.

Journalism education in Maharashtra, though well established, remains fragmented and inconsistent. The study concludes that while the industry cannot expect universities to produce fully “job-ready” graduates, academia must narrow the gap substantially by aligning curricula with technological, ethical, and practical requirements. Nearly 80% of industry experts surveyed affirmed the centrality of journalism education for preparing ethical and competent professionals, provided it is complemented with on-the-job training.

Ultimately, the research reinforces that journalism education is indispensable not only for producing skilled professionals but also for sustaining an informed citizenry, strengthening democratic discourse, and ensuring the vitality of Maharashtra’s media industry.

Chapter I: Introduction

1A: Education and Journalism

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela

Education is crucial to human resources development and is essential to the growth of a modern society. Education builds awareness and enables a person to contribute to society by upgrading their mental, spiritual, and intellectual capabilities. It is one of the most potent forces, having the power to change the entire world. (Sanyal, 2022)

Journalism, on the other hand, refers to the work of assimilating, writing, editing, publishing or disseminating news through various media in a bid to enable citizens to make informed decisions in social life. Journalism refers to the reporting of news and current affairs in print, radio, television, and the Internet, based on the Oxford Dictionary of Media & Communication (2011). Journalism serves as an essential link between the people and the government in democracies by keeping the people informed and aware of the workings of the Government. (UNESCO, 2007; Donsbach, 2014)

Journalism education, or the system through which contributors of various news media like newspapers, magazines, radio and television are trained, is a specialized pedagogical field. This system also provides for the training of editors on the literature for mass audiences. It is basically a process of teaching and learning of the entire area of journalism, its types, writing & presentation styles, related ethics & laws, values, etc.

1A.1 Journalism Education

The term *'Journalism education'* refers to an organised process of teaching and training people about the skills, morals, practices, and information relevant to the operations of a journalist in various media organizations. It should include teaching students how to identify news and recognize the story in a complex field of fact and opinion, how to conduct journalistic research,

and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, and online and multimedia operations) and present this information to a particular audience.

Students learning journalism must be provided with the education and knowledge to be critical about journalism ethics, best practices, the social function of journalism, media law, media history, and the political economy of the media (including ownership, structure, and competition). Through courses developed in collaboration with other college or university departments, the students should learn to deal with political and social problems that have an impact on their society. Furthermore, it should ensure that they gain the basics of specific knowledge in an area of importance to journalism and a wide general comprehension. (Josephi, 2019; WJEC, 2013; IFJ, n.d)

Various organizations have defined Journalism education in different ways:

The International Association for Media and Communication Research (IAMCR) defines journalism education as a field of study that includes teaching, professionalism, journalistic ethics, and how technology impacts journalism education. (UNESCO, 2007; IAMCR, n.d.).

The United Nations links journalism education to general processes of peacebuilding, democracy, and sustainable development that are enshrined in the development goals. It is considered that journalism education is required to supply professionals who can cover these topics, ethically aware of the international context in which they operate. This way, journalism becomes a contribution to society as an informed and active citizenry.

Journalists' International Federation (IFJ) asserts that Journalism Education is essential for achieving press freedom, upholding ethics, and ensuring the independence of journalists. The development of responsible students with a high professional conscience, responsible for reporting truthfully and impartially, could be important, but human rights and the social impacts of their reports also need to be taken into account.

The World Journalism Education Council (WJEC) stresses the importance of ensuring journalism education serves as a cornerstone for fostering responsible and ethical practice of journalism. Their vision highlights that journalism education provides not only theoretical and practical training but also fosters an ethical commitment to public service and an informed society. WJEC claims that journalism education is a mix of moral, practical, and theoretical training as it educates the students to critically analyse media institutions, makes them familiar with the socio-political functions and importance of the media, and equips them with the skills crucial to the profession of journalism in the public interest. It argues that it lays the foundation for responsible journalism. It also states that journalism education should be targeted to prepare students to function within global and intercultural contexts, which is now used to inspire a deeper sense of how media functions to nourish and sustain public life and democratic culture globally. (WJEC, 2013)

The WJEC principles include:

1. A balanced curriculum where Journalism education should balance conceptual, philosophical, and skills-based content. It is an interdisciplinary academic field, but it has its own distinct body of knowledge and theory.

2. Journalism can be studied from undergraduate to postgraduate levels, offering degrees ranging from bachelor's to Ph.D., as well as specialized or mid-career training.

3. The journalism education should be a proper blend of academics and practitioners. In order to ensure that theory and practice are both a part of the curriculum, teachers of journalism should be a mix of academia and former journalists.

4. The Journalism curriculum should include a wide variety of topics, such as media history, forms, critical analysis of the media, journalism ethics, and the role of media within society. Public relations and advertising are two examples of allied courses that are occasionally added.

5. Journalism educators are responsible for promoting media literacy both within academic institutions and to the public.

6. Journalism Graduates should be well-prepared to meet the ethical obligations and public interest responsibilities of journalism.

7. Journalism education, especially at the undergraduate level, is often vocational, with a focus on experiential learning through internships and laboratory work.

8. Industry Collaboration is a must for effective outcomes of journalism education. Journalism educators should maintain strong ties with media industries, reflecting critically on industry practices and offering informed advice.

9. Programme must provide education on the electronic equipment and software that are used in modern journalism since the industry depends greatly on technology.

10. Journalism students must be provided with an international viewpoint.
Where possible, journalism students must have direct exposure to overseas journalistic methods with the intent to understand the shared professional values that pervade across the globe.

11. To promote journalism education as a profession, journalism educators are duty-bound to collaborate internationally.

These principles are designed to elevate the standards of journalism education worldwide, ensuring students are equipped to adapt to both technological changes and global media dynamics.

According to the International Organization **UNESCO's** definition of journalism education, this field is important in the promotion of well-informed societies and the preservation of democratic ideals. The most important elements in the UNESCO definition of journalism education include Theoretical Knowledge, Sound Practical Skills, Ethical Training, International and Intercultural Awareness, and Technological Competency. UNESCO declares that journalism education plays a

critical role in promoting freedom of expression, media literacy, and professionalism. It also highlights the fact that education has been crucial in equipping journalists as representatives of moral values, instruments for the public good, and capable of keeping pace with the shifting digital landscape. Although it places a lot of value on the requirement to infuse digital and multimedia technologies into their education, UNESCO also underlines an imperative necessity to instil the need for press freedom, responsibility, and ethics in media practice. To provide quality education that facilitates the function of journalism in democratic societies, UNESCO emphasizes developing standardized global curricula adapted to local specifics, especially in developing countries. (UNESCO, 2007; Buckingham, 2001).

In summary, Journalism education includes coursework in news writing, reporting, media law, journalism ethics, digital media tools, and critical media content analysis. It also involves experiential learning opportunities such as internships, real-life projects, and laboratory simulations, focusing on preparing students for careers in journalism and related fields. Journalism education, therefore, is a measurable and goal-driven process that imparts the skills required for students who can defend democracy while upholding moral principles, adapt to technological advancement, and fit into multicultural and multinational backgrounds.

1A.2 Overview of Journalism Education in India

The Gross Enrolment Ratio (GER) in Indian higher education for the year 2019–20 was 27.1%, an increase from 26.3% for the year 2018–19, as per the AISHE report (2019–20). Concerning mass communication, enrolments saw an increase from 26,786 in 2018-19 to 29,758 in 2019-20. As per data from FY19, Indian educational infrastructure included 39,932 colleges across multiple streams as of May 17, 2021, which includes close to 900 colleges and institutions offering various mass communication and journalism programmes. The majority of these institutions are in Delhi, NCR, followed by Bengaluru, Kolkata and Maharashtra. (Ministry of Education, 2020).

In India, journalism education is framed within the higher education system, and it comprises short or long-term programmes in government universities, media-backed private institutions or those offered by press associations and other organizations. The institutions offer various

programmes at different levels from certificate to diploma, undergraduate to postgraduate or PHD. As journalism is about the dissemination of information to a mass audience, it forms an integral part of mass communication. In almost all institutions, Journalism is found to be a part of Mass Communication. The vast majority of the Indian universities lack a dedicated department for journalism.

Lately, Journalism education in India celebrated its 100th anniversary. During the colonial era, Dr Annie Besant, the well-known British socialist, theosophist, women's rights activist, writer, and philanthropist, introduced journalism as a discipline in the country. Her efforts bore fruit in 1920 when the National University in Adyar, Madras, launched its first journalism course. It was co-sponsored by the Indian Theosophical Society. Initially, the English department of the faculty of arts provided a bachelor's degree, and the students also got further hands-on training in the "New India" office, which added to the emphasis on professional journalism. Almost a decade later, in 1938, Aligarh Muslim University started offering journalism certificates. To advance the nationalist movement's demand for Home Rule, the Congress party, which was pro-independence, established an Indian journalism school at the private Bhavan school in Kochi. In both cases, the main purpose was to offer opportunities for the training of home-grown journalists and contribute immensely towards the creation of professional 'native' journalists, some of whom favoured 'Independence','Home Rule' and the 'Freedom Struggle'.

During the early years of independence, instead of a professional journalism degree, a bachelor's education in English literature was the basic requirement for employment in journalism. Professor PP Singh, the first person to be identified as the father of formal journalism education in India, established the first journalism department in Punjab University in 1941. The curriculum for postgraduate courses in journalism and public communication quickly altered post-independence. The University of Madras established the Department of Journalism and Communication, which was the first journalism program in Asia. Calcutta University, at present-day Kolkata, established the Department of Journalism & Mass Communication in 1948. In Mysore, the Maharaja College, under the University of Mysore, started its journalism department in 1951. Rashtrasant Tukadoji Maharaj Nagpur University, in Maharashtra, tried to give a prescribed shape & structure to

journalism & mass communication education in India. Journalism was initially offered as a diploma program, but it was elevated to degree status in the mid-1960s.

To ensure a uniform curriculum for a variety of programs conducted by Indian universities, UGC finally formed a Curriculum Development Committee in Mass Communication. Around the same time. (UGC, 2021) UNESCO also developed a model curriculum for journalism education to set standards based on international good practices. (UNESCO, 2007).

D'Forest O'Dell established the Department of Communication & Journalism in 1954 as part of Osmania University's College of Arts & Social Sciences. With the assistance of the Ford Foundation and UNESCO, the Ministry of Information and Broadcasting established the Indian Institute of Mass Communication (IIMC) in New Delhi in 1965. Media education was launched in the Northeastern region of India in 1967 at Gauhati University. Banaras Hindu University inaugurated a department specific to journalism and mass communication in 1973. After the success of the SITE and Kheda projects, higher studies in mass communication witnessed a profuse transformation in the course contents.

1A.3 Overview of Journalism Education in Maharashtra

Maharashtra boasts a rich culture in Journalism education. The first university in post-independence India to provide a structured and well-organised journalism program was Rashtrasant Tukadoji Maharaj University in Nagpur. In 1969, the Department of Journalism was established as a division of Social Science, and Mr. ST Puranik was named the department's honorary head. In 1989, the department was renamed the Department of Mass Communication. Dr. DG Moses, the principal of Hislop College in Nagpur, took the initiative and, with Nagpur University's support and encouragement, created a full-fledged journalism program in 1952–1953. Prof. K E Eapen, an Indian academic, was the department's first head. The department started with a diploma course in journalism, and later, during the sixties, it started offering degree programmes. (Belavadi, 2002).

According to the UGC website, there are a total of 67 universities in the state of Maharashtra. It comprises one central university, twenty-five state universities, twenty-one deemed universities and nineteen private universities. Only ten out of Maharashtra's twenty-five state universities have a department for journalism and mass communication, primarily offering PhD and master's degree courses. Currently, journalism education is offered at 24 universities of Maharashtra. Also, under state universities, some affiliated colleges are offering journalism courses. The table below includes the names of all 24 universities. (UGC, 2021).

Table 1: List of Universities in Maharashtra providing Journalism Education

Name of the University	**Name of the Department**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Department of Mass Communication & Journalism (1973)
Mumbai University, Mumbai	Department of Communication & Journalism (2003)
Rashtrasant Tukadoji Maharaj Nagpur University (Nagpur).	Department of Mass Communication (1952-53)
KavayitriBahinabai Chaudhari North Maharashtra University, Jalgaon	Department of Mass Communication & Journalism((2006-2007)
Savitribai Phule Pune University, Pune	Department of Media and Communication Studies(1990)
Chhatrapati Shivaji University, Kolhapur.	Department of Journalism & Communication (1968)

Name of the University	Name of the Department
Punyashlok Ahilyadevi Holkar Solapur University, Solapur	Department of Mass Communication (2009-2010)
Yashwant Rao Chavan Maharashtra Open University, Nashik	School of Humanities & Social Sciences
SYMBIOSIS - International University, Pune	Symbiosis Institute for Media & Communication
Tilak Maharashtra Vidyapeeth Bhawan, Pune	Department of Journalism & Mass Communication (2006-07)
Tata Institute of Social Sciences VN Purav Marg, Mumbai	School of Media & Cultural Studies
Ajeenkya D.Y. Patil University	School of Film & Media
Amity University	Amity School of Communication
Dr. Vishwanath Karad MIT World Peace University, Pune	School of Fine Arts, Media & Journalism
Vishwakarma University	Department of Journalism & Mass Communication (2017)
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalay, Wardha	Department of Mass Communication
MGM University, Aurangabad	Institute of Journalism & Mass Communication
MIT World Peace University	School of Fine Arts, Media & Communication

Name of the University	Name of the Department
SNDT University (Pune)	Department of Communication Media for Children
SNDT Women's University (Mumbai)	Department of Extension & Communication
Swami Ramanand Teerth Marathwada University	School of Media Studies
Chhatrapati Shivaji Maharaj University	Department of Journalism & Mass Communication
IIMC	1965
Gondwana University	Department of Mass Communication

In Maharashtra, if we observe by region, Nagpur University (Nagpur Amaravati), Wardha Central University, IIMC Regional Centre (Amravati University campus) and Deemed University-Datta Meghe Institute of Medical Sciences, Wardha are the main centres of journalism education in Vidharbha. In the northern part, Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, has been offering journalism education since 2006. In the western part of the state, Pune University, Symbiosis International University, MIT, MIT ADT University, Tilak Maharashtra Vidyapeeth, Vishwakarma University, D.Y. Patil International University, Flame University, Shivaji University, SGU and Solapur University are offering journalism education. In the Marathwada region, there are three universities - BAMU University, Aurangabad, SRTM University, Nanded and MGM Private University, Aurangabad. In the Konkan region, ninety colleges affiliated with Mumbai University offer a Bachelor's degree in Mass Media, which is also known as BMM. The Tata Institute of Social Science [TISS], Xavier's Institute of Communication, SNDT University Mumbai and Pune, Amity University and the Whistling Woods International

(WWI) Film Institute, Goregaon - are the institutions imparting mass communication and journalism education in Mumbai. Besides the above-listed universities, one regional campus of the Indian Institute of Mass Communication was opened in Sant Gadge Baba Amravati University in 2011, which offers a postgraduate diploma in English and Marathi Journalism.

1A.4 Overview of the News & Media Industry

The media & entertainment industry of India is one of the most flourishing sectors. If we consider the television sector, as per the industry estimate from 2005, India was the third largest television market in the world, with 109 million homes with a television and 61 million homes with a cable connection. By 2020, there were almost 70.58 million DTH subscribers in India as per the TRAI report. Currently, India has the fifth-largest media and entertainment market in the world (https://www.investindia.gov.in/sector/media. (n.d.).

As per the FICCI-EY report 2022, during 2021, the Indian media and entertainment industry reached INR 1.61 trillion, a 16.4% growth. The industry is estimated to reach INR 2.3 billion by 2024 at a compound annual growth rate (CAGR) of 11%. (FICCI & EY, 2022; IBEF, n.d.).The liberalization of the economy had already opened great opportunities for the expansion of the media industry and with India poised as one of the fastest-growing economies in the world, massive investments in media infrastructure including DTH, Cable television, Broadband connectivity, Multiplexes etc. have continued to flow in through Foreign Direct Investment and Foreign Institutional Investors.

1A.5 News Industry in India

The term ‘News industry’ lays a larger emphasis on the news profession structure. The news industry consists of different forms of Mass media that focus on imparting or delivering news to society. These include print media, radio, television and online newspapers, blogs, streaming sites, etc. Television, radio, newspapers, and the Internet are the primary media through which a massive population receives information and entertainment. As per the Oxford Dictionary, the term "News industry" refers to the industry that creates and disseminates news content.

In the last two decades, India's media industry has undergone significant and transformative changes, evident in the growth of both media outlets and their audiences. With a combined readership of more than 240 million copies, Indian daily newspapers were the second-largest newspaper market in the world until 2018. There are over 400 news channels among the country's over 1,600 satellite channels. These developments have engendered a growing discourse that emphasizes the growth and dynamism of Indian media. India has 1,14,820 registered publications (periodicals and newspapers), and more than 400 million Internet users (which is the second-largest user base after China). Twitter had announced a video collaboration with twelve Indian partners for video highlights and live streaming of sports, news and entertainment. Over the next five years, television is anticipated to increase at a compound annual growth rate (CAGR) of 14.7% due to substantial growth in both advertising and subscription income, which are predicted to grow at rates of 14.4% and 14.8%, respectively. (Jeffrey, 2000; IBEF, n.d.).

Owing in large measure to the continuous evolution in reading in local markets, the print industry is forecasted to increase its growth rate by 7.3%. With an overall growth rate faster than the global average growth rates, the future of the Indian news Industry looks very promising. (FICCI & EY, 2022; Invest India, n.d.).

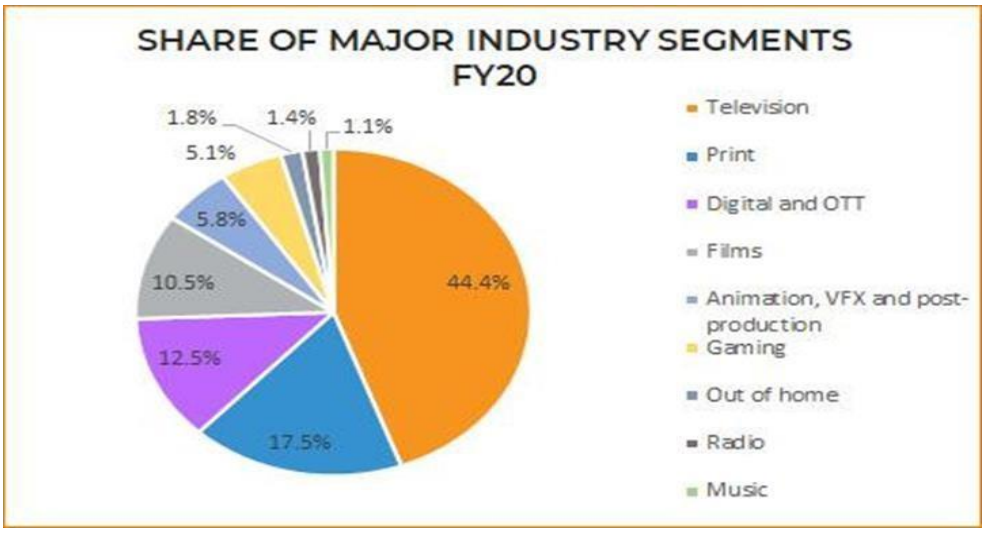


Figure 1A.5: Share of media industry segments

1A.6 News & Media Industry in Maharashtra

Maharashtra is the third-largest state of India, which is situated in the western part of the country. Mumbai, the capital city of the state, is the country's financial hub and also the hub of the Hindi film industry and entertainment sector. The state's media and entertainment sector has always contributed significantly to the economic growth of the nation and has been driving national sectoral growth at a CAGR of 11%, as per the FICCI EY report 2022. (FICCI&EY,2022; Invest India, n.d.)

The news industry of the state had its roots in the pre-independence era. In the overall development of Indian journalism, the Marathi press played a very significant role and had a very rich history. Beyond Bengal, the Marathi press was instrumental in sowing the seed of social reforms in the State, which then spread to other parts of the nation. Bal Shastri Jambhekar took the first initiative to start a Marathi-English fortnightly magazine named Bombay Darpan from Bombay in 1832. The main objective of this magazine was to deliver information on events in and around the state and highlight the opportunities through which the socio-economic conditions of the people can be improved. This monthly magazine, subsequently rechristened as the United Gazette Journal, made a large impact among the people. It tackled many of the issues of society at that time, like widow remarriage and the growth of a scientific temper, and was crucial to the country's social reform movement. Mr. Jambhekar, who is credited as the father of Marathi journalism, started Digdarshan, the first Marathi monthly publication, in 1840. The newspaper Prabhakar was established in 1841 by Mr. Govind Vithal Kunte, who is known as the first professional Marathi journalist. During that period, Christian missionaries also started publishing Jnyanodaya with the intent of promoting their religion. Many other periodicals, namely - Jaganmitra, Shuh Suchak, Vartaman Dipika and Vartaman Sangrah - were also started during this period from different parts of the state.

In Pune, Krishnaji Trimbak Ranade initiated Dynan Prakash was a weekly newspaper to begin with, but was later published daily. Most of the journals focused on the progressive ideas of the West during that period. MG Ranade started the bilingual journal named Induprakash, while Bal Gangadhar Tilak, the first leader of the Indian freedom struggle, began Kesari & Maratha

publications in 1881. Kesari was highly successful in attracting more readers compared to the other regional language newspapers. The editorials of Kesari were highly successful in portraying the sufferings of the common people. Gopal Ganesh Agarkar and Gopal Krishna Gokhale started Sudhrak in 1887. Anandrao Ramachandra Dharandhar started Bhoot, the first Marathi newspaper with cartoons on topics ranging from politics to cricket. Shivarampant Paranjpe started the journals Kaal and Swarajya. Between 1890 and 1920, three other newspapers were released: Mumbai Vaibhav, Gurakhi, and Rashtramat.With Navakal in 1923, KP Khadilkar introduced modern methods of print production in the Marathi press. Prabhat was the first Marathi newspaper that published its editions from Bombay as well as Pune. Sakal, which set a very high benchmark in Marathi journalism, started its publication in 1932.

Post-independence, Loksatta was published from Bombay under the Indian Express group. In 1962, the Maharashtra Times was introduced by the Times of India group. There were many newspapers published at that time, both within and outside the cities of Maharashtra. Of the many publications, Sakal from Pune, Lokmat and Tarun Bharat from Nagpur, Pudhari from Kolhapur, and Deshonnati from Akola were the first ones. Other notable publications are Aikya from Satara, Gavkari and Deshdoot from Nashik, Matrubhumi from Akola, Janamadhyam from Amravati, Sarvamat from Shrirampur, Prajawani and Godateer Samachar from Nanded, Ekmat from Latur, and Sagar from Chiplun. Outside the state, Tarun Bharat of Belgaum, Karnataka and Gomantaka of Goa are examples of first-rate Marathi publications. (Willings et al., 1969; Wikipedia contributors, 2022).

As of today, there are almost 40 newspapers published in various parts of Maharashtra. Lokmat has emerged as the most-read Marathi daily, as per the IRS report of 2019, while Sakal occupied the second position. With the rapid development of the Internet and new media technologies, all the major Marathi newspaper houses started publishing their web editions from various parts of the state, and almost all the newspapers have online versions on web portals to cater to all categories of readers.

The first radio broadcast of news was conducted in Bombay in 1923. The nation's first bulletin was released from a Bombay station operated by the Indian broadcasting industry. All India Radio

(AIR) began Vividh Bharati, a commercial radio station, from its Bombay headquarters in 1967. Apart from around two dozen AIR stations, there are now around 30 commercial radio stations based across the state, including Radio Nagar, Radio Dhamal, Radio City, Red FM, Radio Tomato, Radio Mirchi, Big FM, Radio One, and so on. In addition, 18 community radio stations have been established around the state by different organizations and non-governmental groups.

Television programmes of the state began in 1972 with Doordarshan. Initially, Marathi language programmes were broadcast only for half an hour, which was later increased to three hours. The DD Sahyadri (Marathi) channel was launched in 1998. Several new cable television channels mushroomed as a consequence of the economic reforms of 1991. Zee Marathi was launched in 1999, followed by Alpha Marathi and many other channels like Prabhat, Tara, ETV etc., cropped up. Zee 24 Taas was the first round-the-clock Marathi news channel. This was later followed by more channels like Star Majha, IBN Lokmat, Saam TV, ABP Majha, Jai Maharashtra and TV9 Marathi.

1A.7 Industry and Academia Relations

It has been stated that the existing traditional educational system has been unable to deliver capable labor that can be readily utilized in the industry, with the growing demand for skilled experts in the media and new industries such as OTT. There is a persistent debate on the appropriate balance between the academic and professional aspects of the curriculum. The cloud over the relevance of formal Journalism education has been accentuated by the fact that major professional media groups in India have launched their journalism programs to help aspiring journalists cope with the professional requirements.

Proper training and education are key to success in any profession, in addition to an individual's inborn talent and work ethic. Initially, journalism education has been driven by industry needs. Carey, 2000; Mensing, 2010, etc., mentioned that journalism education relies on the transmission model of mass communication and the needs of the current frameworks of the news industry, mainly catering to finding information, shaping it and distributing it for mass consumption. Mensing (2010) and Mensing & Amp; Franklin (2011) suggest that journalism education should focus more on society than the industry to reclaim the journalistic roles in democracy, enabling

new ways of producing media content and engaging society in an empowering way. In the West, especially the US (Eapen, 1991; Murthy, 2011; Bockino, 2016), the pioneering institutions for journalism education were set up and shaped by institutional forces (in the form of resource persons, training and curricular framework). Today, almost 100 years after the advent of Media & Journalism education, the basic idea behind Journalism education is to impart skills demanded by the industry. While these are perspectives on global journalism education, the scenario in India has mixed problems. (Carey, 2000; Mensing, 2010; Mensing & Franklin, 2011).

In the context of Maharashtra, journalism education faces a significant gap between the academic training and industry needs. Some reasons behind this gap are outdated curricula, focusing mostly on the theoretical aspects, not aligning with the latest trends like mobile journalism, multimedia storytelling in the given programme, restricting criteria imposed by UGC guidelines for appointing faculty members, lack of industry collaborations and internship opportunities in the smaller cities or towns in Maharashtra, and lack of adequate infrastructure.

There are a number of training institutes for journalism and mass communication in different parts of India. The university-based journalism education focuses more on nurturing contextualized journalism aspirants, while the private sector initiatives aim at imparting professional and technical skills. Somehow, the universities have not been effective in imparting professional skills, and this has resulted in a wide gap between academia and the industry.

1B: Significance of the study

The curriculum of education and the skills demanded by the industry are not harmonised, even though Maharashtra does not lack colleges and other educational institutions that provide different journalism courses. Maharashtra, as one of India's leading states in terms of media presence, educational institutions, and cultural diversity, provides a fertile ground for examining the relationship between journalism education and professional media practices. (UGC, 2021; Eapen, 1991).

Maharashtra, being one of the hubs of the media and news industry, has a constant demand for skilled industry professionals. Nevertheless, it is widely acknowledged that recent graduates of Mass Communication and Journalism Courses often fall short of meeting the skill expectations of the Industry. The significance of formal journalism education has been further questioned as leading media organizations in India have introduced their journalism programs to better prepare aspiring journalists for professional demands. As a first of its kind, the present research will attempt to determine the gaps between the curriculum that is being pursued by journalism schools and the skills required by the news industry. Overall, the study holds significance in the following aspects:

1. The research will add to the limited body of academic work that specifically examines how journalism education in Maharashtra aligns with industry demands. By focusing on the universities within the state, the study aims to evaluate the relevance, structure, and outcomes of journalism programs, thereby filling a regional gap in the national discourse on journalism education.

2. There is often a noted disconnect between what journalism students are taught and what the news industry expects from fresh graduates. This study intends to bridge that gap by highlighting the strengths and shortcomings of journalism education programs offered by universities in Maharashtra. The findings will provide actionable insights for academic institutions to tailor their curricula, training methodologies, and internship programs more effectively.

3. The results of this research can be a practical guide for legislators, curriculum developers, and university presidents responsible for revamping or updating journalism education. Creating more practice-based and future-focused programs that emphasise not just technical competencies but also media literacy, ethical sensitivity, and digital resilience will be facilitated by the guidance of evidence-based recommendations.

4. For media organizations and employers, the study will offer a clearer understanding of how journalism graduates are being trained and what skill gaps they may need to address through on-the-job training. It also provides insights into the potential of formal education to contribute to professional readiness, newsroom culture, and ethical journalism.

5. By focusing on Maharashtra, home to major media houses, diverse linguistic audiences, and influential journalism schools, the study holds strong regional importance. It will help to establish if journalism education in this state is creating graduates capable of significant contributions to the national and local media spheres. (Mensing, 2010; Bockino, 2016).

6. Lastly, this research will benefit students by shedding light on how their academic experience translates into professional opportunities. It can help them make more informed decisions regarding course selections, skill development, and career planning in a highly competitive and evolving media landscape.

1C: Purpose of the study

The purpose of the research is to identify the curriculum opted for by the different universities in the state of Maharashtra, and also to determine the general preferences of the industry while recruiting students from private or government universities. The study tried to evaluate to what extent Journalism education offered by the various universities in Maharashtra enhances the professional competence of journalists. The objective of the research is to identify whether or not programs in journalism at Maharashtra's various universities match the requirements of the professional news sector.

The research will be capable of identifying any shortcomings in present courses of journalism and providing recommendations for curriculum changes that would make students better equipped for the job. The study will be able to investigate the various barriers faced by the universities of Maharashtra while offering journalism courses. This will not only strengthen the journalism curriculum of the state, but it can also make an undeniable contribution to the professional news industry. The study also attempts to highlight that collaboration of the universities with various news organisations can create a better ecosystem for developing aspiring journalists. The researcher will interact with the News media professionals and Academicians to understand the gap between the academic curriculum and the professional expectations of a fresh journalism

recruit. (Josephi, 2019; Buckingham, 2001). The study can be a stepping stone for the actual implementation of industry industry-ready uniform curriculum for the rest of India.

1E: Organization of the Thesis

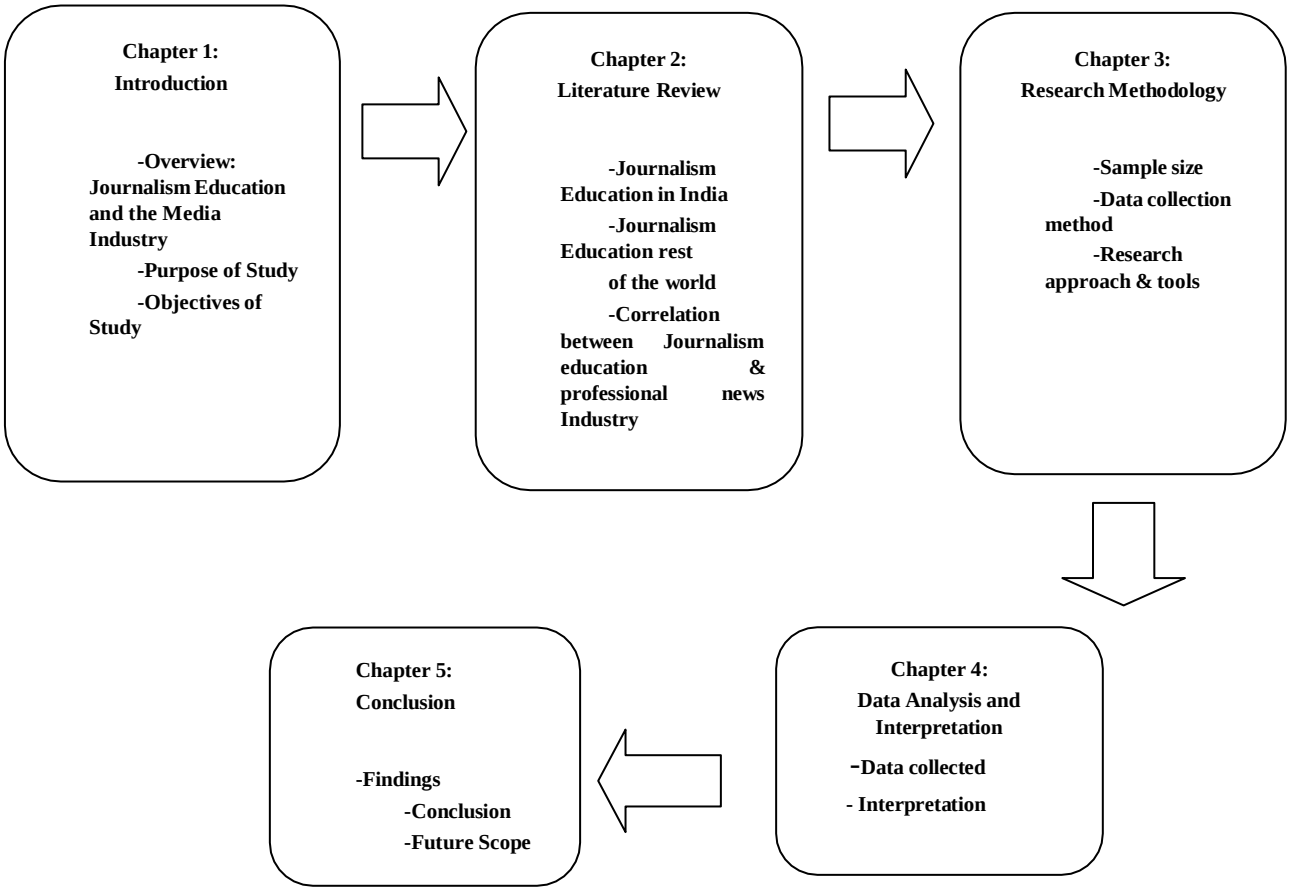


Figure 1E: Structure of Thesis

The remainder of this report encompasses the following chapters:

Chapter 2: The author tries to provide a comprehensive literature review on journalism education in various aspects in this chapter. The general situation of journalism education and the related issues in India and abroad are discussed in this chapter.

Chapter 3: The research methodology adopted in this study is discussed in this chapter. Methods and tools of data collection and calculation of population and sample size are also included.

Chapter 4: Findings and comments of the analysis are discussed in this chapter. Interpretation of data of the collected data is also presented.

Chapter 5: This chapter presents the conclusions of the analysis and provides recommendations for future research.

References

1. Sanyal, M. (2022). Educational Psychology. International Journal of English Learning & Teaching Skills, 5(1), 3207–3211. Retrieved from https://doi.org/10.15864/ijelts.5102
2. Spiel, Christiane & Schwartzman, Simon & Busemeyer, Marius & Cloete, Nico & Drori, Gili & Lassnigg, Lorenz & Schober, Barbara & Schweisfurth, Michele. (2018). The contribution of education to social progress.
3. Josephi, B. (2019). Journalism education. In *The handbook of journalism studies* (pp. 55-69). Routledge.
4. Donsbach, W. (2014). Journalism as the new knowledge profession and consequences for journalism education. *Journalism*, *15*(6), 661-677.
5. Josephi, B. (2019). Journalism education. In *The handbook of journalism studies* (pp. 55-69). Routledge.
6. Belavadi, V. (2002). *What ails media education in India?—A teacher's perspective*.
7. Buckingham, D. (2001). Media education: A global strategy for development. *Policy paper prepared for the UNESCO sector for Communication and Information. London: Institute of Education*.
8. UNESCO. (2007). *Model curricula for journalism education*. United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000156354
9. World Journalism Education Council (WJEC). (2013). *World Journalism Education Census Report*. Retrieved from https://wjec.net
10. International Federation of Journalists (IFJ). (n.d.). *IFJ Principles on the Conduct of Journalists*. Retrieved from https://www.ifj.org
11. IAMCR. (n.d.). *Journalism Research and Education Section*. International Association for Media and Communication Research. Retrieved from https://iamcr.org/s-wg/section/jre
12. United Nations. (n.d.). *Journalism education and sustainable development*. Retrieved from https://www.un.org/sustainabledevelopment/
13. Ministry of Education, Government of India. (2020). *All India Survey on Higher*

Education (AISHE) 2019-20 Report. Department of Higher Education. Retrieved from http://aishe.gov.in

14. Kumar, K. J. (2010). *Mass communication in India* (4th ed.). Jaico Publishing House.
15. Jeffrey, R. (2000). *India's newspaper revolution: Capitalism, politics and the Indian-language press*. Oxford University Press.
16. Ghode, D. R. Career opportunities in Indian Media and Entertainment Industry. Retrieved from: https://www.academia.edu/12343168/Career_opportunities_in_Indian_Media_and_Entertainment_Industry.
17. https://www.ibef.org/archives/industry/media-and-entertainment- reports/entertainment-presentation Thompson.Author Karl. (Aug 12.2021)
18. Functionalist perspective education: For a level sociology. (2015, January 26). ReviseSociology. Retrieved from https://revisesociology.com/2015/01/26/functionalist-perspective-education/
19. Welcome to UGC, New Delhi, India. Retrieved from https://www.ugc.gov.in/universitydetails/university
20. Gonzalez T, de la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, et al. (2020) Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE 15(10): e0239490. doi:10.1371/journal.pone.0239490T. Gonzalez
21. Ali, Wahab. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. Higher Education Studies. 10. 16. 10.5539/hes.v10n3p16
22. Aristovnik, Aleksander & Keržič, Damijana & Ravšelj, Dejan & Tomaževič, Nina & Umek, Lan.(2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective. 10.20944/preprints202008.0246.v2.
23. Akintoye, A. (2015). Developing Theoretical and Conceptual Frameworks. Retrieved from https://jedm.oauife.edu.ng/wp-content/uploads/2023/03/AkintolaAkintoye_Developing-Theoretical-and-Conceptual-Frameworks.pdf
24. Bagchi, G. and Rath, P.K. (2009). Media Education in the era of globalization: A study of India, Media Mimansa, 68-71.

25. Buckingham, D. (2001). Media Education: A Global Strategy for Development: A policy paper prepared for UNESCO, Institute of Education, University of London, England. Retrieved from http://portal.unesco.org/ci/en/files/5681/10346129690 Policy_paper_by_Pr_David_Buckingham.rtf/Policy%2Bpaper%2Bby%2BPr%2B David%2BBuckingham.rtf Camp, W. G. (2001).

26. Formulating and Evaluating Theoretical Frameworks for Career and Technical Education Research. Journal of Vocational Educational Research, 26 (1), 27-39. Central Universities Act, 2009. Retrieved from http://legislative.gov.in/sites/default/files/A2009-25.pdf 235 Chatterjee, M. (2013). Emerging Trends in Media Education, Retrieved from http://studyworldonline.in/emerging-trends-in-media-education/? Chatterjee, M. (2015). How Media Education can keep pace and pilot the emerging trends in Media, Retrieved from http://mediamantrabymrinalchatterjee.blogspot.com /2015/05/article-media-education.html?m=1
27. Wimmer, R. D. and Dominick, J. R. (2009). Mass Media Research Processes, Approaches and Applications. CENGAGE Learning.
28. Willings, J. et al. (1969), Television Development and Training in India (UNESCO), First Edition, Paris, pp. 35-36, 174. Retrieved from
29. Vasanti, P. N., Akoijam, I. and Prabhakar (2015). Media education is now at the crossroads. Centre for Media Studies.
30. Vidura, October-December 2015, Vol. 7 Issue 3 Varghese, N.V. (2012). Private Higher Education The Global Surge and Indian Concerns. Retrieved from http://www.idfc.com/pdf/report/2012/Chapter_13.pdf
31. Welcome to UGC, New Delhi, India. https://www.ugc.gov.in/universitydetails/university
32. Invest India. (n.d.). *Media sector.* Invest India.Retrieved from https://www.investindia.gov.in/sector/agriculture-allied-sector.
33. FICCI & EY. (2022). *Tuning into consumer: Indian media and entertainment sector*. Federation of Indian Chambers of Commerce and Industry. Retrieved from https://www.ey.com/en_in/media-entertainment/tuning-into-consumer
34. India Brand Equity Foundation. (n.d.). *Media and entertainment*. https://www.ibef.org/industry/media-entertainment-india

35. FICCI & EY. (2022). *Tuning into consumer: Indian M&E rebounds with a customer-centric approach*. https://frames.ficci.in/2022.pdf
36. Wikipedia contributors. (n.d.). *Maharashtra*. Wikipedia. Retrieved May 17, 2022, from https://en.wikipedia.org/wiki/Maharashtra
37. Carey, J. (2000). *Some personal notes on U.S. journalism education*. Journalism, 1(1), 12–23. Retrieved https://doi.org/10.1177/146488490000100103
38. Mensing, D. (2010). *Rethinking (again) the future of journalism education*. Journalism Studies, 11(4), 511–523. Retrieved https://doi.org/10.1080/14616701003638376
39. Mensing, D., & Franklin, D. (2011). *Journalism education, technology, and social change: What journalism educators need to know about how journalists use technology*. Journalism & Mass Communication Educator, 66(3), 297–308. Retrieved https://doi.org/10.1177/107769581106600304
40. Eapen, P. (1991). *Journalism education in the USA: An overview*. Media Asia, 18(4), 235–240. Retrieved https://doi.org/10.1080/01296612.1991.11726256
41. Murthy, D. (2011). *New media and journalism education in the USA*. Journalism Practice, 5(3), 336–347. Retrieved https://doi.org/10.1080/17512786.2010.542137
42. Bockino, J. (2016). *A curriculum that matters: Teaching journalism in the digital age*. Journalism & Mass Communication Educator, 71(3), 297–308. Retrieved https://doi.org/10.1177/1077695815624840
43. IBEF. (n.d.). *Media and Entertainment Industry in India*. India Brand Equity Foundation. Retrieved https://www.ibef.org/industry/media-entertainment-india
44. FICCI & EY. (2022). *Tuning into Consumer: Indian M&E Sector Report 2022*. Retrieved from https://ficci.in/spdocument/23406/FICCI-EY-Report-ME-2022.pdf

Chapter II: Literature Review

2A: Introduction

The literature review is the first and most important step in any kind of research. Without understanding the related literature in the field, a researcher cannot perform his or her research. An authentic & in-depth literature review is the foremost precondition for good research. Essentially, this is academic writing that is intended to critically evaluate the related literature and identify knowledge gaps. The fundamental motive behind this thesis is to assess the status of Journalism education in Maharashtra, which is home to the media hub of the country. The research particularly attempts to evaluate the significance of journalism education in the professional news industry, and hence, the approach of review of literature has been adopted accordingly.

Journalism education

Industry demands have historically been the driving force behind journalistic education. The current forms of journalism education focus on the mass communication transmission model and the requirements of the current frameworks of the news industry, primarily catering to gathering, transforming, and spreading information for mass utilisation (Carey, 2000; Mensing, 2010, etc.). Critics of this method, however, point out various shortcomings, most notably that it ignores the radical changes in journalism and communications (Mensing, 2010, p.512). To reclaim the journalistic roles in a democracy, enable new methods of media production, and engage society in a way that is empowering, Mensing (2010) and Mensing & Franklin (2011) proposed that journalism education should place more emphasis on society than the industry.

These are views on journalism education on a worldwide scale, although the situation in India has a variety of issues. The first institutions for journalism education were established and moulded by institutional influences in the West, particularly the US (in the form of resource people, training, and curriculum framework) (Eapen, 1991; Murthy, 2011; Bockino, 2016). The fundamental purpose of journalism education in India, even after more than 75 years, is still to provide students with the skills that the industry sector demands. The general view has been that commercial sector initiatives (typically supported by major media organizations) aim at producing professionals with

specialised technical capabilities, while university-based journalism education is more oriented toward nurturing contextualized journalism aspirants (Sanjay, 2017). There is a lack of professional talent transfer. In reality, university-based programmes cannot imbibe professional skills to a significant degree due to several issues, such as the significant disconnect between academia and industry, the dearth of instructors with relevant industry experience, and inadequate infrastructure (Murthy, 2011; Karan, 2001). Numerous academics have noted that the journalism education system in India lacks explicit goals and has struggled to strike a balance between teaching practical skills and fostering critical thinking (Tere, 2012; Ray, 2012). These circumstances have also sparked a discussion over the value of journalism education and degrees in India, comparable to those worldwide (Sanjay, 2017). (Deuze, 2006, P.21).

The Literature Review has been organised into four sections:

1) **2B: Literature on Global Journalism Education** – This covers research papers or articles published on Journalism Education outside the country.

2) **2C: Literature on Journalism Education in India**– This covers research papers or articles published on Journalism Education in India.

3) **2D: Literature on Journalism Education in Maharashtra**–This covers research papers or articles published on Journalism Education in the state of Maharashtra.

4) **2E: Theoretical Framework**: This covers the theories that are aligned with this study.

2B: Literature on Global Journalism Education

Self, C.C. (2015, June) examines the UNESCO-developed Model Curriculum and its adoption. This curriculum stresses practical journalism skills and highlights the value of professionalism and its social impact. Embraced worldwide in 2014, the program adoption has differed based on the existing regional context. As an example, while Russia and China added a hint of ideology to their communication strategies, India has placed greater emphasis on professional ethics.

The author feels that the potential of global journalism education in enhancing media standards and practices has not been realized fully as many developing countries have not adequately adapted to the dynamic media landscape. In conclusion, the author highlights the need for a strategic approach to journalism education that combines practical skills with a solid ethical base and an emphasis on social impact. Thus, Journalism education can effectively support the growth of media and bring quality improvements that align with global standards.

Reese & Cohen (2000) have opined that media education has been an international phenomenon since it has its roots in US academics, from where the trained graduates and syllabi were supplied to other parts of the world. They expressed concern for the professionalism of scholarship or academic teaching of Media literacy as opposed to professionalism in the Journalism industry. While Journalism education emphasizes intellectual and scholarly aspects, professionalism in Journalism demands practical skills. Despite journalism's ambiguous position between industry and traditional liberal arts disciplines, the authors see it as a potentially fruitful intersection for educational reform. The authors conclude that integrating rigorous academic research with practical journalism skills is essential for preparing students to navigate the complexities of the media industry. They (Stephen D. Reese & Jeremy Cohen (2013) Reese)emphasize the importance of fostering critical thinking, ethical standards, and a deep understanding of the societal role of journalism. By doing so, journalism programs can produce well-rounded professionals who are not only skilled in their craft but also equipped to contribute thoughtfully to the field of journalism.

R.E. Wolseley (1943) released a survey in the National Council of Teachers of English journal, which examined the quality and scope of journalism education at junior colleges in Minnesota, Stanford, and Missouri. According to the poll, these schools combined general education with journalism but fell short of addressing the more comprehensive goals stated in their mission statements. As a result, the graduates were not "finished journalists." In addition, Wolseley's research showed that just 50 of the 542 four-year universities had sufficient facilities for journalists, and many of them lacked instructors with the necessary qualifications.

Despite these drawbacks, it was determined that fundamental components of journalism education—book reading, using newspapers and journals, doing realistic laboratory work,

fostering cooperative relationships, and other skills—were necessary to make the classes more engaging and useful. Twenty years later, in 1963, Wolseley carried out additional research by contrasting mass communication training programs from the past and present. He highlighted how the number of journalism students has changed in the past century. With significant advancements in media technology and the growth of ICT, he emphasised the need for media courses to evolve accordingly. This raises the question of how universities have adapted their media curricula and whether their financial and technical resources, as well as teacher training, have kept pace with these requirements.

Boram,W.A (1962) stressed the need to improve scholastic journalism by defining program content and finding appropriate sponsors. He pointed out that high school journalism courses were often taught by underqualified teachers, particularly in Missouri, Iowa, and West Virginia. Boram also noted a shortage of trained professionals in various media fields and recommended that universities should provide better journalistic education to meet industry demands.

Eapen, Et al. (1991) submitted to the International Association for Media and Communication Research (IACMR) a discussion on the issues related to Journalism Education and the use of textbooks in SAARC countries. Data for 5 countries were taken - Bangladesh, Nepal, India, Sri Lanka & Pakistan. The authors highlighted the disparities in educational standards and the need for improved training programs and updated textbooks to better prepare students for the evolving media landscape. The report also discusses the challenges faced by journalism educators and suggests ways to enhance the overall quality of journalism education in the region. Providing a standardized curriculum across all the countries and offering industry-aligned and updated textbooks in multiple languages were some of the suggestions for creating a robust and relevant journalism education system in the SAARC region.

Dua, M.R. & others (2001) highlight the findings of the Curriculum Development Committee (CDC), which stresses the need for a standardised syllabus in Mass Communication courses across different universities. The CDC recommended that the curriculum incorporate the latest advancements in the mass communication field and be oriented towards both employment and

research. Additionally, the paper advocates for a balanced approach, suggesting a 50:50 ratio between theoretical and practical components.

Deuze, M. (2006) in their paper, published in *Journalism Studies*, has attempted a conceptual approach to global journalism education. It identifies the analytical categories of global journalism education under 10 fundamental questions:

1. Motivation: Why journalism education?
2. Paradigm: What (set of) ideas guide journalism education?
3. Mission: What is the profession and its public?
4. Orientation: On what aspect (or aspects) of journalism is the education based (such as the media, genres, or functions of journalism in society)?
5. Direction: What are the ideal characteristics of those graduating?
6. Contextualization: What social setting is the foundation of journalism education?
7. Education: Is journalism education a socializing or an individualizing agent?
8. Curriculum: How is the balance between practical and contextual knowledge achieved in the curriculum?
9. Method: What is the structural or preferred pedagogy, and why?
10. Management and Organization: How is journalism education structured?"

While emphasizing the importance of integrating both hands-on practical skills and theoretical contextual understanding, the author argues that despite differences in media systems and journalistic cultures, the challenges facing journalism education globally are similar, warranting a "global" approach.

Donica Mensing (2011) opined that for most of the preceding century, a journalist's duties included gathering information, crafting it into factual stories, and disseminating them. The study suggests that one strategy to re-engage journalism education in a more fruitful and significant role in the future of journalism is to realign it away from an industry-centred paradigm and towards a community-centred model. A community-centred approach could offer a method to conceptualise a restructuring of journalism education to correspond to what is happening in journalism outside of academia. This approach focuses on encouraging students to actively participate in and report on local community issues in collaboration with community organisations to address local needs and challenges. While advocating a curriculum that includes diverse fields such as data science, social media, and multimedia storytelling, the author proposes to use Journalism as a tool to empower community members by highlighting their stories and giving them a voice.

C.W. Anderson(2013) in his paper explores how the pedagogical manifestations of the ambiguities surrounding journalism's professional status in the classroom are part of a special problem on vocations and the sociology of the professions. The author contends that a deeper, more persistent professional uneasiness among journalists is the cause of the current upheaval in journalism and journalism education, rather than being solely attributable to technological or economic factors. Anderson also emphasizes how academic objectives and the demands of the journalism profession might diverge. For instance, although academics may place more emphasis on critical thinking and a more comprehensive educational foundation, the industry may place a higher priority on technical abilities and rapid work readiness. The author makes the case in the conclusion that journalists working in the twenty-first century should pursue a liberal arts education.

Frith, S., & Meech, P. (2007) explore how journalism education has changed in the last thirty years, especially in the UK. It draws attention to the change in the field of journalism from one that did not require a university degree to one that increasingly does. This development has been met with scepticism and anxiety by veteran journalists who argue that institutions are not prepared to teach newcomers the "realities" of the industry. A survey of Scottish journalism program

graduates is presented in this article. A survey of Scottish journalism program graduates is presented in this article and it demonstrates that a journalism degree does serve as a useful instrument for laying the groundwork for a prosperous journalistic career and for facilitating a seamless integration of a graduate into newsroom culture, to the extent that they downplay the significance of their own "academic" journalism training. The authors come to the conclusion that, provided a journalism program keeps up with industry developments by incorporating cutting-edge technologies and conducting regular curriculum updates, it can successfully create job-ready graduates.

Mark Hanna &Karen Sanders (2007) explore the growth and impact of journalism education since 1994/5 in Britain. The authors highlight that there has been an increase in the number of journalism graduates working in newsrooms despite ongoing industry concerns that journalism may not be the ideal first major for aspiring journalists. The study takes into account the results of a survey of British journalism undergraduates, which explores their motivations behind choosing Journalism as a career. A similar survey on specializations was done on a sample of 234 students just before their university programs concluded. The article concludes that Journalism education in Britain needs to be more inclusive of new technologies, digital skills and multimedia storytelling. Students expressed satisfaction with the theoretical aspects of education, but they felt lagging in practical experience and industry engagement.

Martin Hirst's (2010) paper on Journalism Down Under makes the case that differences in "theory" and "practice" in journalism education across the globe are also reflected in the debate "Down Under". Recognising these distinctions can help one comprehend the larger debates. The article examines how these paradigms influence the curriculum, teaching methods, and overall approach to journalism education in Australia. Hirst also highlights the tension between academic and theoretical approaches and the practical, skills-based training that journalism students receive. The author concludes that a balanced integration of both theoretical and practical elements through an emphasis on journalism research built on a socio-political approach is essential for effective journalism education. He suggests that understanding the gaps between these paradigms can provide valuable insights into broader arguments about journalism education worldwide. By

bridging the gap between theory and practice, journalism programs can better prepare students for the complexities of the media industry.

Solkin, L. (2022). This paper examines the academic literature that has appeared in the last 20 years on journalism education to create a thematic analysis of significant discussions and discourses. It examines more conventional arguments, theory vs. practice and profession vs. craft, along with their evolution into the 21st century, based on a sample of over 300 distinct published contributions (books, book chapters, journal articles, and conference papers). The paper also addresses newer topics like entrepreneurship, innovative models such as the "teaching hospital" concept, and the diverse practices of journalism education globally. In conclusion, the author recommends further research into innovative educational models for inclusion in the curriculum and adaptation to technological advancements for improvement in Journalism education. He also impresses on the point that balancing traditional theoretical foundations with practical skills is essential to the relevance of Journalism education.

Skinner, D., Gasher, M. J., & Compton, J. (2001). The right position of journalism education within academia has been hotly contested. The researchers contend that in curricula, any attempts to balance academic study with vocational training are nonetheless unsatisfactory because they place too much responsibility on students to make the connection between theory and practice. The study stated that journalism education must start from a vision of journalism as an institutional practice of representation with its own historical, political, economic, and cultural conditions of existence, taking up James Carey's challenge to more accurately locate the object of study. The study suggests that the journalism curriculum must not only equip students with a particular skill set and broad social knowledge but must also show students how journalism in the real world participates in the production and circulation of meaning.

SYLLABI, A. C. O. N. (2013). MODEL CURRICULA FOR JOURNALISM EDUCATION. This publication builds on the original UNESCO Model Curricula developed in 2007 and adapted, since then, in over 60 countries. The ten new specialised syllabi on journalism education fill the gap for specialised literacies required by journalism educators to respond to new challenges. Such

specialised journalistic literacies include those relating to media sustainability, data mining, intercultural dialogue, global communication, humanitarian crisis, human trafficking, community participation, science and bioethics, as well as gender inequality. While the original model curricula focused on developing countries and emerging democracies, these new syllabi are relevant to all democratic societies in which journalism education is an important part of national efforts at promoting free, independent and pluralistic media development. The utilization of globally inclusive sources of references, a greater emphasis on online resources, and gender sensitivity are all added benefits of these new curricula. How can journalism education continue to reinvent itself? - is the strategic question that this collection of new curricula addresses. These issues are presented in a social, political, and economic environment that is getting more and more complicated.

UNESCO has attempted to internationalize standards-based good practices by creating the UNESCO Model Curricula. The initiative stems from the belief that a media system cannot function without professional journalistic standards. The initiative stems from the notion that a media system that can promote democracy, discourse, and progress must uphold professional journalistic standards. UNESCO thinks that by raising the standard of journalism education, both teachers and students stand a better chance of influencing journalistic production at the news-institutional level. In turn, newsrooms with a workforce of skilled and critical-thinking journalists are more likely to have a positive impact on the democratic and development processes in their communities, particularly in the developing world. A high-quality journalism education guarantees press freedom as well as democracy and development. An added value of these new syllabi consists of the use of globally inclusive sources of references, increased focus on online resources and gender sensitivity.

The World Journalism Education Council's Declaration of Principles (2007) spells out the core principles and ideals that form the foundation for journalism education around the world. It highlighted the following core points, which need to be given more importance.

1. More focus on Quality Education: Strong requirements in journalism education towards building honest, competent professionals.

2. Inculcate Ethics and Responsibility: Making relevant and salient the culture of moral behaviour in journalism, as well as the educator's responsibility toward the students for teaching such values.

3. Importance towards Inclusivity and Diversity: Promoting diversity in journalism education is part of a multiplicity of experiences and voices found in society.

4. More Collaboration and Innovation: Stirring cooperation among educational institutions, media companies, and educators towards adapting and evolving with practices and technologies that change.

5. Secure Public Interest: Enhancing the role of journalism in democratization and public interest.

Greenberg, S. (2007). The article is based on a small survey of UK journalism educators, which sheds light on how journalism educators see the role of theory and its relation to practice in their own classrooms. The article dwells on reflective practice, based on Kolb's experiential learning cycle, which is also promoted as best practice in higher education and is put forward as a solution to the theory-practice divide in journalism education. But reflection must be done within an explicit theoretical framework, and the question remains: which framework, and defined by whom? As journalism practitioners continue their progress in the Academy, it is important to avoid assumptions about the nature of the framework that will evolve. In addition, while there has been an effort to show how theory can be integrated into the teaching of practice, much less has been done to show how practice might influence theory. In conclusion, the author emphasizes how the process of integrating theory and practice must work in both directions to be truly reflective. It also highlights the importance of fostering critical thinking, ethical awareness and adaptability in Journalism students to prepare them better for professional challenges.

Josephi, B. (2019). explores key aspects of how Journalism is taught and the challenges faced in this field. This chapter begins by examining the main texts in the history of journalism education. One important aspect of journalism education is that it is seen to create the groundwork for future journalists' abilities, perspectives, and knowledge. Giving journalists a solid education was the main goal Joseph Pulitzer had in mind when he pushed Columbia University in New York to establish a journalism school. The efforts to integrate theory and practice are well documented in academic literature on journalism education. It became simpler for researchers to create a profile

of journalism students, to ask them about their reasons for studying journalism, how they view the role of journalism, and what kind of work they anticipate in the future, as journalism education came to be taught in university or college courses. It also explores the various curricula and teaching methods used across journalism schools across the world and highlights their diversity across different regions and cultures. The author concludes with a discussion of the future of Journalism Education, considering the need for continuous adaptation to changing media trends.

2C: Literature on Journalism Education in India

Muppidi, S. R. (2008). This research article was published in Media Asia (an Asian communication quarterly) in 2008. Through this write-up, the researcher highlighted the status and relevance of journalism education in India based on his primary & secondary data collection through observations and interviews of journalists, journalism educators and some other experts related to the topic. While revisiting the history of journalism education in India, the researcher pointed out that Mrs. Annie Besant was one of the first to initiate Journalism Education at the National University at Adyar, Madras, but it did not last long. Indian Journalists Association, Calcutta, sponsored a training course for journalists, but it failed as well. It was at Aligarh that the first university-level instruction course in journalism was introduced in 1938. The Department of Journalism, started by Professor P. P. Singh at Lahore under the auspices of Punjab University in 1941, is the oldest institution.

To understand the present state of journalism education in India, the author divided the entire nation into North, Central, South, East and North East and West. He studied the detailed curricula of different programmes offered by the various universities and institutions of these regions. While doing this study, the researcher observed that after being neglected for a long time, journalism and mass communication courses in India are witnessing a big demand from students intent on pursuing careers in mass media, primarily resulting from the boom in private television channels in the country. However, the curricula for the courses are not uniform across all institutions, and the reasons are many. For instance, there is tremendous ambiguity in terms of what constitutes a

formal degree in journalism. The range of degrees offered differs from "pure theoretical analysis" at one end of the spectrum to "completely hands-on skills training" at the other end of the spectrum. These degrees are advertised as preparing the students for careers in print, radio, television, new media or some form of combination of more than one of the aforementioned. However, there is no formal government document or specific professional oversight body to structure or regulate these courses, other than what exists for general higher education in India. During the data collection, many experts acknowledged that there is a phenomenal demand for journalism courses in India today. However, most of them also feel that there is no clear direction or consistency in the various journalism courses offered around the country. They are also concerned about the quality of such journalism programs. Secondly, he stated that inadequate resources and infrastructure are a major concern for journalism educators and students in India. This includes the lack of proper infrastructure, ill-equipped labs, the lack of relevant learning materials and a shortage of competent faculty. The researcher concluded his article with a quote from an expert who expressed that the controversy between professionals and academics will persist, as it does in other countries, but they should come together on the vital issue to raise the quality and the status of journalism education in India.

Barthur, S.P., (2016), Through this article, the author explores the state of Journalism Education in the BRICS countries, with a special focus on India. In India, the study of journalism and mass communication (J&MC) dates back more than 90 years. Early initiatives during the British rule were justified by the nationalist movement's demand for journalism education. Despite the constant debate over whether this field requires education, J&MC programmes have exploded in India, with one estimate placing their current number at roughly 300 colleges. The fast expansion of the broadcasting business under both public and commercial ownership is related to the proliferation as well as important developments in India's media environment. Despite the decline of print media in many other nations, it has continued to develop steadily despite competition from new media outlets that have expanded the potential for social networking and the mainstream media's use of them as a piggyback. The media industry now needs more human resources than ever because of these changes. While the media and entertainment industry has produced better estimates and assessments of the need for human resources, J&MC institutions place a greater emphasis on the

professional requirements for the numerous news and current affairs channels and media. The earlier initiatives of J&MC education were only slowly diffused to the colleges that were governed by the individual universities since they were rooted in the university system. This has altered as more private institutions sprout up, mostly supported by media organisations that have discovered a new source of income by starting postgraduate diploma programmes. The question of whether the J&MC institutions have responded to the criticism or have aided such practices with a blind focus on meeting industry expectations is moot even though media practices are under intense scrutiny concerning the nature of the coverage that involves treatment, focus, and issues like gender, weaker sections, crass commercialism, and unhealthy competition. The emphasis is now on the creation of curricula, their creators, and their audience. An examination of the curriculum framework was also included in this paper's analysis.

The study draws on widespread concerns voiced by media educators about the necessity for the curriculum to include new media as well as a variety of issues like authenticity, validity, privacy, and gossip. The study concludes by recommending a standardised and consistent curriculum with increased investments in teaching resources and infrastructure for the overall development of Journalism Education in the BRICS countries.

Sahoo, J.R., Panda, M. (2016) explore the expectations, attitudes and perceptions of journalism students in the NCR Region. The article observes that while journalism education in India witnessed a massive expansion, aided by the mushrooming growth of mostly private, vocationally-oriented journalism institutes, academic research in this field remains at a very nascent stage. Post-liberalisation, privatization and globalization, media and entertainment (M&E) industries in India have experienced phenomenal growth and expansion, and this has led to a huge requirement for human talent and technical resources. The professional requirements in the media industries are mostly expected to be fulfilled by academia or universities. In this context, the researchers have considered the following questions regarding journalism education in India which are:

1. Is there a responsible third party who can ensure that suitable media professionals are being produced based on the market's requirements?

2. Does the prevailing curriculum adopted by the media institutions meet the demand of the media institutions?

3. How did the private institutions and universities accommodate the students' aspirations & perceptions?

This study was done through qualitative and quantitative approaches. The researchers examined the responses from 300 students and 50 teachers from different private universities including 30 media industry professionals from the Delhi-NCR region in India. The findings reveal that availing media education from private universities hardly fulfils the requirements of media industries these days. Innovations and technology have forced educational institutions to imbibe journalism education in such a way that students not only get placed in media industries but can also be accommodated in industries other than media like corporate, development and technology sectors. The research suggested that adopting an interdisciplinary approach while including innovations in journalism education in India can help students align their goals with the expected outcomes of the courses.

Sahoo, J. R., & Srivastava, A. (2017). This study has observed that in the age of technology and the extension of Media industries, the study of journalism & students' choice for learning has hardly been recognized. Though in India there has been a rapid growth of private vocational institutions but still students' choice of learning in journalism gets insufficient attention. Through this research, the researcher attempts to explore the factors behind the students' choices for learning keeping in mind their future aspirations. Through both qualitative and quantitative methods, the study discovers that the choices of students are driven by a mix of career prospects, personal interests and the perceived value of journalism education. It recommends the adoption of a culturally relevant, cross-disciplinary or inter-disciplinary approach coupled with innovations in the teaching-learning process in private journalism education in India.

Kumar, R. (2017). In this study, the scholar examines the five-decade-long journey of media education in north-eastern India. It started in 1967 with the launch of a 'Diploma in Journalism' under the Department of Communication & Journalism at Gauhati University. Even after this, due

to various reasons, media education was marked as having a very low presence in this region. The subsequent establishment of media departments in the central universities, however, brought the journalism education scenario on track. The study evaluates the media programs and their nomenclature and analyses research programs being offered by the departments. It also emphasizes improving research infrastructure and updating the curriculum in line with industry trends to better prepare students for the Media Industry.

Viktorovich, M. V. (2019). A relatively recent area of scientific study in the Russian Federation is journalistic education in India in the context of a thriving media business. The scope of scientific research is broad; it covers a long list of issues and unique features of India's Journalism scenario that pertains to the freedom of journalism as a social institution, as well as fragmentary topics like journalists' rights, and the peculiarities of Indian journalistic training programmes, and how they are implemented. The essay examines the Indian national system for training journalists and how it affects the social and in some cases, political climate of the nation. The researcher also investigates other aspects of journalism education in India like forming professional ethics, qualification upgradation, communication between media employees and the audience, etc. and concludes his research with the opinion that despite the country's improving economic policy and the growing importance of social responsibility, Journalism Education still faces hurdles. On one hand, the journalists are inadequately trained while on the other hand, the editorial policies of media organizations don't objectively reflect the kaleidoscopically changing economic and social conjuncture of the country. The author opines that addressing these issues is crucial for the country to better prepare journalists and uphold the principles of free and responsible journalism.

Nagaraj, K. V., & Guha, S. (2012). Researchers mentioned that, in India, the social division has permeated both media and media education. The underprivileged groups in society are forced to rely on government programmes in order to acquire higher education because they are torn between private and public sector institutions. Their inability to afford it is the main obstacle preventing them from enrolling in private sector institutes of media education. To broaden the scope of inclusion, the government has started taking action to raise the gross enrollment

percentage. This study investigates the social anxiety brought on by India's policy of social inclusivity in media education.

Desai, M. K. (2017) highlights the complexities and challenges of Journalism Education in India. The diverse ethnicity, gender and caste among journalists pose another critical challenge in arriving at a standard model of curriculum across the country. Almost every institution has its own nomenclature, and course content and offers specializations. Despite the differences visible in the various journalism programmes offered by Indian Universities, Desai has focused on institutionalized and sustainable innovation, which requires the upgradation of technical skills and infrastructure investment. The author further opines that journalism education in India is struggling to keep pace with the industry trends and the diversity in Journalism courses across the country presents both challenges and opportunities. The study is concluded with suggestions for adoption of innovative teaching methods and striking the right balance between theory and practical in Journalism Education so that both students and industry can mutually benefit from the same.

Vasanti, P.N (2015), The United Kingdom-Indian Education and Research Initiative of 2015 has tried to probe some qualitative questions of media education by holding interviews with media graduates, faculty, institute heads, and journalists from print, electronic, and new media across cities like New Delhi, Mumbai, Chennai, Bangalore, Bhopal, Kolkata, Guwahati, Chandigarh, Shillong, and Tezpur. The challenges for media education in India have been identified as a balance between theory and practice, quality of the faculty, the need to update curricula to keep pace with the advancements in the field of media technology, lack of research in media institutions, shortage of reference books that might appear relevant in this context, and modules not honed on the specific requirement of the Indian ethos. It was found that journalism research in India, particularly the electronic and new media, remains in its infancy primarily because of an acute shortage of faculty members. The same study also pointed out that the institutions and the faculty are working to shift journalism education into more practical skills-oriented training with hands-on experience. Internships and industry exposure are now considered an integral part of the curriculum.

Inconsistencies related to uniform curriculum have been found across the media programs of various institutes and universities. UGC has suggested a model curriculum prepared in the year 2001 but this is rarely followed; some institutions are following the UNESCO model curriculum, 2007, but most of the media institutes have designed their curricula in an uncoordinated manner between academia and industry. Of course, journalism departments, especially those in state universities, are lacking in basic facilities and do not even have sufficient funding to build the necessary infrastructure. The new media technology also wears out fast; the authors hardly disagree with the fact that there are not a lot of resources allocated for the upgrading and maintenance of equipment. Another challenge is the faculty members' difficulty in keeping abreast with the new media tools, which advance so fast that they need training on new technologies and developments in hardware and software.

Murthy, C. S. (2011) calls out that among all universities in the country, be it central, state or private, there is a major problem of the lack of availability of a common curriculum. He also highlighted that there is no direct connection between Media education and the Media industry. Through the surveys based on selected media academicians and industry people, he concludes that a balanced curriculum, competence level of the faculty, recruitment and capacity building are the major challenges towards media education in India.

Parihar, T. S. (2012). The author explores the different courses for Journalism Education, like bachelor, master, certificate, diploma and research offered by the various institutions in India. He reflects on the major strengths, weaknesses, challenges and opportunities of journalism education in the country. In conclusion, he proposes a 25:75 split for the ideal theory-to-practical ratio for journalism studies, with a suggestion for improvement in the quality of manpower and infrastructure in the departments across educational institutions.

Sanjay, B. P. (2012) raises a concern that journalism & mass communication education in India are still not able to establish a strong hold in the academic landscape. The result of this research work was the outcome of various surveys associated with media industry people, alumni of various organisations, etc. Keeping aside other issues in this area, the author proposes the design and

development curriculum through a constant relationship with the Media industry and highlights the importance of aligning journalism education to global standards while considering local contexts.

Tere, N. S. (2012) highlights that despite having a good number of institutions providing Journalism education, the intake capacity and required manpower are still limited. The author observed that most of these institutions of the nation are trying to model themselves as business schools by advertising good placement offers to those who take admission. While referencing the comments and critiques of the former chairman of the Press Council of India, Justice Katju, the author underscores various challenges faced by the journalism institutions of India. Her recommendations for making journalism programmes more effective were - strengthening university-level programmes by opting for different strategies, improving research traditions, developing cross-disciplinary approaches, and actively adopting innovation.

Bharthur, S. P. (2017) opines that even though journalism education in India is a part of the higher education system, its relevance has been met with scepticism, which is further endorsed by the launch of separate journalism programs by large media groups. As the demand for professional journalists soars with globalization, the constant conflict in balancing the academic and professional components of the curriculum continues unabated. The article attempts to underline the importance of addressing the gap between academic training and industry needs and the adoption of innovation in education.

Tandon, A. (2009): This article is a part of a seminar that was organised at India International Centre, Delhi for the standardization of media education in consultation with the representatives of the media industry, media education, professional media bodies and academic institutions. The author stresses a common framework of journalism/media education in India, which is more research-oriented. According to him, media education requires a common curriculum and training structure to aim for excellence in the field. He also emphasized quality media education in India over the increasing quantity, as evident in the mushrooming growth of media institutions. The shortage of Journalism textbooks from Indian authors and the limited relevance of foreign

textbooks within the Indian context were also pointed out as shortcomings in the area of Media education.

Jindal, N. (2020). explores the extent of the inclusion of new media technologies in the journalism curriculum and its related challenges. Through this, the researcher has examined the government and private journalism schools in India on how they have embraced the necessary skills and adapted to new media. The researcher stresses the fact that Journalism educators and administrators must be well-versed in the new media so that they can help future graduates imbibe the same skills while developing their rationalizing capacity, writing skills, and critical thinking abilities, which are essential for the journalism industry. The author opted for an interview method for the data collection from the administrators of various government and private journalism institutions around the nation. Results have highlighted challenges around the adoption of New Media, which include a shortage of resources, training, and resistance to change. However, given the benefits that outweigh the challenges, the author shares experiences and case studies from successful implementations of new media integration across institutions.

Jha, Alok & Gangwar, Rachana. (2020). have opined that after India's independence, many journalism educational institutions were set up, but an ideal model for media education is still not available. While highlighting the major challenges and issues associated with media education in India, the author attempts to design a media education model. Researchers opted for normative theory for this study through the abductive research approach for data analysis. The researchers conclude the study by suggesting two models for media education in India. One is the Normative pedagogical model, and the other is the teaching hospital model.

Desai, M. K. (2008). Based on her professional and teaching experience, the author presents a deeper analysis of communication /media education in India, which offers inconsistent quality due to its highly diverse and fragmented nature. The paper mentions the various policies associated with media education and practices, calling out that the Indian media industry does not acknowledge or take seriously the traditional media education procedures in the nation. At the same time, there is a huge gap between National government mandates for media education,

independent media agency activities, demands of civil society organisations and expectations of diverse stakeholders from the media education process. Desai concludes that the lack of focus and standardization is a major hindrance to Journalism Education. Hence, major reforms in Education, which include curriculum updates, faculty upskilling and close collaboration with Industry, are essential to ensure that Media Education meets its desired outcomes.

Nagpal, S., & Chaturvedi, R. (2017) focus on the undergraduate mass communication and journalism programmes offered in Delhi. Media education is provided through a variety of programmes by several organizations with a wide range of educational resources and traditions, in a variety of social and political contexts. By examining the involvement of numerous stakeholders through the establishment of varied learning environments and the diversity in educational practices, researchers have followed the experience and politics of media education in Delhi through this research paper. Both quantitative and qualitative methods were used in this research investigation. In media colleges, information was gathered from both teachers and students. Even though it has increased in scope and significance, journalism education in India is still in its infancy and is yet to receive the same level of respect as other, more established academic fields. Unfortunately, neither academics, industry, nor policymakers have made sufficient efforts to make worthwhile contributions towards the discipline's quest for its own identity. Even though the majority of today's media students are interested in TV and production, many universities still struggle to offer adequate equipment. Students feel that there is a disconnect between what is taught at the colleges and what the industry demands, and attendance is a key area of concern for almost all of the universities. The lack of practising media experts who can instruct students is another issue that colleges frequently encounter. Despite having a huge Hindi-based media industry in the Delhi NCR area, the Hindi language is not part of the media curriculum. Practical exposure towards media is limited to a few students, and industry interface and internship opportunities are limited. The authors have highlighted the need for a detailed study into media education in detail to resolve issues related to standardization and industry relevance.

Dutta, A., & Ray, A. (2011) attempted to investigate the current media landscape and highlight the situation, difficulties, and future of media education in India. By emphasizing the media

education scenario, researchers emphasize media literacy. The essay is full of allusions to media education and occupations that curious readers might want to investigate. The article ends with some recommendations and suggestions for the improvement of media education in emerging nations like India.

Desai, M. K. (2019): This study is based on both secondary sources and the author's observational analysis as a media student and media/communication teacher over the past 20 years. It contends that the establishment, curricular developments, and disciplinary practices of Indian media and communication education all exhibit a north-south division. The author also discusses on how these differences impact the quality and focus of media education across the country. The differences are quite apparent in the research practices and output between the institutions, with the Southern institutions seemingly having more robust research programs.

The author concludes that addressing these differences can be done only through standardization of curricula, which might need support from the policy and regulatory frameworks in the country. This can help achieve the consistency and quality of media education while preparing students better for the demands of the industry.

Kumar, A., Kumar, A., & Kumar, N. (2021) examine how media education emerged in North-East Indian central institutions and has evolved in the last 5 decades. It investigates media content and terminology, as well as research services provided by the departments. The paper identifies challenges associated with resource availability, faculty awareness and lack of research culture and also points out the opportunities for growth in media education in the region.

Kumar, K. J. (1988, January 1) indicates that the study of media education as a subfield of mass communication research is still in its infancy. As "media" and "education" have distinct meanings in various public policies, cultures, and educational traditions, it is difficult to define the subject. As a result, there are numerous approaches to media education and the field's research. This paper makes the case that a "macrosocial" viewpoint, which would consider public policy on communications and associated concerns, should ideally be used to explain media education. At the micro-social level, media education would take into account the media preferences and

interests of the groups taking part in its study. Reyes "Latta's model of democratic communication serves as the conceptual framework used. For organised organisations to participate in the creation of public communications policy, media education is a crucial step in the process.

This is an experimental project that concentrates on media education for one of these groups, students, in the Greater Bombay high schools. At the macro social level, the relationship between public policy on communications and media education at the formal school level is investigated. The political economy of the media institutions and industries in India is additionally investigated. The framework for closely examining the social background of the pupils, as well as their interests and preferences in the audiovisual, audio, and written word, is provided by a historical analysis of Bombay's educational and school system at the "microsocial" level. The study revealed that multinationals are crucial to the economics of the mass media in India and that public policy on communications is heavily centralized. According to the results of the study, the students were primarily interested in popular Hindi films, Hindi TV serials, film songs, general interest and film periodicals, and Indrajal comics. As a result, the study emphasises the importance of incorporating media literacy into public policy as well as the necessity to examine the involvement of multinational corporations, private industry, and the Central Government in media operations, in addition to their form and content.

Azad, M. A. K. (2022) delves into the current state of journalism education in India and highlights issues and opportunities. Over the past 70 years since it was first introduced, journalism education in India has greatly expanded to meet the challenges of globalisation and the information revolution. Journalism and mass communication as a career are extremely important in the backdrop of India's communication revolution, which is key to the country's progress. As a result, the media sector has grown significantly, and in the seven decades since its founding in 1941, a sizable number of university departments and institutes dedicated to media education have been founded. In India, more than 200 departments and institutions provide Bachelor's, Master's, Post Graduate Diploma, MPhil, and PhD programmes in journalism and public communication.

In terms of mainstream media education, however, India's top journalism schools merit praise. These eminent institutions, which are furnished with modern amenities, are making significant contributions by producing well-trained media professionals. Many of their departments and institutes, which are rich in academic experts, are well-known on a global scale for their work in media education. However, there are still a lot of journalism schools in India that are plagued by a variety of issues, such as a lack of funding, the use of Westernised textbooks and curricula, insufficient research, and a lack of practical training opportunities. The author, in conclusion, underscores the need for a balanced approach to overcome the challenges while taking into account the strengths and weaknesses of Journalism Education in India. He highlights the growth opportunities of Journalism Education presented by the Globalisation and Information Revolution and stresses the importance of continued investments in Media Education.

Bora, A. (2024) evaluates and analyses the trajectory of media education as a whole, as well as the industry-academia interface in terms of feedback concerning the human resources created and industrial demands. The goal is to create a plan for the country's media education sector for the immediate and long term so that it can serve as a "role model" for other projects of this kind around the world. This is an empirical research study based on current literature and the researcher's close observation of academic practices.

Media education in the Indian subcontinent has completed a century of existence since the time of Mrs. Annie Besant (1920). Over the decades, the domain has traversed an eventful and meaningful journey to have contributed toward establishing a robust and healthy media system as well as setting up professional standards in the field. With an evolution of more or less a mixed pace during the century, today there are hundreds of institutions offering various types of
programmes of study in all the relevant fields of the domain, right from conventional mass media to new media. It represents a mosaic of media education with different focuses and objectives. According to the FICCI-KPMG report on the Indian media and entertainment sector, 2019, there is an enormous responsibility on these institutions to meet the demand for quality, skilled human resources needed to manage the industry. The problem has a dual focus: meeting the urgent need

for labour while using every available tool to ensure quality. For the purpose of analyzing issues to be investigated, the agenda-setting and social responsibility theories were used in the study.

While Media Education has made significant progress in the past century, there is still a need for institutions to align with international best practices to improve quality. This will also depend on how the institutions can address challenges related to inadequate funding, lack of infrastructure and the need for better-trained faculty. In conclusion, the author recommends the integration of digital media in the curriculum, enhanced research opportunities and increased industry collaboration for the betterment of Journalism Education in India.

Sinha, Aditya & Basu, Debabrata. (2020) is based on reviews of studies in the field of journalism education in India after the proliferation of the Internet, particularly after the year 2010. The journalism practices have undergone a significant change in the past two decades, with the enabling of new information technologies, resulting in increased feedback from the audiences as well as globalized education opportunities for the content creators. The article is based on content analysis, using grounded theory as the qualitative research method, to identify various themes in journalism research from Indian universities during the same period. The implications of the results suggest that there is a wide gap between the research conducted in educational institutions and the prevailing practices in the journalism industry in the country. In conclusion, the author urges these gaps to be addressed through curriculum reforms and deeper integration of practical skills with academic research.

Dutta, Ankuran. (2020). explores the century-old history of media & journalism education in India and suggests a future direction for the improvement of Journalism Education. With media being the fourth pillar of democracy, the demands for well-trained professionals and media experts have led to the growth of around 900 institutions offering mass communication & journalism programmes. These institutions can be categorized into three types, namely: universities and colleges, standalone institutions and finally, the ones owned by media organizations.

While it is accepted that journalists have certain inborn talents, media education over the past century has given them a profound understanding of media issues, ethics, and responsibilities, which in turn has provided people of this nation access to invaluable information that is essential for its development. The author concludes that while the growth in the number of media institutions bodes well for media education in the country, it should not come at the cost of compromising the quality of education. There should be a focus on continuous evaluation of the curriculum and adaptation to technological changes to reduce the gap between theoretical knowledge and practical skills.

Mishra, Raghavendra. (2021). provides an in-depth analysis of the evolution of media education in India over the past century. Media education has completed its glorious journey of a hundred years in our country. This journey, which started with the efforts of Annie Besant, at a very small scale, has now reached thousands of youngsters who have enrolled in hundreds of institutions across the nation. Media education has grown in popularity and diversity with the proliferation of multi-layered media and the entertainment industry. In many states, it is part of secondary education and is also included as a subject in CBSE and the Open Schools. The subject has established itself as a stream of education with professional prospects and space for bonding with social sciences, technologies, and cultural discourse, with an abundant multidisciplinary scope. However, this glorious journey of media education has not been devoid of challenges and hurdles. These barriers range from recognition and infrastructure to establishing it as a mature research-oriented subject. Despite being a professional subject, it has struggled with the problem of coordination with the industry. With the advancement of technology and the arrival of many subjects, balance in pedagogical approaches and vocational training, developing lines of understanding with industry, are some of the other notable challenges faced during this journey. But, despite all the hurdles, the growth of the discipline has been exponential. In the present times, Journalism and Mass Communication have been established as a major academic discipline that can simultaneously explore society-media interrelationships and provide plenty of employment opportunities for aspirants. In conclusion, the author expresses hope in the New Education Policy (NEP) adopted recently by India in promoting interdisciplinary learning, enhancing digital literacy and encouraging practical training alongside theoretical knowledge.

Ray, T. (2014). has pointed out that journalism as an academic discipline is comparatively less developed in India. In many Indian universities, journalism and mass communication programs remain peripheral to their parent departments. For example, media programs may be run by departments such as Adult Continuing Education or Hindi and English. Indian master's courses in journalism, and increasingly at the undergraduate level, offer a broad range of courses from basic skills such as writing and editing to more focused areas like film and television and sometimes even radio, as well as online journalism, aside from the history of journalism, law, and communication theory. The author advocates the necessity of this approach, as many master's students may not have undergraduate training in journalism.

Ray recommended that for Indian journalism education to be equal to other disciplines in the humanities and social sciences, curricula, especially at the master's level, should become more focused, intensive, and critically oriented. Including research traditions would help instructors think critically and, thereby, students. Ray also had the contention that the ideal profile of teachers in journalism programs is debatable. The tradition of bringing media professionals on board as guest faculty brings much-needed industry experience into the classroom; however, most are short on a comprehensive theoretical grasp of communication and journalism in the context of society. This is yet another area where Indian institutions can learn from U.S. universities, where an overwhelming majority of journalism educators hold Ph.D. degrees with professional media experience.

(The Sectoral Innovation Council (SIC) Report on Media Education, Govt. Report Year: 2012 Publication: Ministry of Information and Broadcasting (MIB), Govt. of India) recommended the government to regulate media education and thereby promote its organized growth, as is provided for the case of medical and technical education. This could be through the establishment of a Media Education Council under the Ministry of Information and Broadcasting. As outlined by the SIC report, there were two important ways in which the education approach for the media could be improved: one, borrowing examples from either the American or the British university models, or the other, developing vocational programs that are specific to the

requirements of the Indian media industry. Over and above that, standardization of curricula at all levels would make national accreditation easier.

It spelt out the importance of social sciences in the curriculum and suggested that the institution shift to a Five-Year Integrated media education program offered to a select few premier institutions. Research on media education was also called into question, stating that there was a meagre intellectual foundation laid for it. A major part of the research done here in India was reported to be inconsistent or derivative and lacking synergy between academia and industry partners. This report suggested that the improvement of this nexus needs and involvement of academia in media policy formulation, in addition to the industry and government. The report also brought forth the aspect of development and strengthening of faculty development programs in colleges, universities, and institutes to improve the quality of teachers. Researchers should be motivated to do focused research in these areas. The report recommended converting institutions like IIMC, FTII, and SRFTI into true Centres of Excellence either as an independent university or one Central University and fast-track the process. Lastly, it also recommended a standardized curriculum for all courses offered in the arena of Advertising and Public Relations by all institutions and colleges.

Raman, (2009) observes the friction among the three main stakeholders in mass media education: students, teachers, and employers. The critical point made there was that media education in India lies between two academic traditions: social sciences and the humanities. Some programs are aimed at preparing a student technically for any work in the media sector, while others pay more attention to creative expression through media. The author delineated two types of media education programs: On the one hand, postgraduate university programs that combine communication theory, social science research and practical skills; on the other hand, professional courses that are mainly oriented towards skill-building with some incorporation of social theory. Raman observed that the former are usually taught by academic professionals with a theoretical or critical interest in the media, although most lack practical media experience. The latter programs are usually carried out by part-time media practitioners and a few media scholars.

Despite the various subjects covered in such programs, they commonly assume that learners already have a basic knowledge of politics, culture, society, social processes, and language skills. Pre-entry exams for these programs commonly test general knowledge, current affairs, media awareness, and writing skills. However, Raman demonstrates the gap between the expectations of students and the needs of the industry. The students are competing to learn only technical skills so that they can get a job immediately after graduation, but media employers want graduates who can easily mingle in the market and respond to the call of the market. In short, language skills pose a humongous problem. India's diversity of several subcultures calls for varying levels of proficiency in one's first language. What works in the academic environment is less effective in a journalism or media scenario. Undergraduate courses in media are often taught by inexperienced tutors, and postgraduate study may also assume knowledge that does not exist. Many students enter pure science or humanities streams with no background in political science or sociology, and are not conversant in the local language, both of which are critical for communication professionals.

While theory is relevant for classrooms, real, practical training for journalists should happen in the field. Journalists need to learn where the changing social forces impact population, culture, politics, and socioeconomics, even how the media interfaces with these forces, suggesting a deeper need to understand history, culture, politics, and socioeconomics. Thus, programs in communication studies should continue to expand their requirements to include courses in social communications and advocacy and other areas of growing interest.

Desai, (2020-21) This work is a viable and informative analysis regarding the media communication education development in India, and its historical evolution with outlined challenges and opportunities ahead. Desai's work cites the post-independence nation-building scenario as its basis for contextualizing the origins of media education in India. This breadth of discussion on the foundational role of such institutions as IIMC and early university departments demonstrates how media education was set up to meet the democratic needs of the country by virtue of producing ethical and informed journalism professionals. The author also highlights how the discipline has expanded to embrace new areas such as mass communications, advertising, public relations, and digital media, revealing the increasing heterogeneity of the media.

The author dwells on the digital transformation of media and its influence on media education, reflected within the changing requirements of the profession, especially with the impacts of artificial intelligence, social media, and analytics. The author suggests an interdisciplinary approach to Journalism Education to ensure integration of the more traditional communication skills with digital literacy. To bring about improvements in the area of Journalism Education, the author stresses the importance of ethics and critical thinking, but does not delve deeper into what innovative pedagogies or precise policy changes can help India improve media communication education.

Singh, (2022) provides a critique of the old methods of media education and appeals for a new version in line with the new demands of the digital era. Singh argues that existing frameworks for media education are obsolete because they were based on old conventional print and broadcast paradigms, which do not take into consideration the present complexity of the media landscape. This is an important point as media operations have fundamentally altered due to a shift towards digital platforms, social media, and participatory forms of communication. The paper underlines narrow curricula, with a spotlight on journalistic ethics, broadcasting techniques, and general mass communication theories, where enough importance is not being given to new-age competencies such as the creation of digital content, data analytics, algorithmic media literacy, and artificial intelligence. The author presents a case that media education needs to move in a more integrated and interdisciplinary direction concerning new trends. The author also underlines the need for media educators to teach critical digital literacy- the ability to recognize issues such as misinformation, privacy concerns, and ethics of new technologies effectively so that their students are better equipped to handle challenges of this nature. He argues that media education must not only provide practical ability but also enable the critique of an ethical engagement with the media environment. The author suggests on how to bring in the "new version" of media education through recommendations ranging from the induction of digital skills and interdisciplinary studies to the explicit encouragement of critical thinking, with less being said on practical matters. However, there is no elaboration on the implementation of the “new version” of media, even though the paper presents a persuasive case for change.

Watane, (2021) unpacks how and why changes in Media Education was driven by change through technology and pedagogy and changing requirements of the industry, the very large repository of shifts opening up a fresh vision on how media education needs to change for it to remain relevant and support the production of graduates appropriately equipped with the right kind of skills for the future. One of the strengths of Watane's work is that he pays much attention to qualitative improvements in media education rather than quantitative expansions. According to the author, the number of courses and institutions for media studies has increased to the point where the focus should now shift toward improvement in the quality of the curriculum, faculty, and learning outcomes. He makes a strong case for trying to place more experiential learning opportunities like internships, practical workshops, and participation in the industries across the board in college curricula to bring abstractions closer to applied situations. This is consistent with the presently emerging trend in the industry, rewarding work experience and flexibility in learning, together with academic knowledge.

The article also brings to the fore the fact that the curriculum should be updated to include new media technologies like digital storytelling, multimedia journalism, social media strategy, and data journalism. These relate especially to today's media environment and most likely remain relevant in the future. Especially noteworthy is his focus on interdisciplinary learning that has emerged in light of the growing need for media professionals with a broad skill set, encompassing technical know-how, creativity, and critical thinking. The author also focuses on the role of media educators. This emphasis on continuous learning for educators is particularly important, as it assures the students not only relevant information but also teachers who can guide them through the intricacies of the new media world. The author also raises the need to provide education in soft skills, including ethics and decision-making, leadership, and collaboration skills, which are of great significance in the modern media industry profession.

Although the paper calls for qualitative change, there is less discussion about facilitating access to students belonging to different socio-economic backgrounds, particularly in countries like India, where access to quality resources and education may not be highly levelled.

2D: Literature on Journalism Education in Maharashtra

Pawar, 2021 (January-March) delves into Maharashtra's journalism education scenario, highlighting its achievements and challenges. One of India's more liberal states, Maharashtra has a strong history of social and nationalist journalism. In Bombay (now Mumbai), the first printing press was established in 1674. In India before independence, Marathi journalism was characterized mostly by social change and political reporting. Maharashtra has a rich history of teaching journalism. The main city in the central Indian region of Vidarbha, Nagpur, pioneered the state's journalism education. Maharashtra has experienced qualitative growth in terms of curriculum, facilities, and faculty since the state introduced journalism education in 1954 at Nagpur. The seven decades of journalism education in the state have resulted in successful placements for the students. As opposed to state universities, deemed private universities, autonomous colleges, and institutes have their own expectations and challenges.

While institutes have come a long way in providing education, there is a constant need to update infrastructure to provide better practical exposure to journalism students, enabling them to prepare better for real-life environments. Limited funding, especially concerning public institutions, poses another hurdle in providing state-of-the-art training. Integrating new technologies and industry collaborations are other suggestions provided by the author to improve Journalism Education in the state. In conclusion, the author states that only through continuous improvement can Journalism education keep pace with global standards.

2E. Theoretical Framework

The current study examines the relationship between journalism education and the professional news industry, with emphasis on curriculum planning, pedagogy, industry requirements, and institutional issues. To grasp and interpret these aspects well, the study makes use of an integrated theoretical framework, which encompasses:

1. Human Capital Theory

Originator: Gary Becker (1964)

Central Concept: Education is an investment that increases productivity, skills, and worth of individuals in the labour market.

Relevance to the Study: This theory provides the basis for evaluating how journalism education facilitates the creation of employable media professionals. It enables one to examine:

- Whether or not the curriculum is preparing students with appropriate technical and ethical skills.
- Return on investment (ROI) in journalism education in terms of employment and skill acquisition.
- The mismatch between academic knowledge and actual newsroom requirements.

Application: Objectives 1, 2, and 5 of the research directly correspond with Human Capital Theory, particularly in assessing journalism education as a mechanism for generating capable professionals appropriate for industry demands.

2. Social Responsibility Theory of the Press

Originators: Hutchins Commission (1947)

Central Concept: The press has a responsibility to serve the public interest by being ethical, responsible, and informative.

Relevance to the Study: Journalism education is not just technical; it also has an important role in developing the moral and ethical basis of future journalists. This theory can be used to assess:

- Whether or not institutions are teaching students social responsibility and ethical sensitivity.

- The consistency of journalism curricula with democratic values and media accountability.

Application: This theory underpins the Objectives 2 and 3, particularly in examining how journalism programs deal with media ethics, press freedom, and public service journalism.

3. Professionalism Theory

Central Concept: Professions emerge when individuals are trained formally in skills, ethics, standards, and norms, typically through formal education.

Relevance to the Study: This theory assists in explaining journalism as a profession's institutionalization. It evaluates:

•Whether or not journalism education contributes to professional identity formation.

•The passing of industry standards, editorial judgment, and norms through academic institutions.

Application: This theory is helpful for objectives 2, 3, and 5, especially when examining how students are being prepared to take up professional roles in the media industry.

4. Constructivist Learning Theory

Originators: Jean Piaget, Lev Vygotsky

Central Concept: Learners build knowledge from experience and reflection, and learning is most effective when active and practical.

Relevance to the Study: This theory is important in evaluating the below:

•Methods of teaching employed in school programs (labs, simulations, field work).

•The extent to which experiential learning (news production, internships, campus media) influences student readiness.

Application: This theory aligns with Objectives 3 and 6, offering a pedagogical perspective to analyse journalism education delivery.

5. Experiential Learning Theory (ELT)

Originator: David A. Kolb (1984)

Central Concept: Experiential Learning Theory (ELT) was based upon previous contributions made by John Dewey, Kurt Lewin, and Jean Piaget. According to Kolb, learning is the process whereby knowledge is created through the transformation of experience. The theory suggests that learning is most effective when it is carried out through a cyclical process of four stages:

1. **Concrete Experience (CE):** Direct participation in an activity (for example, reporting on the ground)
2. **Reflective Observation (RO):** Reflecting on that experience
3. **Abstract Conceptualization (AC):** Making sense of things and learning principles
4. **Active Experimentation (AE):** Putting new concepts into practice

Relevance to the study: Journalism is a practice-focused career. ELT advocates that students learn journalism, not only through reading or lectures, but by practicing journalism – reporting, editing, working on student publications, producing media content, and doing internships.

In Maharashtra, journalism departments incorporate field assignments, internships, and simulation news laboratories to fit Kolb's cycle. To bridge the gap between theory & practice in journalism education, experiential pedagogies should be used in journalism institutions.

(Tumber & Prentoulis, 2003)

Application: This theory is aligned with Objective 3 of the proposed research. It supports offering a pedagogical lens to analyze how experiential methods contribute to student learning and job preparedness.

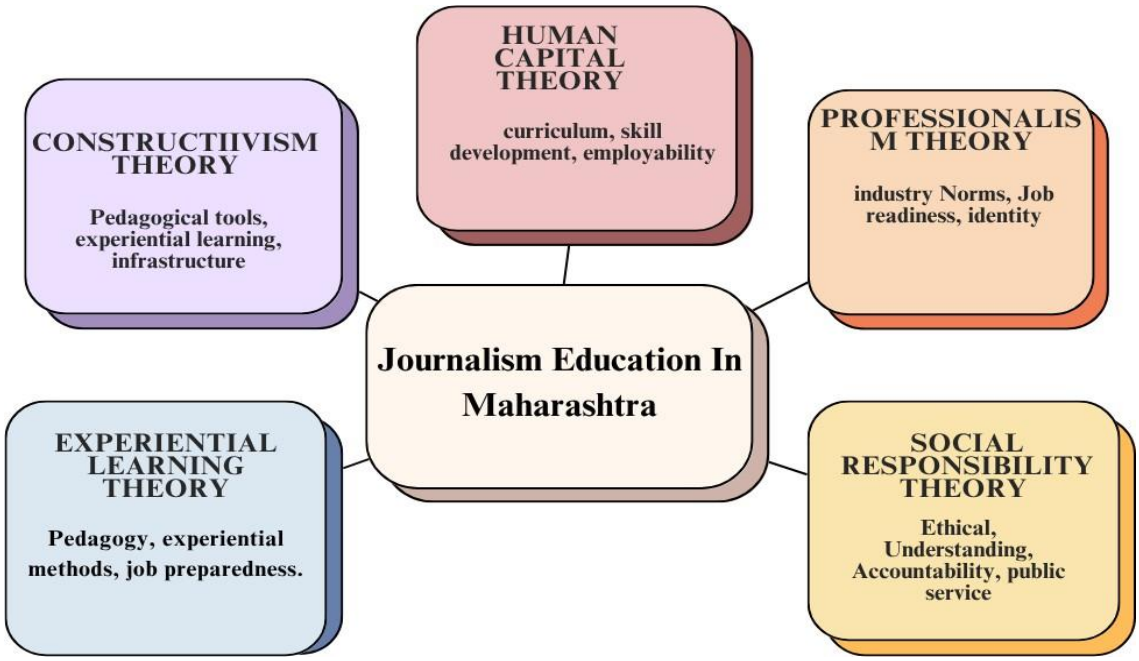


Figure 2E: Conceptual Diagram of Theoretical Framework

Conclusion of Theoretical Framework

By integrating Human Capital Theory, Social Responsibility Theory, Professionalism Theory, Constructivist Learning Theory and Experiential Learning Theory, this study constructs an overarching framework to investigate the complex role of journalism education in professional media practice. Through this integrated perspective, the simultaneous dynamic interaction between media education and media performance in Maharashtra can be better understood, in the context of academic structures and industry needs.

2F: Conclusion

Journalism education plays a vital role in shaping the future of the news industry by producing skilled and ethical journalists. As the media landscape evolves rapidly, journalism programs in universities need to adapt to the changing demands of the industry. This review of literature explores the significance of journalism education and its impact on preparing aspiring journalists for the professional news industry, with a particular focus on universities in the state of Maharashtra, India.

Scholars like Kovach and Rosenstiel argue that journalism education is crucial in promoting the principles of accuracy, fairness, and impartiality in journalism, which are essential for maintaining credibility and public trust. Various studies have shown that journalism education enhances critical thinking, news-gathering skills, and ethical decision-making. Research by Rivenburgh highlights the importance of aligning journalism curricula with the evolving needs of the news industry to produce graduates with relevant and marketable skills. Similarly, studies have indicated that programs incorporating multimedia storytelling, data journalism, and digital media production better prepare students for the diverse demands of modern newsrooms. Research by Deuze emphasizes the significance of experiential learning opportunities, such as internships and newsroom simulations, in bridging the gap between theory and practice in journalism education. Universities that offer hands-on training are seen as more effective in preparing students for the real-world challenges of the news industry. Scholars have also emphasized the need for strong ethics education in journalism programs to ensure students understand the ethical dilemmas they may face in the news industry. Studies show that universities with comprehensive ethics courses produce journalists who are more likely to adhere to ethical standards in their reporting. Research also indicates that journalism programs with faculty who possess industry experience can provide students with valuable insights and networks within the professional news industry. Besides that, faculty with a combination of academic qualifications and practical experience contribute immensely to producing job-ready graduates.

The rapid advancement of technology has transformed the news industry, which requires journalism programs to integrate digital tools and platforms into their curricula to keep students updated with the latest industry trends. Universities that provide training in data journalism, social media management, and multimedia reporting prepare students for the digital-first era.

References

1. Carey, J. W. (2000). *Some personal notes on U.S. journalism education*. Journalism, *1*(1), 12–23. https://doi.org/10.1177/146488490000100103
2. Mensing, D. (2010). *Rethinking (again) the future of journalism education*. Journalism Studies, *11*(4), 511–523. https://doi.org/10.1080/14616701003638376
3. Mensing, D., & Franklin, D. (2011). *Journalism education, technology, and social change: What journalism educators need to know about how journalists use technology*. Journalism & Mass Communication Educator, *66*(3), 297–308. https://doi.org/10.1177/107769581106600304
4. Eapen, P. (1991). *Journalism education in the USA: An overview*. Media Asia, *18*(4), 235–240. https://doi.org/10.1080/01296612.1991.11726256
5. Murthy, D. (2011). *New media and journalism education in the USA*. Journalism Practice, *5*(3), 336–347. https://doi.org/10.1080/17512786.2010.542137
6. Bockino, J. (2016). *A curriculum that matters: Teaching journalism in the digital age*. Journalism & Mass Communication Educator, *71*(3), 297–308. https://doi.org/10.1177/1077695815624840
7. Sanjay, S. (2017). *Challenges in Indian journalism education: The gap between industry and academia*. Global Media Journal – Indian Edition, *8*(2). [Available from GMJ archives or institutional access]
8. Karan, K. (2001). *Journalism education in India: Problems and prospects*. Media Asia, *28*(1), 35–39. https://doi.org/10.1080/01296612.2001.11726701
9. Tere, N. S. (2012). *Bridging the gap between media education and media industry*. International Journal of Multidisciplinary Educational Research, *1*(6), 123–132.
10. Ray, A. (2012). *Rethinking journalism education in India: The missing link between theory and practice*. Journal of Media Studies, *27*(2), 81–93.
11. Deuze, M. (2006). *Global journalism education: A conceptual approach*. Journalism Studies, *7*(1), 19–34. https://doi.org/10.1080/14616700500450293

12. Guo, K. (2016). *Journalism education in China: Current trends and future directions*. Asian Journal of Communication, 26(5), 1–15.
13. Self, C. C. (2015, June). *The global impact of UNESCO's Model Curriculum in journalism education*. Paper presented at the International Communication Association Annual Conference.
14. Reese, S. D., & Cohen, J. (2000). Educating for journalism: The professionalism of scholarship. *Journalism Studies*, 1(2), 213–227.
15. Reese, S. D., & Cohen, J. (2013). Educating for journalism in a changing media environment. *Journalism & Mass Communication Educator*, 68(3), 195–210.
16. Wolseley, R. E. (1943). *Journalism education in junior colleges*. *The English Journal*, 32(4), 209–216.
17. Wolseley, R. E. (1963). *The development of journalism education: A comparative survey*. *Journalism Quarterly*, 40(3), 371–378.
18. Boram, W. A. (1962). *Scholastic journalism in the U.S.: Problems and prospects*. *Journalism Quarterly*, 39(4), 545–552.
19. Eapen, P., et al. (1991). *Journalism education and textbook use in SAARC countries: An IACMR report*. International Association for Media and Communication Research.
20. Dua, M. R., & Gupta, S. (2001). *Mass Communication education in India: A critical appraisal of curriculum and structure*. New Delhi: IIMC Publications.
21. Deuze, M. (2006). Global journalism education: A conceptual approach. *Journalism Studies*, 7(1), 19–34. https://doi.org/10.1080/14616700500450293
22. Mensing, D. (2010). Rethinking journalism education: The community, not the classroom. *Journalism Studies*, 11(4), 511–523.
23. Anderson, C. W. (2013). *Rebuilding the news: Metropolitan journalism in the digital age*. Temple University Press.
24. Frith, S., & Meech, P. (2007). Becoming a journalist: Journalism education and journalism culture. *Journalism*, 8(2), 137–164.
25. Hanna, M., & Sanders, K. (2007). *Journalism Education in Britain: Who are the students and what do they want?* Journalism Practice, 1(3), 404–420.

26. Hirst, M. (2010). Journalism education "Down Under": A tale of two paradigms. *Journalism Studies*, 11(3), 297–312.
27. Solkin, L. (2022). Rethinking journalism education: A thematic review of twenty years of academic discourse. *Journalism & Mass Communication Educator*, 77(1), 5–28.
28. Skinner, D., Gasher, M. J., & Compton, J. (2001). Putting theory to practice: A critical approach to journalism studies. *Journalism: Theory, Practice & Criticism*, 2(3), 341–360.
29. UNESCO. (2013). *Model curricula for journalism education: New specialized syllabi*. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000223504
30. Frith, S., & Meech, P. (2007). *Becoming a journalist: Journalism education and journalism culture*. *Journalism*, *8*(2), 137–164. https://doi.org/10.1177/1464884907074802
31. Josephi, B. (2019). Journalism education. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), *The handbook of journalism studies* (pp. 55–69). Routledge.
32. Greenberg, S. (2007). Theory and practice in journalism education. *Journal of Media Practice*, *8*(3), 289–303.
33. SYLLABI, A. C. O. N. (2013). *Model curricula for journalism education*.
34. Skinner, D., Gasher, M. J., & Compton, J. (2001). Putting theory to practice: A critical approach to journalism studies. *Journalism*, *2*(3), 341–360.
35. Solkin, L. (2022). Journalism education in the 21st century: A thematic analysis of the research literature. *Journalism*, *23*(2), 444–460.
36. Muppidi, S. R. (2008). Journalism education in India. *Media Asia*, *35*(2), 67–83.
37. Barthur, S. P., IAMCR, & Journalism Research and Education Section. (2016). Journalism education in the BRICS countries: Journalism and mass communication in India through the BRICS framework. In *Abstracts of Papers Presented at the Annual Conference of the International Association for Media and Communication Research*. https://iamcr.org/sites/default/files/JRE-abstracts-2016.pdf
38. Sahoo, J. R., & Panda, M. (2016). Journalism education and professionalization: An empirical study of student's aspiration, attitude and perception in Delhi-NCR. In

Abstracts of Papers Presented at IAMCR. https://iamcr.org/sites/default/files/JRE-abstracts-2016.pdf

39. Sahoo, J. R., & Srivastava, A. (2017). Students' choice and motivation for journalism education in Indian private universities. *Media Watch*, *8*(1), 107–121.
40. Kumar, R. (2017). Media education in North-East Indian central universities: A study of media programs and its nomenclature. *Journal of Content, Community & Communication*, *6*(3), 93–100.
41. Viktorovich, M. V. (2019). The status of journalism and journalist education in India. *Geopolitical, Social Security and Freedom Journal*, *2*(2), 101–107. https://doi.org/10.2478/gssfj-2019-0019
42. Nagaraj, K. V., & Guha, S. (2012). Policy of inclusiveness and social angst of journalism education in India. *Asia Pacific Media Educator*, *22*(1), 143–150.
43. Desai, M. K. (2017). Journalism education in India: Maze or mosaic. In *Global Journalism Education in the 21st Century: Challenges and Innovations* (pp. 113–136).
44. Murthy, C. S. (2011). Dilemma of course content and curriculum in Indian journalism education: Theory, practice and research. *Asia Pacific Media Educator*, (21), 24–42.
45. Parihar, T. S. (2012). Journalism education at crossroad in India: A SWOT analysis. *IMS Manthan*, *7*(2), 201–209.
46. Sanjay, B. P. (2012). Journalism and mass communication education: An assessment. *Asia Pacific Media Educator*, *22*(1), 115–126.
47. Tere, N. S. (2012). Commentary: Expanding journalism education in India—Concern for quality. *Asia Pacific Media Educator*, *22*(1), 127–133.
48. Bharthur, S. P. (2017). Journalism education in India: Quest for professionalism or incremental responses. *Journalism & Mass Communication Educator*, *72*(3), 285–296. https://doi.org/10.1177/1077695817719136
49. Tandon, A. (2009). A case of standardization of journalism, media education in India. *Media Mimansa*, Oct–Dec, 63–67.
50. Jindal, N. (2020). The drift in journalism education in India vis-à-vis new media. *Asia Pacific Media Educator*, *30*(1), 28–43. https://doi.org/10.1177/1326365X20945430

51. Jha, A., & Gangwar, R. (2020). Construct (suggestive) models for media education in India. *Media Education, 2*, 211–221. https://doi.org/10.13187/me.2020.2.211

52. Desai, M. K. (2008). Reviewing communication/media education in India. *Journal of Global Communication*, *1*(2), 118–131.

53. Dutta, A., & Ray, A. (2011). Media education in India: Peer perspective. In S. Hirtz, K. Kelly, & BC Campus (Eds.), *Education for a Digital World 2.0* (pp. 191–212).

54. Desai, M. K. (2019). Taking stock of communication/media studies in India: North-South divide. *Sndtunivsped*. https://www.academia.edu/20319735/Taking_stock_of_Communication_media_studies_in_India_North_South_Divide

55. Kumar, A., Kumar, A., & Kumar, N. (n.d.). Media education in Haryana: An analysis. *From the Chief Editor's Desk*, 82.

56. Kumar, K. J. (1988). Media education, communications and public policy: An Indian perspective. *Figshare*. https://figshare.com/articles/thesis/Media_Education_Communications_and_Public_Policy_An_Indian_Perspective/10104236?file=18213746

57. Azad, M. A. K. (2022). Development of journalism education in India: Problems and prospects. *International Journal of Research and Innovation in Social Science*, *6*(7), 814–818.

58. Dutta, A. (2024). 100 years of media education in South Asia (1920–2020). *Gauhati*. https://www.academia.edu/120396751/100_Years_of_Media_Education_in_South_Asia_1920_2020_

59. Sinha, A., & Basu, D. (2020). Journalism education in India: The widening gap between research and practice. *Asia Pacific Media Educator*, *30*. https://doi.org/10.1177/1326365X20970419

60. Mishra, R. (2021). A brief review of hundred years of media education in India (with special reference to NEP-2020). *Prof. Raghavendra Mishra*, *15*, 55–63.

61. Pawar, A. (2021). Journalism education in Maharashtra: Achievements, challenges, and the way forward. *Media Mimansa*, *15*(1), 45–53.

Chapter III: Research Methodology

3A: Introduction

The word “research” means looking for new information, or objectively, methodically, and scientifically establishing the confirmation of what is already there. According to the Oxford English Dictionary, research is a systematic investigation into facts, sources, etc., to find facts, data, and form new conclusions. It is also known as the systematic and logical approach to learning.

Research begins with identifying and developing a problem to be researched upon to replicate the results by undertaking a sequence of steps that are interdependent upon each other. Each step then follows a set of systematic and logical procedures that need to be executed with discretion.

Research Methodology

The most important part of the research process involves the selection of an accurate and proper approach. Through research methodology, the researcher describes what he/she does to find answers to a particular problem. Consequently, it involves taking decisions concerning population and sample, design and strategy, modalities and processes, and tools and procedures with proper rationale. The right choice of approach for the problem in question is also extremely significant. (Garg, G., & Kothari, C. R., 2019)

The overall plan for how the research is to be carried out is referred to as the research technique. It attempts to show the rationale for the use of various techniques for a particular subject. A detailed explanation of the research technique used for this research is provided in this chapter. It begins with explaining the research approach and also provides insights into the research background, research gap, methods of data collection, samples taken, techniques of data analysis, etc.

For the selected topic, “**Significance of Journalism Education in the Professional News Industry**," the researcher has opted for the exploratory research design. To meet the demands of the study, the researcher has chosen ***the triangulation method*** for this research.

3B: Exploratory Research Design

Research design is a planned framework where the researcher specifies the methods and techniques used for the particular study. A research design is a clear strategy that provides the techniques and steps that will guide the researcher as they collect and analyse data for the study. As this is an exploratory study, hypothesis-building is not required for this research.

Each research investigation project is followed by a detailed action plan. Strategic universe selection, sample, tools, techniques, etc., are all incorporated. A research design is a logical and elaborated strategy and outline that will be followed in implementing a research program, and such a plan may or may not require modification as the research develops. A sound research design possesses the following characteristics: objectivity, validity, reliability, and generalization. It is a representation of the conceptual framework that provides proper direction to study a particular research problem and serves as a guide for collecting and analysing data by providing insights on the data collection approach, the tools that will be used for data collection and the data analysis procedure. A well-designed research design assists in reaching the objectives of a research programme effectively.(Creswell, J. W., & Creswell, J. D. 2018).

Exploratory research is used to examine an issue that has not been clearly interpreted. This kind of research attempts to get a wider insight into the issue at hand, but does not arrive at a conclusive result. This kind of research is carried out only when the phenomenon is at a preliminary stage. The basic reasons behind selecting the Exploratory research are mentioned below:

- To satisfy the specialist's interest and need for a more prominent agreement
- To test the feasibility of beginning a more inside-out study
- To foster the development of the techniques that can be utilized in subsequent research projects

Through this research, one can deeply understand the current problem, but it will not provide any definite conclusion or solution. This research is known as an interpretative study, which is

sometimes labelled as grounded theory or grounded research. The more popular exploratory study design techniques include case studies, in-depth interviews, focus groups, and literature searches. The basic advantage of this type of research is that it is usually low-cost. Apart from this, it can help the researcher to get early insights on the topic, allowing them to adjust their methods and explore different angles and directions as the research progresses. Exploratory research is mostly carried out to understand the concerned topic or problem in depth, especially when it hasn't been studied before. This type of research enables a researcher to set a strong foundation for exploring their ideas.

For this study, exploratory research has been chosen, as it helps in generating and providing new insights about the research problem and is cost-effective as well as flexible. The study focuses on examining the scenario of Journalism education provided by the various universities in the state of Maharashtra, and it attempts to analyse the gap between the output of these educational institutions and the demand of the news industry.

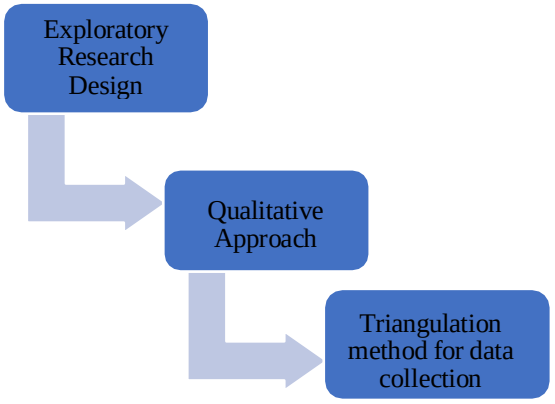


Figure 3B: Research flowchart

3C: Aim & Objectives

This research seeks to understand how journalism education contributes to the formation of competent media professionals and its importance in addressing the evolving demands of the news industry in the regional context.

With the rapid growth of the Journalism & media institutes in the country, the significance of journalism education is always a major and classical debate. There is a lot of ongoing research on this topic, but in the context of Maharashtra, academic efforts do not seem to be substantial. Therefore, the central aim of this study is:

1) Aim

To understand the significance of journalism education in the professional news industry in Maharashtra.

2) Objectives

To fulfil the aim of the study, the researcher has opted for the following objectives:

1. To study the journalism education scenario in Maharashtra.
2. To study the course curriculum of postgraduate journalism programs of various universities in Maharashtra.
3. To study the teaching methodologies and infrastructure of the various journalism departments of Maharashtra.
4. To understand the news industry's perception about Journalism education in the state.
5. To understand the expectations of the news industry from a fresher recruit.
6. To understand the challenges faced by the Universities offering journalism education in Maharashtra.

3D: Research Questions

Academic research always starts with a basic question about the selected topic. As this is a classical debate and exploratory in nature, the researcher has opted to ask a few research questions to get an appropriate answer for the phenomenon. A research question is a formally stated question intended to provide an indication about something; it is not limited to investigating relationships between variables (Wimmer and Dominick 2006). Through this research, the researcher has attempted to answer the following questions:

RQ1: What is the current scenario of Journalism Education in Maharashtra?
RQ2: What is the structure of the Journalism education curriculum in different universities of Maharashtra?
RQ3: What are the teaching methodologies opted for by the journalism departments of various universities?
RQ4: What are the expectations of the news industry from a fresher recruit?
RQ5: How does the News & media Industry in Maharashtra perceive the quality and effectiveness of Journalism Education?
RQ6: What are the challenges faced by the Universities offering journalism education in Maharashtra?

3E: Statement of the Problem

The study seeks to examine the scenario of Journalism education provided by the various universities in the state of Maharashtra and attempts to analyse the gap between education and the expectations of the news industry. Journalism education serves a crucial role in empowering students for the evolving news industry. For universities in Maharashtra, adapting programs to address regional and global industry challenges while maintaining high journalistic standards is essential for producing competent, well-rounded journalists. This study aims to understand the professional news industry's perception towards Journalism education and the significance of journalism education in the current news industry. (Deuze, M,2006)

3F: Identification of the Research Gap

The literature review highlighted a prime focus on the journalism education scenario of India and different countries of the world. Journalism education plays a significant role in preparing students for the evolving media landscape. For universities in Maharashtra, adapting programs to address regional and global industry challenges while maintaining high journalistic standards is essential for producing competent, well-rounded journalists. However, the gap between journalism education and the professional news industry's demand still needs to be addressed. Identifying such factors will provide more skilled manpower to the industry in a timely manner.

Earlier contributions to the literature have mainly focused on the scenario of media education, but there is limited research on the News industry's expectations from the students who have completed the journalism course. This research aims to identify these factors by interviewing the university teaching faculty and senior journalists from different platforms like print, television and digital platforms and provide recommendations on bridging the gap between industry and academia.

3G: Research Method

To explore the probable relationship between the different variables, the researcher opted Triangulation Method. This is one of the common research methods used in social sciences research, which applies and combines several research techniques to understand a single problem. Triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data," (O'Donoghue and Punch 2003). Triangulation is the best option to overcome future bias from using a single method, a single source of data or a single observer in a particular study. According to Ammenwerth et al. 2003, triangulation can be used at different levels in a methodology - methods, measures and data collection, as well as at the investigator and theory level. This method also tries to account for complex human behaviour, for the sake of research and provides a better understanding by the application of various techniques in an investigation.

The researchers utilized the triangulation method for both qualitative and quantitative studies. Triangulation offers a choice of datasets to explain various elements of an interesting phenomenon, which might enhance research. It also helps to invalidate scenarios where a dataset neglects a hypothesis using data from another. The idea that multiple methods yielding the same results increase confidence in the research findings is central to triangulation. There are four types of triangulation as suggested by Denzin:

1. Data triangulation,
2. Investigator triangulation
3. Theory triangulation
4. Empirical triangulation p. 301:5 (1)

There are two kinds of methodological triangulation- within-method and across-method. In across-method studies, quantitative and qualitative data collection techniques are integrated to get the final result. Qualitative approaches include participant observation, open-ended interviews, textual and passive observation, explanatory, and patient diary analysis. (Risjord et al,2001). Statistical analysis of questionnaires collected through standardised scales and measured numerically is included in the qualitative methods.

The use of methodological triangulation has been found to be helpful in providing evidence of results, more complete data, higher validity, and a better understanding of the topic under study. (Foss and Ellefsen,2002; Halcomb and Andrews 2005; Redfern and Norman,1994; Risjord et al,2001; Casey and Murphy,2009). Through the Triangulation process, the researcher can combine two or three research techniques to mitigate the shortcomings of one method and enhance the study's findings (Denzin 1978; Sharif and Armitage 2004).

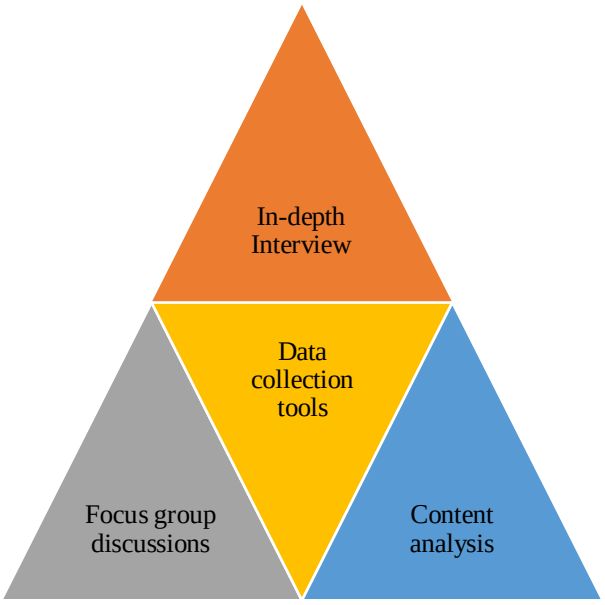


Figure 3G: Triangulation Method

The triangulation technique has been utilized in this study. This type of triangulation is generally used in qualitative research with field notes, interviews, and observation. Since an exploratory research design was adopted for this study, the researcher utilized three different data collection techniques to determine the validity and reliability of the study. Through the adoption of this method, the researcher has tried to minimize bias and yield more analytical findings that can assist in better validating and interpreting the research problem.

3H: Sample Identification 3H.1

Sampling Technique used

For this study, purposive sampling has been used. It is a non-probability sampling method. In this sampling type, researchers or individuals sample volunteers from a whole community through discretionary means. Other synonymous terms with this kind of sampling are judgmental, selective, and subjective sampling. Below are the different types of Purposive sampling:

1. Maximum variation/Heterogeneous purposive sample
2. Homogeneous purposive sample
3. Typical case sampling
4. Extreme case sample
5. Critical case
6. Total population sampling
7. Expert sampling

This study is completely based on total population sampling and expert sampling. The researcher studies all the universities of Maharashtra that offer Journalism courses. Expert sampling is used in this case, as the research requires capturing knowledge rooted in a particular form of expertise. One of the key features of Purposive sampling is that it is the most cost-effective sample selection method, which also allows the researcher to gather qualitative responses with better insights. Another important advantage of this type of sampling is that it minimizes the margin of error in the data. (Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. 2015).

Sample details in the context of this research are as follows:

- 14 academicians from 24 universities
- 2 senior academicians
- 14 experienced journalists

3H.2 Total Population / Universe

There are a total of 24 universities in Maharashtra that are offering Journalism & Mass Communication courses under the Department of Journalism & Mass Communication.
The researcher has collected the data from all the universities in the list below:

Table 3H.2: List of Universities in Maharashtra providing Journalism Education

Name of the University	Est. (Year)	Name of the Department
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	1958	Department of Mass Communication & Journalism (1973)
Mumbai University, Mumbai	1857	Department of Communication & Journalism (2003)
Rashtrasant Tukadoji Maharaj Nagpur University (Nagpur)	1923	Department of Mass Communication (1952-53)
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon	1990	Department of Mass Communication & Journalism (2006-2007)
Savitribai Phule Pune Univer	1949	Department of Media & Communication Studies (1990)
Chhatrapati Shivaji University, Kolhapur	1962	Department of Journalism & Communication (1976)
Punyashlok Ahilyadevi Holkar Solapur University, Solapur	2004	Department of Mass Communication (2009-10)
Yashwant Rao Chavan Maharashtra Open University, Nashik	1989	School of Humanities & Social Sciences
SYMBIOSIS International University Pune	1971	Symbiosis Institute for Media & Communication
Tilak Maharashtra Vidyapeeth, Gultekedi, Pune	1921	Department of Journalism & Mass Communication (2006-07)
Tata Institute of Social Sciences	1936	School of Media & Cultural Studies
Ajeenkya D.Y. Patil University	2015	School of Film & Media

Name of the University	Est. (Year)	Name of the Department
Amity University	2014	Amity School of Communication
Dr.Vishwanath Karad, MIT World Peace University, Pune	1983	School of Fine Arts, Media & Journalism
Vishwakarma University	2017	Department of Journalism & Mass Communication
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalay,Wardha	1997	Department of Mass Communication
MGM University, Aurangabad	2019	Institute of Journalism and Mass Communication
MIT World Peace University	2015	School of Fine Arts, Media & Communication
SNDT University (Pune)	1916	Department of Communication Media for Children
SNDT Women's University (Mumbai)	1916	Department of Extension & Communication
Swami Ramanand Teerth Marathwada University	1994	School of Media Studies
Chhatrapati Shivaji Maharaj University	2018	Department of Journalism and Mass Communication
IIMC	1965	-
Gondwana University	2011	Department of Mass Communication

3I: Method for Data Collection

The researcher has opted for triangulation methods for data collection, and the data for the study were collected from both primary and secondary sources, which have been closely studied. The primary sources surveyed with the help of in-depth interviews consist of senior journalists from the news industry, teaching faculty and heads of the departments of the universities of Maharashtra covered in the scope of this study. Keeping in view the objectives and variables under study, two

interview schedules were prepared to collect relevant data from the respondents. The following data collection methods were used for this study:

- In-depth Interviews (Academia & Industry experts)
- Focus group discussion
- Content analysis

3I.1 Interview Schedule for In-depth Interviews

Two different interview schedules were prepared for the teaching faculty, Heads of the Journalism & Mass Communication departments of various universities and senior journalists and editors from the print media, TV news channels and Digital platforms. Both closed-ended and open-ended questions are included in the interview schedules. (Boyce, C., & Neale, P.,2006).

The first Interview Schedule was conducted for the head of the department & faculty of each selected university. The second schedule of in-depth interviews was conducted with senior journalists from the news industry. The researcher has attempted to approach each individual for a face-to-face interaction; however, due to COVID-19 restrictions prevalent at that point in time, some of the interviews had to be conducted virtually via Zoom or Google Meet.

3I.2 Focus Group Discussion

A focus group discussion (FGD) in the research setting is a planned, systematic method for gaining insight into an audience's attitude or behaviour towards a given phenomenon. Six to twelve people at a time are interviewed with the aid of a moderator. The main purpose of such a strategy is that through discussions on a specific topic, the researcher tries to trace the attitudes, feelings, experiences, and reactions of the respondents. The focus group discussion is a very valuable tool in social science research, which aids in data collection regarding perceptions, attitudes, and behaviours among participants. This involves bringing together a small group of people with

similar characteristics or interests to explore a topic in-depth, often leading to rich discussions and insights. Such discussions provide the participants with an opportunity to express their views while keeping the conversation relevant to the objectives of the research. In that respect, coupling focus group discussions with individual interviews and questionnaires may be used to provide a comprehensive understanding of the subject matter, thus enabling the researcher to triangulate their findings to make robust conclusions. (Krueger, R. A., & Casey, M. A.,2014).

In the context of the present study, 2 focus groups have been considered for understanding the significance of journalism Education in the professional news industry. FGDs were conducted in 2 selected universities: Tilak Maharashtra Vidyapeeth & Pune University. All the discussions were conducted for a duration of 45 minutes to 1 hour. The participants expressed their views on the importance of journalism education for the news industry, challenges faced, satisfaction with the programme, availability of resources, the skill sets learned and expectations from the department of that university.

3I.3 Content Analysis

Typically, content analysis refers to the analysis of various types of content that may be texts, audio, video, etc. Through this methodology, researchers strive to analyze the communication pattern in a reproducible and systematic manner. This is a popular research tool for analysing the meaning and semantic relationship of words and concepts. It was in this background that the present study looked at the curricula offered by the State Universities within Maharashtra and sought to find similarities among them. (Krippendorff, K.,2018)

3I.4 Tools and Techniques for Secondary Data Collection

The present study is heavily dependent on various quantitative and qualitative secondary data on journalism education, which is available from different sources. Secondary data were sourced from various available literature, like websites of the Higher Education Authority of India (UGC), Universities/ Institutions, Research Publications, Reports, Student records, Institutional

documents, archival materials and published books, articles, reports, papers, journals and internet-based articles. The available literature was thoroughly investigated and adapted to meet the objectives of this study. (Johnston, M. P.,2014).

3I.5 Methods of Data Analysis

The following methods of data analysis were used for the study:

3I.5.1 Analysis of Data Collected through Personal Interviews

The interview data are organized, and patterns or themes among the data are identified.

For the current study, thematic analysis of the interview data has been chosen based on the methodology. After determining the themes of the data, cross-case analysis has been employed to analyse the information. The researcher also used a data cleansing process and then statistically codified the data for a better understanding of the outcomes. The qualitative codification helps to organize the collected data systematically to improve the validity of the study. **(Braun, V., & Clarke, V., 2006).**

3I.5.2 Analysis of Data Collected through Focus Group Discussions

Based on the objectives of the study, focus group questions were developed, revised and divided into several domains, which include - the importance of journalism education for the news industry, different challenges faced, satisfaction with the programme, availability of resources, learned skill sets, and expectations from the university. The same set of questions was used for data collection from the two different focus group discussions. Based on the selected themes, a qualitative analysis of the collected data was conducted.

3I.5.3 Analysis of the Curriculum Content

The curriculum of journalism courses taught by the State Universities of Maharashtra at the undergraduate and postgraduate levels has been compiled by the researcher. Collected curricula were sorted and analysed as per the study requirement. Different categories, like similarity of the programme name, subject name and content details, were checked and systematically arranged to understand the pattern followed in the Universities.

3J: Research Variables

Research variables are nothing but anything that can be measured for the selected research problem. For this research problem, the researcher has identified a few variables of journalism education. These variables have been discussed repeatedly from the beginning of the study. To understand those variables in a better way, their operational definitions are mentioned below:

1. **Journalism Department:** A central, private, deemed university-constituted department that offers different journalism and mass communication programmes.
2. **Academician:** Academician means a full-time teacher appointed by the university. They must have completed basic educational qualifications as specified by the university. Collectively, academicians are referred to as **Academia**.
3. **Industry experts:** As the name suggests, these are industry personnel having more than ten years of experience in the news industry. It includes people from different platforms like print, electronic and digital media.
4. **Programme:** The courses offered by the Journalism Department of the University.
5. **Infrastructure:** The basic physical equipment and facilities offered by the journalism department of the University. This includes a Computer lab, Studio, Microphones, Camera, Internet, Library, etc.
6. **Industry-Academia collaboration:** Collaborative engagement between the News industry and the journalism department.

3K: Research Timelines

Research has been completed within the timelines mentioned against each process outlined in the table below:

Table 3K: Time duration against each process of research

Process	Duration
Literature review	6 months
Structured Interviews & Questionnaire circulation	5 months
Data collection	6 months
Data analysis	5 months
Conclusion and implications	3 months
Writing the thesis	8 months
Amendments and Revisions	2 months

References

1. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
3. Wimmer, R. D., & Dominick, J. R. (2006). *Mass media research: An introduction* (8th ed.). Wadsworth Publishing.
4. Deuze, M. (2006). Global journalism education: A conceptual approach. *Journalism Studies, 7*(1), 19–34. https://doi.org/10.1080/14616700500450293
5. Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.
6. Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.
7. Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*. Pathfinder International.
8. Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.
9. Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
10. Johnston, M. P. (2014). Secondary data analysis: A method of which the time has come. *Qualitative and Quantitative Methods in Libraries, 3*, 619–626.
11. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
12. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y
13. Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.

Chapter IV: Data Analysis and Interpretation

Introduction

To ensure a comprehensive understanding of the research findings on journalism education in Maharashtra and its alignment with industry expectations, the researcher has presented the data in a systematic manner. This section focuses on data representation, categorisation, and identification of key patterns and interrelationships. In this study, the researcher has attempted to understand journalism education in Maharashtra and its alignment with industry expectations. Employing an exploratory research design and a mixed-method approach, both quantitative and qualitative data were collected to comprehensively explore the subject matter. It is therefore imperative to interpret and explain the collected data to derive meaningful conclusions.

Data representation and analysis are pivotal steps in research, as they bring order, structure, and meaning to the collected data. As Marshall and Rossman (1990) aptly describe, this process is messy, ambiguous, time-consuming, creative, and fascinating. The researcher's task is to identify various factors through the collected data, such as patterns, categories, and interrelationships among different variables and to conclude according to the data collected.

This chapter serves to represent all collected data in pursuit of the research question that initiated this inquiry. Interpreting the data in alignment with the research aim and objectives is crucial. The researcher must present the data systematically to facilitate understanding. Various techniques can be employed, including organizing data into categories and providing narrative descriptions of key findings. By systematically analysing the collected data, the researcher aims to uncover insights that shed light on the gap between the industry and the education sector in Maharashtra. This endeavour not only addresses the existing research gap but also endeavours to bridge it, thereby contributing to the advancement of journalism education in the state. To provide the data in a systematic way, the researcher has structured this chapter in the following manner:

4A: Exploring the details of the state of Maharashtra: This part aims to highlight the state's financial status, employment scenario, the journalism industry, and the number of media houses, including print, electronic and digital platforms.

4B: Journalism Education Scenario of Maharashtra: This section explores the number of universities that provide various journalism courses, the detailed infrastructure of the departments, the curriculum of the various programmes, the faculty scenario of the state, the placement scenario, the pedagogy opted by the various universities, etc.

4C: Content analysis of different curricula of the various journalism programmes of the state: This section represents the analysis of the various postgraduate and undergraduate journalism programmes offered by the different universities of the state. Also in this section, a brief comparison has been done based on UGC's guidelines for the journalism programmes and the offered journalism programmes of the state.

4D: Perception of students: This section represents the focus group analysis of the two different student groups. It captures the students' expectations from the journalism programmes and their level of satisfaction.

4E: Perception of academicians: This section represents the result of the in-depth interview of the academicians from the different universities of Maharashtra. It analyses the challenges faced by the faculty in designing the curriculum, meeting industry expectations for preparing skilled professionals, identifying the gap between the media houses and the journalism education institutions, and the hurdles towards designing the curriculum as per the UGC guidelines.

4F: Perception of Industry: This section represents the result of the in-depth interview of the journalists across various platforms like print, electronic and digital media. This highlights the expectations of the industry towards freshers graduating from the journalism programmes of the state.

4G: Comparison of different perceptions: This section presents a comparison of the preferences of the academic professionals with the priorities of the industry. It attempts to find out the gap between the expectations of the journalism industry and the output of journalism education in the state of Maharashtra.

4A: Exploring the details of the state of Maharashtra

This section aims to highlight the state's financial status, employment scenario, the journalism industry, and the number of media houses, including print, electronic, and digital platforms. Maharashtra, situated on the western coast of India, shares its borders with Gujarat, Madhya Pradesh, Chhattisgarh, Andhra Pradesh, Karnataka, Goa, and Dadra & Nagar Haveli. It stands out as a key economic powerhouse in India, boasting a significant share of the nation's GDP and foreign direct investment (FDI) inflow. Mumbai, the commercial capital and state capital, serves as a hub for various industries, including commercial and financial services.

The state of Maharashtra is a leader across multiple sectors, including IT & ITeS, outsourcing, farming, pharmaceuticals, petrochemicals, electronics, and media. It is notably recognised as a hub for creative industries such as advertising, film, music, television, radio, performing arts, and publishing. Mumbai, in particular, is renowned as the epicentre of the Indian entertainment industry, hosting Bollywood and various other facets of media production.

Regarding employment, India's overall employment rate was at 36.9% in the March quarter of 2023. In the print media industry alone, approximately 93,000 individuals were employed in 2022, as per Statista. The media and entertainment sector in India is expected to generate significant revenue, with estimates reaching nearly 4 lakh crore annually by 2025 and projected growth to 7.5 lakh crore by 2030, according to IBEF.

The media and entertainment (M&E) industry in India has experienced substantial growth driven by factors such as rising incomes, increased internet accessibility, and consumer spending on

durable goods. India's M&E sector is unique, characterised by high volume and steadily increasing Average Revenue Per User (ARPU). The industry has witnessed a surge in digital adoption, leading to increased access to consumer data and opportunities for content creation.Projections indicate robust growth for India's media and entertainment sector, with advertising revenue expected to increase significantly. The sector's revenue is forecasted to reach Rs. 2.34 trillion by 2025, growing at a compound annual growth rate of 10%. Digital platforms, including video over- the-top (OTT) services, are anticipated to play a significant role in revenue generation, with the OTT segment expected to reach Rs. 21,032 crores by 2026.

In summary, Maharashtra's prominence in various industries, coupled with India's burgeoning media and entertainment sector, underscores the state's significance in driving economic growth and employment opportunities, particularly in the realm of media and creative industries.

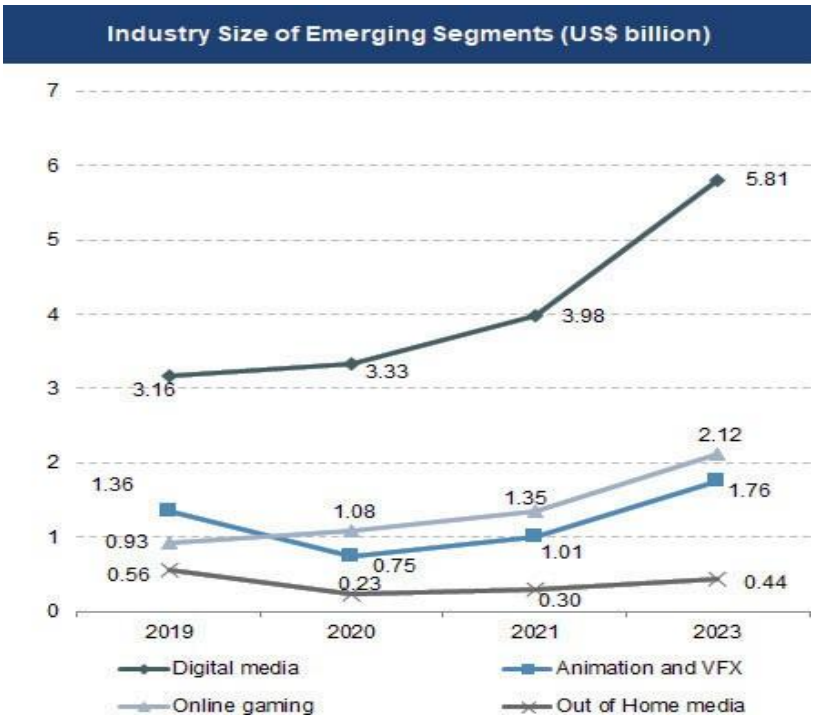


Figure 4A: Industry size of emerging segments

Source: https://www.ibef.org/industry/media-entertainment-india

The Animation, Visual Effects, Gaming, and Comic (AVGC) sector within the media and entertainment (M&E) industry in India is witnessing rapid growth, with a projected rate of approximately 29%. Recognised as one of the champion sectors by the Government of India, the AVGC sector is estimated to grow at around 9% to reach approximately Rs. 3 lakh crore (US$ 43.93 billion) by 2024, according to Union Minister of Commerce & Industry, Mr. Piyush Goyal.

Private equity (PE) and venture capital (VC) investments played a significant role in the M&E industry in 2022, leading 77% of the deals and contributing to 57% of the total funding. PE/VC investments in the media and entertainment sector amounted to US$ 3,389 million in 2022 (January–July). Additionally, foreign direct investment (FDI) inflows into the information and broadcasting sector, including print media, totalled $10.14 billion between April 2000 and March 2023.

Over-the-Top (OTT) platforms in India have exhibited notable expansion in the international market, with revenue from viewers outside India increasing by 194% over the last two years. CRISIL predicts a 13–15% increase in print media income due to higher government and corporate advertising spending, with print media expected to generate Rs. 30,000 crore (US$ 3.63 billion) in revenue in FY24.

The Ormax OTT Viewership Sizing Report 2022 estimates that 424 million people constitute the Indian OTT viewership universe, with 119 million being active paid OTT subscriptions. India's SVOD subscribers increased to 130.2 million in 2022 from 110.5 million in 2021. India ranked eighth globally in terms of ad expenditure in GroupM's TYNY report 2023, with anticipated advertising revenue in India reaching Rs. 394 billion (US$ 5.42 billion) by 2024.

The Indian mobile gaming market is projected to reach US$ 7 billion by 2025, while the music industry is expected to grow from US$ 199 million in 2019 to US$ 400 million by 2025. India's online gaming business is expected to witness significant growth, and the OTT video services market is projected to reach US$ 5.12 billion by FY26.

By 2026, India's consumer magazines and newspaper market is anticipated to grow to Rs. 29,945 crore (US$ 3.756 billion). The Print Newspapers & Magazines market in India is projected to reach a revenue of US$ 4.00 billion by 2023, with an annual growth rate (CAGR 2023-2028) of 1.74%, resulting in a projected market volume of US$ 4.36 billion by 2028. Furthermore, the Union Budget 2023 allocated Rs. 4,692 crore for the Ministry of Information and Broadcasting for 2023-24, indicating the government's commitment to the growth and development of the media and entertainment sector.

The state of Maharashtra boasts a rich history of journalism, with its roots tracing back to the pre-independence era when many freedom fighters initiated newspapers in regional languages to foster nationalism among the citizens. Even after independence, Maharashtra continued to excel in running regional language newspapers, alongside establishing numerous radio stations that served as sources of news and entertainment.

With advancements in science and technology, Maharashtra has modernized its traditional journalism, embracing various formats such as print, electronic (TV & radio), digital, and convergent forms. New media or digital media have played a transformative role, revolutionizing the journalism landscape. News organizations have ventured into online platforms, including websites, news portals, and webpages, enabling them to reach wider audiences globally while monetizing their content.

As of March 31, 2018, there were 1,18,239 registered publications in India, including newspapers and periodicals, showcasing the significant presence of media in the country. In Maharashtra, all major newspapers in English, Hindi, Marathi, and other regional languages have extended their presence to digital platforms, including e-papers, web portals, YouTube channels and mobile apps, catering not only to local but also global readers.

Moreover, alongside mainstream news media, numerous news websites and portals have emerged as prominent players in the Indian journalism industry. These platforms solely operate online,

delivering textual and video content via websites without print publications. Portals such as The Wire, Cobrapost, First Post, The Print, News Laundry, Scroll.in, and others have effectively utilized new media platforms for journalism, contributing to the diversity and dynamism of the media landscape in India.

In Maharashtra, the evolution of journalism is evident across various formats. Major news channels, newspapers, and radio stations have established their presence across print, electronic, and digital platforms. Marathi newspapers, in particular, play a pivotal role in keeping the public informed about local, national, and global events, serving as vital bridges between the government, society, and citizens.

Publications like "Loksatta" and "Maharashtra Times" have emerged as influential sources of news, offering comprehensive coverage of diverse topics. Their transition to digital platforms ensures their relevance and accessibility in the digital age, allowing real-time updates and interactive features to cater to evolving reader preferences. Furthermore, the list of newspapers with URLs reflects the extensive digital presence of Marathi publications in Maharashtra, showcasing their commitment to embracing new media formats. News channels in the state also maintain robust online presence through web portals, YouTube channels, Facebook pages, and Twitter handles, further expanding their reach and engagement with audiences.

Table 4A: List of Media houses in the State of Maharashtra

Sl no	Name of the media house	Category
1	News 18 Lokmat	News channel
2	Jai Maharashtra	News channel
3	Zee 24 taas	News channel
4	Saam Tv	News channel
5	Tv 9 Marathi	News channel
6	Democratic Marathi	News channel
7	News-state Maharashtra Goa	News channel

Sl no	Name of the media house	Category
8	Bahujanratna Loknayak	Newspaper
9	Dainik Hindusthan	Newspaper
10	Dainik Shivneri & Deshdoot	Newspaper
11	Ekmat	Newspaper
12	Pudhari	Newspaper
13	Prahaar	Newspaper
14	Navshakti	Newspaper
15	NavaRashtra	Newspaper
16	Nava Kaal	Newspaper
17	Maharashtra Times	Newspaper
18	Mahanayak	Newspaper
19	Mahanagar	Newspaper
20	Loksatta	Newspaper
21	Lokmat	Newspaper
22	Induprakash	Newspaper
23	Kesari	Newspaper
24	Tarun Bharat	Newspaper
25	Mahasagar	Newspaper
26	Rashtramat	Newspaper
27	Samrat	Newspaper
28	Saamana	Newspaper
29	Saimat	Newspaper
30	Sakal	Newspaper
31	Sanchar	Newspaper
32	RavibarLoksatta	Newspaper
33	PunyaNagri	Newspaper
34	Pratahkal	Newspaper
35	Shabdmat	Newspaper
36	Matrubhumi	Newspaper
37	Mahavrutt	Newspaper
38	Nagarik Vartta	Newspaper
39	Yugantar	Newspaper
40	Divya Marathi	Portal
41	Deshonnati	Portal
42	Kesari	Portal

Sl no	Name of the media house	Category
43	Lokmat	Portal
44	Loksatta	Portal
45	Maharashtra Times	Portal
46	Pudhari	Portal
47	Punyanagari	Portal
48	Saamana	Portal
49	Sakal	Portal
50	Tarun Bharat	Portal

Indeed, in addition to established news channels, newspapers, and portals, Maharashtra's news industry boasts a diverse array of digital content providers, websites, and blogs that contribute to the vibrant media landscape of the state. These platforms play a crucial role in disseminating news, analysis, and opinions to a wide audience, reflecting the dynamic nature of journalism in Maharashtra. Some of these digital content providers are:

1. **Independent News Websites:** Several independent news websites operate in Maharashtra, offering a range of news coverage across different topics and interests. These platforms often provide real-time updates, investigative reports, and in-depth analysis on various issues relevant to the state and beyond.

2. **Citizen Journalism Platforms:** With the advent of social media and digital technology, citizen journalism has gained prominence, allowing individuals to contribute news stories, opinions, and eyewitness accounts. Platforms facilitating citizen journalism in Maharashtra empower ordinary citizens to participate in the news-making process and share their perspectives on current events.

3. **Niche Blogs and Content Portals:** Maharashtra's news industry includes niche blogs and content portals focusing on specific subjects such as politics, culture, lifestyle, technology, and entertainment. These platforms cater to niche audiences seeking specialized content and insights tailored to their interests.

4. **Regional Language Websites:** Alongside mainstream news channels and newspapers, Maharashtra's news ecosystem encompasses a plethora of regional language websites catering to speakers of Marathi and other local languages. These platforms provide news and information in regional languages, ensuring inclusivity and accessibility for diverse linguistic communities.

5. **Multimedia Content Creators:** With the rising popularity of multimedia content, many creators in Maharashtra produce news-related videos, podcasts, and infographics distributed through platforms like YouTube, podcasts, and social media channels. These creators offer engaging and visually appealing content to audiences seeking alternative forms of news consumption.

6. **Fact-Checking and Verification Platforms**: In an era of misinformation and fake news, fact-checking and verification platforms have emerged to combat false information and promote accuracy in journalism. Maharashtra hosts several fact-checking initiatives and organizations dedicated to debunking rumours and verifying news stories circulating online.

Overall, the news industry in Maharashtra encompasses a wide spectrum of digital content providers, websites, and blogs that collectively contribute to the state's dynamic media landscape. These platforms play a crucial role in informing, engaging, and empowering audiences while upholding the principles of journalism in the digital age.

4B: Journalism Education Scenario of Maharashtra

This section explores the number of universities that provide various journalism courses, detailed infrastructure of the departments, curriculum of the various programmes, the faculty scenario of the state, the placement scenario, pedagogy opted by the various universities etc.

Print journalism to digital media encompasses a wide range of skills necessary for today's dynamic media landscape. The significance of Maharashtra in the media and entertainment sector, especially with Mumbai being the hub of the film and entertainment industry, adds a unique flavour to the state's journalism legacy. The Marathi press has been a key player in shaping the narrative and contributing significantly to the overall development of Indian journalism.

The employment landscape in the Media & Entertainment industry shows promising growth, with the number of jobs expected to surge from 0.40 million to 1.3 million by 2022. The demand for skilled professionals is evident, and the industry is evolving to meet the challenges posed by AI advancements.

Despite the rise of AI, the human touch remains crucial in journalism, given the challenges of credibility and ethical concerns. The industry seeks well-trained individuals who can bring credibility and quality content to the forefront, addressing the need for skilled freshers in the field. The journey of journalism education in Maharashtra since 1954 reflects a commitment to growth, with improvements in syllabus, infrastructure, and teaching faculty. The state's universities, both government and private, have played a pivotal role in shaping the next generation of media professionals, ensuring they are well-prepared to meet the evolving demands of the industry.

As the state continues to be a powerhouse in the media and entertainment sector, the journey of journalism education in Maharashtra appears to be on a path of continuous enhancement, contributing to the vibrant and ever-changing media landscape in India.

Below is the list of Universities in Maharashtra that are offering Journalism & Mass Communication programmes.

Table 4B: List of Universities offering Journalism Education in Maharashtra

Sl no	University Name	Est. (Year)	Department Name	University Type
1	Dr.Babasaheb Ambedkar Marathwada University, Aurangabad	1958	Department of Mass Communication & Journalism (1973)	State/Public
2	Mumbai University, Mumbai	1857	Department of Mass Communication & Journalism (2003)	State/Public
3	Rashtrasant Tukadoji Maharaj Nagpur University (Nagpur)	1923	Department of Mass Communication (1952-53)	State/Public
4	Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon	1990	Department of Mass Communication & Journalism (2006-07)	State/Public
5	Savitribai Phule Pune University, Pune.	1949	Department of Media And Communication Studies (1990)	State/Public
6	Chhatrapati Shivaji University (Kolhapur)	1962	Department of Journalism & Communication (1968)	State/Public
7	Punyashlok Ahilyadevi Holkar Solapur University, Solapur	2004	Department of Mass Communication (2009-2010)	State/Public

Sl no	University Name	Est. (Year)	Department Name	University Type
8	Yashwant Rao Chavan Maharashtra Open University, Nashik	1989	School of Humanities & Social Sciences	State Open
9	SYMBIOSIS International University, Senapati Bapat Road, Pune	1971	Symbiosis Institute of Media and Communication	Private Deemed
10	Tilak Maharashtra Vidyapeeth, Gultekedi, Pune	1921	Department of Journalism & Mass Communication (2006-07)	Deemed to be University
11	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Marg	1936	School of Media and Cultural Studies	Public
12	Ajeenkya D.Y. Patil University	2015	School of Film and Media	Private
13	Amity University	2014	Amity School of Communication	Private
14	Dr Vishwanath Karad, MIT World Peace University	1983	School of Fine Arts, Media & Journalism	Private
15	Vishwakarma University	2017	Department of Journalism & Mass Comm(2017)	State Private

Sl no	University Name	Est. (Year)	Department Name	University Type
16	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalay, Wardha	1997	Department of Mass Communication	Central
17	MGM University, Aurangabad	2019	Institute of Journalism & Mass Communication	Private
18	MIT World Peace University	2015	School of Fine Arts, Media & Communication	Private
19	SNDT University, Pune	1916	Department of Communication Media for Children	Public
20	SNDT Women's University (Mumbai)	1916	Department of Extension & Communication	Public
21	Swami Ramanand Teerth Marathwada University	1994	School of Media Studies	State/Public
22	Chhatrapati Shivaji Maharaj University, Navi Mumbai	2018	Department of Journalism & Mass Communication	Private
23	IIMC, Amravati	1965	-	Deemed to be University

Sl no	University Name	Est. (Year)	Department Name	University Type
24	Gondwana University	2011	Department of Mass Communication	State/Government

In the upcoming sub-sections, we delve into further details of the institutions mentioned above with a focus on the Journalism and Mass Communication courses.

4B.1 Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

4B.1.1 Brief overview

In the entire Marathwada region of Maharashtra, BAMU or the Dr. Babasaheb Ambedkar Marathwada University at Aurangabad is quite renowned. Formed by the government of Maharashtra on 23rd August 1958 and named after Dr. B. R. Ambedkar. BAMU was established with a vision to promote higher education and research in the region of Marathwada, which it continues to do with a broad variety of undergraduate, postgraduate, and doctoral programs across multiple disciplines, including arts, sciences, commerce, and social sciences.

Under the banner of BAMU's Faculty of Interdisciplinary Studies stands the Department of Mass Communication & Journalism, which played a crucial role in BAMU's commitment to journalism education. It was established in 1973 by the vice-chancellorship of Dr. R. P. Nath on August 23 and since its inception, it has emerged under the leadership of various dedicated professionals like late S.M. Garge and other respected professors, including Dr. Sudhakar Pawar, Dr. V. L. Dharurkar, Prof. Suresh Puri, Dr. Sudhir Gavane, Associate Prof. Jaidev Dole, and Prof. & Head Dr. Dinkar Mane.

The department was further developed by the University Grants Commission (UGC) in 1979, under the Fifth Five-Year Plan. It provided funding and established important academic positions, including Readers and Lecturers, to support the growth. The Department of Mass Communication

& Journalism is more than 46 years old. As of today, the department accommodates two selected Readers, one Reader promoted, and a lecturer.

4B.1.2 Journalism programmes offered

The department offers 4 different programmes in Journalism & Mass Communication. They are mentioned below with their intake capacities and eligibility.

Table 4B.1.2: Journalism programmes offered by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Sl no	Name of the Programme	Intake Capacity	Eligibility
1	B.A. in Mass Communication and Journalism	40 per year	HSC passed
2	M.A. in Mass Communication and Journalism	40 per year	Any Graduation
3	M.Phil.in Mass Communication and Journalism	20 per year	M.A. in Journalism
4	Diploma In Television News Production and Journalism	20 per year	HSC passed

4B.1.3 Teaching Methodology

The Department of Mass Communication & Journalism in BAMU has adopted both the age-old and contemporary teaching skills. This emphasis on the use of ICT-based instruction with chalk

talk tools further enhances understanding through technological means. Open-source videos presented with other supplementary resources through NPTEL, MOOCs are also available.

Dedicated ICT tools for lab-based lectures and experiential learning methods, including participatory and collaborative activities like group discussions, case studies, role plays, projects, presentations, and industry internships, are included to ensure well-rounded development of the students. Compulsory components in each semester regarding research, introducing every programme under P.G., stress upon research methodology and practical exposure in the laboratories or industrial setup of research.

The Annual University-Industry Interaction Summit helps the students get a view of what is needed by the industries and hence, establishes a connection between the world of academics and the professional world.

4B.1.4 Department Infrastructure

Presently, the department has three Classrooms, three computer labs, one digital news studio, and one Monarch Vertuoso Effexx Editing room. The department also has one radio studio and one multimedia Apple lab. It has maintained its own library with more than eight thousand books and subscriptions to different English, Marathi, and Hindi language newspapers and various research publications.

4B.1.5 Placement scenario

The entire university has one dedicated department for placement named as Training & Placement Cell. It provides guidance to the students for the competitive exams, career counselling, development of soft skills, personal counselling, and remedial coaching to the students of the entire university.

4B.2 Mumbai University

4B.2.1 Brief overview

The University of Mumbai is one of the oldest and most reputed universities in India. Established in 1857, this particular university belonged to several revolutions it heralded on the Indian platform. The University of Mumbai was awarded elite status with an 'A++' grade by the NAAC in April 2017.

The Department of Communication & Journalism was established in August 2003. From a meagre start with the single M.A. program, the University currently offers five different Master's programs in the media and communication landscape. The department also educates students beyond mere academics, instilling responsibility and ownership in them. Since the traditional models of jobs are changing, the department conditions its students to be entrepreneurs and to upskill in the fast-changing media world. The department encourages storytelling and innovative, impactful narration of the same through using oral tradition and modern communication devices.

4B.2.2 Journalism programmes offered

Below is the tabular list of the Master's programmes with the intake and eligibility:

Table 4B.2.2: Journalism programmes offered by Mumbai University

SL no	Name of the programme	Intake	Eligibility
1	M.A. Communication & Journalism	20	Graduation in any discipline and Entrance test (written test, group discussion & interview)
2	M.A. Public Relations	20	Graduation in any discipline and Entrance test (written test, group discussion & interview)

SL no	Name of the programme	Intake	Eligibility
3	M.A. Electronic Media	20	Graduation in any discipline and Entrance test (written test, group discussion & interview)
4	M.A. Film Studies	20	Graduation in any discipline and Entrance test (written test, group discussion & interview)
5	M.A. Television Studies	20	Graduation in any discipline and Entrance test (written test, group discussion & interview)
6	PH.D.	-	Master's Degree with 55% & entrance exam

4B.2.3 Teaching methodology

The teaching methodology of the Department of Communication & Journalism at Mumbai University emphasizes multiple facets, some of which are mentioned below:

1. Classroom teaching: The core essence of teaching is the traditional classroom lectures wherein theoretical knowledge and core concepts about media and communication are provided to the students. Lectures are organized by experienced faculty members specializing in a particular field.

2. Industry Visits: The department arranges industry visits to government offices or organizations relevant to the field of communication and journalism to bridge the gap between theoretical learning and application. These visits provide direct exposure to the workings of the industry, where one can observe and learn firsthand from professionals.

3. Guest Lectures: The department invites alumni and industry professionals to give guest lectures regularly on specialized topics under communication and journalism. Such guest lectures provide

students with practical insight, practical tips, and real-life perception from active professionals in the industry.

4. **Interactive Workshops:** Various workshops are part of the teaching methodology in the department. The student gets hands-on experience with practical skills in production media, writing, editing, and digital communication tools by undergoing interactive workshops.

5. **Internships and Field Placements:** The course curriculum encourages students to take internships with media organizations, government institutions, or any other relevant field, with the intent to offer students exposure to professional learning, networking, and an opportunity for hands-on application.

6. **Project-Based Learning:** The curriculum of the department advocates for approaches like project-based learning through actual cases or projects collaborated between students. This affords the application of theories toward practical problems and to inculcate a culture of critical thinking, creativity, and innovation.

At present, the department has one head of department, one associate professor, one assistant professor, two professors, and one adjunct professor.

4B.2.4 Department Infrastructure

At present, the department owns two classrooms, one seminar hall, and a computer lab with twenty-two Mac machines. The department also possesses a library with more than five hundred books, and students also have access to the Central University Library of the University. Membership in the V. Shantaram Trust Library for M.A. film studies are also offered at discounted subscription rates.

4B.2.5 Placement scenario

From time to time, the journalism department organises campus placements for the students. Most of the students are placed in high-profile media organizations. Students are regularly updated through Google Groups of the department about job opportunities. Tata Consultancy Services, Readership Review Magazine, Norwegian Consulate, Assemblage Entertainment Pvt Limited, and Cognizant Technologies are some of the organizations which visit the campus for placements.

4B.3 Rashtrasant Tukadoji Maharaj Nagpur University

4B.3.1 Brief overview

The history and legacy of mass communication education at Rashtrasant Tukadoji Maharaj Nagpur University goes way back to 1952-53. What started as a diploma course in journalism matured into a degree-level course since the mid-sixties and ever since. The department of Mass Communication gained autonomous status in 2021-22 resulting in the development of its own programs, curricula, and examinations.

4B.3.2 Journalism programmes offered

At present, the Department offers the programmes listed in the following table:

Table 4B.3.2: Journalism programmes offered by Rashtrasant Tukadoji Maharaj Nagpur University

SL no	Programme Name	Intake	Eligibility
1	M.A. in Mass Communication	30	Bachelor's Degree from any statutory university or any other degree recognized as equivalent thereto with minimum 45% marks or equivalent grade (with a 5% relaxation for reserved categories) or a higher degree in Mass Communication/Journalism.
2	Bachelor of Journalism	30	Any Graduate from a recognized university, Admission through Entrance Test (Written and Interview), depending upon the number of applicants and seats available and the directions of the university from time to time
3	P G Diploma in Video Programming	25	Any Graduate
4	PH.D.	-	Master's degree with 55% marks &entrance exam

4B.3.3 Teaching Methodology

Rashtrasant Tukadoji Maharaj Nagpur University's Department of Mass Communication adopts the following teaching methodologies:

1. Lecture Through Aid Convention: Traditional lecture methods with audiovisual aids, multimedia presentations, blackboards, and interactive tools are offered with an intent to keep students attentive and making complexity understood in a better sense.

2. Field Study: In a field study, the students get practical experience to put theory into action. It trains students in analyzing situations critically and coming up with solutions to problems through better decision-making.

3. Media Visits: Group visits to any media organisation, production houses, newsrooms, or broadcasting stations are organized to provide students with exposure to industrial practices, working procedures, and professional environments.

4. Group Discussion: Group discussions are encouraged to promote collaborative learning, idea exchange, and thoughtful comparison of various subjects.

5. Brainstorming Sessions: Brainstorming sessions help in enhancing creativity, innovativeness, and idea generation as they encourage students to think freely and express themselves without fear. Brainstorming sessions promote thinking outside the box and enhance problem-solving skills.

6. Tutorial Sessions: These are sessions that consist of individual guidance, feedback, and support by the instructor or the faculty members that provide an opportunity for greater depth and mastery of the subject.

7. Seminars: These involve invited guests from industry and scholarship presenting insights, research findings, and experience to the students, providing an opportunity to enlarge perspectives, introduce contemporary issues, and provoke intellectual discussions.

4B.3.4 Department Infrastructure

Following is an overview of the facilities available at the Department of Mass Communication at Rashtrasant Tukadoji Maharaj Nagpur University:

1. Studio: Chromas equipped and an air-conditioned television studio featuring production control and a background of LEDs attached to their different heads.

2. Audio Mixer and Recording Equipment: A 14-track audio mixer and digital recorder help the students record sound for multiple media projects.

3. Video Production Equipment: The department provides digital video cameras, DSLR cameras, DSLR gimbals, and professional video editing equipment like Apple iMac computers with Final Cut Express that ensure good quality video productions.

4. Multi-Format Switcher and Multimedia Projectors: The video production facility is provided by the department with a Sony MCS-8 Multi-Format Switcher and four multimedia LCD projectors, and versatile multimedia presentations can be done.

5. Interactive Board and Data Display Wall: An interactive board was provided in each classroom to support teaching, along with a 48" data display wall for dynamic visual aids through interactivity.

6. Photography Equipment: Professional digital SLR cameras and photography equipment are available for photography lessons and projects.

7. Other Facilities: The department also provides facilities such as a Canon digital copier, a 55" full HD TV with satellite TV connection, a state-of-the-art air-conditioned computer room with B/W laser printers, and a 300-seater multi-purpose hall for academic and cultural activities.

8. Network Connectivity: All the computer laboratories, TV studios, libraries, and classes are networked together to give students direct internet access for resource usage and research.

4B.3.5 Placement scenario

The Department of Mass Communication boasts a decent placement record, wherein many of the students have secured employment in prestigious organisations such as The Hitavada, The Times of India, Lokmat, Maharashtra Times, ETV, ABP Majha, Dainik Bhaskar, and many more. Alumni of the department hold prominent positions in print media, electronic media, advertising, public relations, and other related industries. Furthermore, several alumni have ventured into entrepreneurship and self-employment, launching their own news web portals, YouTube channels, public relations agencies, and other innovative ventures. The department has good industry connections, which enable students to engage in internships, industry interactions, and experiential learning opportunities.

4B.4 Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

4B.4.1 Brief overview

The School of Media Studies at Kavayitri Bahinabai Chaudhari North Maharashtra University intends to prepare students for the fast-changing media and communication scenario. The department is cognizant of advancements in technology and current industry trends; its objectives include training students for journalistic specialization and fostering socialistic journalistic interests.

4B.4.2 Journalism programmes offered

At present, the School offers the programmes listed in the following table:

Table 4B.4.2: Journalism programmes offered by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

Sl no	Programme Name	Intake capacity	Eligibility criteria
1	PH.D	-	M.A. and Entrance exam
2	M.A. Mass Communication & Journalism	30	Any graduation with 50% marks
3	Diploma in Journalism	30	12th Pass
4	Certificate course (6 programmes)	30	12th pass with 40% marks

4B.4.3 Teaching methodology

The School has one director and three assistant professors, supported by 4 non-teaching staff. Below is a summary of the teaching methodologies and it's impact on the overall learning experience of the students:

1. By **integrating audio-visual aids and multimedia presentations into traditional lectures**, students can better visualize and comprehend complex concepts. Interactive tools further enhance engagement and allow for active participation, ensuring that students grasp key ideas more effectively.

2. **Field studies** provide students with invaluable hands-on experience in real-world settings. By immersing themselves in actual media environments, students can apply theoretical knowledge to practical situations, honing their critical thinking, problem-solving, and decision-making skills while gaining a deeper understanding of industry practices.

3. **Organized visits to media organisations** expose students to the inner workings of the industry. By observing professionals in action and interacting with industry practitioners, students gain insights into production processes, workflow dynamics, and professional standards, preparing them for future careers in media.

4. **Group discussions** foster collaborative learning and encourage students to engage actively with course material. Through dialogue and debate, students develop communication skills, critical thinking abilities, and a deeper appreciation for diverse perspectives, fostering a culture of mutual respect and intellectual exchange.

5. **Guest lecture sessions** stimulate creativity and innovation by providing students with a platform to explore and share their ideas freely. Guest lecture sessions play a valuable role in enriching students' educational experiences, providing them with exposure to diverse perspectives, and bridging the gap between academic theory and real-world practice in mass communication and journalism.

6. **Tutorial sessions** offer personalized support and guidance to students, allowing them to receive individualized feedback and assistance from faculty members. These sessions help students deepen their understanding of course material, address any areas of difficulty, and enhance their overall learning experience.

7. **Seminars** featuring guest speakers and industry experts expose students to a wide range of perspectives and insights. By hearing from professionals in the field, students gain valuable industry knowledge, stay abreast of current trends and developments, and broaden their understanding of key issues in mass communication and journalism.

4B.4.4 Department Infrastructure

The School of Media Studies has 2 classrooms for lectures and seminars to be conducted. For administrative purposes, the department has one dedicated office room. There is one library with a reading room with access to around 361 books on various subject matters. The department also has a Video/ Audio Production Lab facility with an in-house learning opportunity for video and audio productions. A Computer Lab with 15 computers with access to the internet for practical learning in digital media is available. Television with DTH Connection: 3 for viewing programs, as well as analysis of broadcast media, is available. Apart from this, 3 Video Cameras for practical training in video production, 1 camera for photography training, 3 projectors for multimedia

presentations, 1 sound system for audio playback and presentations, and 2 laptops with CD players are also available in the department.

The school also has smart classroom facilities, which include a digital podium, a digital classroom setup, a smart board, and a smart TV videoconferencing facility. Though the library is small, it supplies vital material, and students are allowed to access the central library for supplementary reading. There are newspapers and magazines in various languages through which they can remain updated on current happenings and media activities.

4B.4.5 Placement scenario

The Department of Mass Communication and Journalism at Kavayitri Bahinabai Chaudhari North Maharashtra University does not have a specific placement cell. It leverages the facilities and opportunities offered by the university's central training and placement cell to ensure that its students get placement assistance and support services. The collaborative efforts help the students to get resources from a centralized unit to pursue opportunities in media and communication. The department assists and encourages the students by guiding them through the decision-making process on career choices, core competencies, and getting prepared for professional opportunities. Students are encouraged to take part in a variety of co-curricular activities such as anchoring, acting, event management, and communication programs. The department organizes campus interviews and facilitates job opportunities for students within the media industry. Many of their alumni are currently working in various media organisations like- Daily Sakal, Lokmat, Tarun Bharat, Divya Marathi, Punyanagri, AIR Jalgaon, Zee 24 taas, ETV News, IBN Lokmat, Saam TV, Doordarshan, etc.

4B.5 Savitribai Phule Pune University, Pune

4B.5.1 Brief overview

Savitribai Phule Pune University (SPPU) was established in 1948. It offers undergraduate, graduate, and doctorate degrees in fields like arts, sciences, engineering, business, law, and social sciences. SPPU is affiliated with more than 600 colleges and research institutes in the districts of Pune, Ahmednagar, and Nashik. SPPU has several international partners with whom it engages in teacher and student exchange programs. At SPPU, there are two communication departments - One is the Department of Media & Communication Studies, and the other is the Department of Communication & Journalism.

The Department of Media and Communication Studies (DMCS) at Savitribai Phule Pune University was established in July 1990; it offers M.Phil. and Ph.D. programs in Media and Communication Studies, along with an M.Sc. program under the Science faculty. DMCS distinguishes itself by emphasizing not only Mass Communication and Journalism but also broader areas such as media production and media studies. Over the years, it has adapted its curriculum to encompass emerging trends in mass communication, interpersonal communication, and organizational communication.

The Department's commitment to staying abreast of the evolving media landscape while maintaining rigorous academic standards has garnered it a reputation for offering one of the finest courses in Media and Communication Studies in India. This reputation is further supported by the university's Five Star status awarded by the National Assessment and Accreditation Committee (NAAC) for its overall performance. Additionally, the University Grants Commission (UGC) has identified the university as having the 'Potential for Excellence.'

Department of Communication and Journalism: At SPPU, there is another department named Communication & Journalism under the faculty of interdisciplinary studies. It was started in 1956 with an endowment for Marathi journalism and has since grown into a full-fledged department

offering various diploma, undergraduate, and postgraduate programs. It started with a part-time diploma course in journalism in 1964, eventually transitioning to a full-time degree course in 1973. Over the years, the department introduced various programs, such as short-term certificate courses, diploma courses, and postgraduate programs, to cater to different aspects of journalism and mass communication. The department adapted its programs to keep up with international and national trends. It changed its name from "Department of Journalism" to "Department of Communication and Journalism" in 1983, reflecting a broader scope. Nomenclature changes also occurred for degrees and diplomas to reflect the evolving nature of media and communication studies. Over the years, the department has continued to update its syllabi, introduce new courses, and collaborate with industry partners to offer relevant and contemporary education in journalism and mass communication.

4B.5.2 Journalism Programmes Offered

The following programmes are offered by **the Department of Media and Communication Studies:**

Table 4B.5.2.1: Journalism programmes offered by the Department of Media and Communication Studies, SPPU

Sl no	Programme Name	Intake capacity	Eligibility criteria
1	PhD Media &Communication Studies	-	Master's degree with 55% marks
2	MSC in Media& Communication Studies	50	Bachelor’s degree in any discipline from a recognized university
3	P.G. Diploma in Indian Film Studies	25	Any undergraduate/ bachelor's degree is eligible for this course

The following programmes are offered by **the Department of Communication and Journalism:**

Table 4B.5.2.2: Journalism programmes offered by the Department of Communication and Journalism, SPPU

Sl no	Programme Name	Intake capacity	Eligibility criteria
1	MAJMC	36	Bachelor's degree & entrance examination
2	Post Graduate Diploma in Digital Media	40	Bachelor's degree & entrance examination
3	Post Graduate Diploma in Journalism	40	Bachelor's degree & entrance examination
4	PostGraduate Certificate Course in Photojournalism	40	Bachelor's degree & entrance examination
5	Ph.D. (by research)	-	Master's degree with 55% marks

4B.5.3 Teaching methodology

The faculty at the Department of Media and Communication Studies employs a diverse range of teaching-learning methodologies to make the educational experience engaging and enjoyable for students. Here are some of the approaches commonly utilized:

1. Group Discussions: Encouraging students to participate in group discussions to promote collaborative learning, peer-to-peer interaction, and the exchange of diverse perspectives on media and communication topics.

2. Lecture Sessions: While traditional lectures are valuable for conveying essential concepts and theories, faculty members also strive to make these sessions interactive and engaging by incorporating multimedia elements, real-life examples, and interactive discussions.

3. Field Studies: Field studies provide students with first-hand exposure to media production processes, audience behaviours, and industry practices.

4. Guest Lectures: Inviting industry experts, scholars, and practitioners as guest lecturers exposes students to diverse viewpoints, current trends, and practical insights from the field of media and communication.

5. Seminars and Conferences: Hosting seminars and conferences allows students to engage with cutting-edge research, emerging trends, and interdisciplinary perspectives in media and communication studies. These events also provide networking opportunities and encourage scholarly exchange.

6. Practical Assignments: Practical assignments, such as media production projects, research papers, and case studies, enable students to apply theoretical knowledge to real-world scenarios. These hands-on activities foster creativity, problem-solving skills, and professional competence.

The Department of Communication and Journalism at SPPU employs a variety of teaching methodologies tailored to the specific needs of the subject matter. Here's a breakdown of the different methods used:

1. Lecture Method: Traditional lectures are used to impart theoretical knowledge and foundational concepts to students. This method provides a structured approach to learning and ensures coverage of essential content.

2. Group Discussion: Group discussions foster active participation and critical thinking among students.

3. Guest Lectures: Inviting professionals from the media industry as guest speakers enriches the learning experience by providing real-world insights and practical perspectives. Guest lectures expose students to current industry practices and trends, enhancing their understanding of the subject matter.

4. Seminar Presentations: Seminars allow students to delve deeper into specific topics, conduct research, and present their findings to their peers and faculty members. This method promotes independent learning, research skills, and public speaking abilities.

5. Poster Presentations: Poster presentations are another way for students to showcase their research findings or projects visually. This method encourages creativity and visual communication skills while effectively conveying information to the audience.

6. Panel Discussions: Panel discussions bring together experts or professionals to discuss and debate various aspects of a topic or issue. This format provides diverse perspectives and encourages critical analysis and debate among students.

7. Media Analysis: Students are asked to engage in analysing media content such as clippings, articles, videos, and other media links related to specific topics. This hands-on approach helps students develop analytical skills and understand the practical application of theoretical concepts.

8. Writing Analytical Pieces: Assignments requiring students to write analytical pieces enable them to demonstrate their understanding of key concepts and apply theoretical knowledge to real-world scenarios. This method enhances writing skills and critical thinking abilities.

9. Quiz Competitions and Objective Tests: Quizzes and objective tests assess students' comprehension and retention of course material. They provide feedback on learning progress and encourage active revision and engagement with the content.

10. Interviewing Senior Journalists: Opportunities to interview senior journalists allow students to gain first-hand insights into the profession, learn from experienced practitioners, and build professional networks.

11. Visits to Media Newsrooms: Organizing visits to media newsrooms provides students with exposure to the working environment of journalists and media professionals. This experiential learning opportunity offers valuable insights into the day-to-day operations of media organizations.

4B.5.4 Department Infrastructure

The Department of Communication and Journalism at SPPU is well-equipped with facilities to support both theoretical learning and practical training in the field of media and communication. Here are some of the key facilities available:

1. **Library:** The department maintains its own library within the Ranade Institute building, housing approximately 5000 books, journals, and periodicals. Additionally, students have access to resources available in the University's Jaykar Library located on the main campus, providing a comprehensive collection of materials for research and study.

2. **Newsroom:** A dedicated newsroom equipped with computers, printers (including laser and inkjet), and a flat-bed scanner is available for practical training and hands-on experience in journalism. This setup allows students to simulate real-world newsroom environments and engage in various editorial tasks.

3. **Audio-Visual Studio:** The department features a mini audio-visual studio equipped with essential tools for radio and TV journalism training. This includes VHS cameras, digital video cameras, audio systems, colour TV sets, and VCRs. Students can utilize these resources to learn about and practice broadcast journalism techniques.

4. **Photography Equipment:** Photography cameras, slide projectors, overhead projectors, and other multimedia equipment are provided to support learning in visual communication and photography. These resources enable students to develop skills in visual storytelling and multimedia production.

5. **Copy and Print Facilities:** Access to photocopying machines facilitates the duplication of study materials and other relevant documents, enhancing the learning experience for students.

4B.5.5 Placement scenario

The Department of Media and Communication Studies (DMCS) at Savitribai Phule Pune University takes a proactive approach to supporting its students in securing work opportunities both during their coursework and after graduation through its dedicated Placement Cell.

Comprising student representatives guided by a faculty coordinator, the Placement Cell collaborates to identify preferred employers, scout job openings, and organize interview drives both on and off-campus. This structured process begins in November and continues through April, ensuring comprehensive support for students seeking employment.

Moreover, the Placement Cell extends its assistance to students seeking internships relevant to their academic interests and course requirements. Internships are an integral part of the curriculum, carrying four credits each, and students are expected to complete a minimum of two internships during their two-year course. These internships typically span 4 to 8 weeks during semester breaks. While some organizations conduct interviews for internships directly at the department, students are also encouraged to explore internship opportunities aligned with their interests independently.

The Department of Communication and Journalism at SPPU does not have a dedicated placement cell. Here's a summary of its placement activities and outcomes:

1. **Placement Activities:** While there isn't a dedicated Placement Cell, the department regularly organizes placement activities whenever possible. This includes arranging campus interviews and coordinating with leading media sectors and IT-enabled service companies to facilitate job opportunities for students.

2. **Job Opportunities:** Graduates from the department secure employment in various fields within the media and advertising/public relations industries. They also find opportunities in leading dailies such as Maharashtra Times, Sakal, DNA, and Times of India, as well as television channels like E-TV and India Television. Apart from traditional media outlets, students also have opportunities in IT-enabled service companies like Knowledge Horizons, Grey Cells, Continuum Solutions, and Value Notes.

4. **National Reach:** The department takes pride in the fact that its graduates are employed across the country in prominent media centres, demonstrating the widespread recognition and demand for the skills and expertise they acquire during their studies.

5. **Content Development Opportunities:** Many companies seek the talent of the department's students for content development roles. The department assists students in identifying relevant job opportunities and provides guidance on the necessary soft skills required for these roles.

4B.6 Shivaji University Kolhapur

4B.6.1 Brief overview

Named for the renowned Maratha monarch, Chhatrapati Shivaji Maharaj, Shivaji University was founded in 1962 in Kolhapur, Maharashtra. In various districts of Kolhapur, especially Satara, and the southern part of Maharashtra, this university acts as a centre for research and education.
Shivaji University's Department of Journalism and Mass Communication has been providing undergraduate, graduate, and certificate programs for over six decades to cater to the changing demands of the media sector. The department falls under the umbrella of interdisciplinary studies.

The range of courses offered includes one-year full-time certificate programs to BJC, MJC, UGC model courses, M.A. Mass Communication, and more recently, P.G. Specialized courses like Diploma in Cyber Journalism, Short-Term Course in Writing for Media, and Short-Term Course in CSR and Media are also offered. These programs aim to improve students' exposure to current issues and developments in the media sector as well as their knowledge and abilities.

4B.6.2 Journalism Programmes offered

Below are the Journalism programmes offered by **Shivaji University, Kolhapur:**

Table 4B.6.2: Journalism programmes offered by Shivaji University, Kolhapur

Sl no	Name of the programme	Intake
1	Bachelor of Journalism (BJ)	40
2	Master of Journalism (MJ)	30
3	M.A. Mass Communication	30
4	M.Phil.	-
5	Ph.D.	-
6	P.G, Diploma in Online Journalism (Padmashree Late Dr. G.G.Jadhav Journalism Chair)	30
7	P.G. Diploma in Cyber Journalism	30
8	Certificate Course in Writing for Media	30
9	Certificate Course in CSR and Media	30

4B.6.3 Teaching Methodology

The Department of Journalism & Mass Communication at Shivaji University is currently run by three highly qualified individuals who are Ph.D. degree holders. The two readers in the department are distinguished senior members of faculty, and they contribute extensively to academic administration, teaching, and research.

The following are some of the methodologies employed by the Department:

1. Lecture Method: The traditional lecture method is used by the lecturers to encourage the students for participation and discussion.

2. Workshops: Interactive workshops for hands-on skills in multimedia production, editing, reporting, etc. are organized from time to time.

3. Case Studies: To give the student a more practical idea of how to apply the theoretical principles learned, case studies of actual cases are included in the curriculum.

4. Research Projects: In addition to contributing to the discipline, students are motivated to carry out research projects for a greater understanding of media studies.

5. Guest lectures- Guest lectures and seminars from media industry professionals are provided to the students for acquiring knowledge and experience.

6. Field Visits: Students visit media houses and other related institutions to get a feel of the practical world and to know how the industry runs.

7. Simulated Practice: The department offers the students real-life experiences through simulations in various settings, such as mock newsrooms.

8. Collaborative Learning: Group assignments and cooperative exercises are conducted to develop teamwork and communication skills.

4B.6.4 Department Infrastructure

The Department of Journalism and Mass Communication is complemented by various facilities and amenities. Here are some key features:

1. The campus is Wi-Fi enabled, allowing students to access online resources, conduct research, and stay connected with peers and faculty members.
2. The department boasts an advanced and extensive library facility, providing students with access to a wide range of academic resources, including books, journals, and digital databases.
3. Proper classrooms, computers, multimedia software, and cameras are available in the department.

4B.6.5 Placement scenario

Shivaji University has a centralized placement cell for the entire university, and it was established in 2006. The Placement Cell initiates university-industry exchange for determining the present expectations of the industry and provides training accordingly. The department regularly assists students in acquiring internships and industry links, which is a great motivator for employability. Students can get ideas and opportunities from the networking events, workshops, and guest lectures of the campus visitors from the industry. Students from the Journalism and Mass Communication department usually get placed at:

1. Reporting, editing, and content writing for Marathi newspapers, magazines, and journals
2. News reporting and production jobs in various news channels and radio stations.
3. Digital marketing, management of social media, and content writing.
4. Public relations in corporate and public sectors.
5. Film Industry and production work.

Some of the prestigious positions occupied by the alumni include: Adviser and Coordinator of Western region for NAAC, Editor Director for Daily Sakal, Editor for Daily Lokmat, Resident Editor for Daily Sakaal, Deputy Editor for Hindu Business Line, Associate Editor for Maharashtra Times, Head of News and Programme production for ABP Maza, Deputy Commissioner for Thane Municipal Corporation, Deputy Commissioner for Kolhapur Municipal Corporation, Programme Producer for Zee Marathi, Bureau Chief for IBN Lokmat etc.

4B.7 Punyashlok Ahilyadevi Holkar Solapur University

4B.7.1 Brief overview

Situated in Solapur, Maharashtra, Punyashlok Ahilyadevi Holkar University is one of the renowned state universities of Maharashtra. Among the many important milestones that befell the university, the university founded multiple schools when it opened its doors during the academic year 2009–2010, one of which is the School of Social Sciences. In 2009–10, the Department of Mass Communication launched a two-year M.A. course in Mass Communication to cater to the increasing demand for media professionals in the wake of expansion in mass media.

4B.7.2 Journalism Programmes offered

The following Journalism programs are provided by the Department of Mass Communication at Solapur University.

Table 4B.7.2: Journalism programmes offered by Punyashlok Ahilyadevi Holkar University

Sl no	Name of the programme	Intake	Eligibility criteria
1	M.A. in Mass Communication	30	Graduate in any discipline
2	B.Voc. Journalism & Mass Communication	50	12th pass
3	Certificate course in Mobile Journalism	20	12th Pass
4	Certificate course in Digital Journalism	20	12th Pass

Sl no	Name of the programme	Intake	Eligibility criteria
5	Certificate course in Documentary & short film making	20	12th Pass
6	Certificate course in Anchoring: TV, Radio & public event	20	12th Pass

4B.7.3 Teaching Methodology

Currently, the Mass Communication Department at Solapur University has one head of the department and six assistant professors. In addition to the two common teaching philosophies-theory and practice, the faculty uses an inter-disciplinary approach based on a number of interactive techniques like practicals, group projects, debates, training sessions on software, fieldwork, guest lecturers, and interactive sessions by professionals in the industry.

4B.7.4 Department Infrastructure

The Mass Communication Department of Solapur University has a vast collection of the latest technology for its students. Here is a detailed list of the equipment used by the TV studio, community radio station (CRS), internet radio, and studio lighting of Solapur University:

TV studio equipment: HD camcorders with all the provided accessories, tripods, card readers, an HD-SDI to HDMI converter, a digital video production switcher, wireless lapel microphones, microphone receivers, in ear pieces, studio floor and editing speakers, 16-channel audio mixer, LED displays, an intercom system, a digital video recorder and player, on-air lighting, playout software, condenser microphones, flexible arm stands, cardioid microphones, microphone tabletop stands, field recorders, audio processors/internet streamers, flat CDN bandwidth with an infinite number of listeners, and tools and services. Audio mixers, workstations with integrated sound cards and antivirus software, speakers complete with mount stands, headphones, recording and editing software, on-air lights, condenser microphones, flexible arm stands for microphones,

cardioid microphones, and microphone tables would all be examples of CRS and Internet radio equipment.

CRS & Internet Radio Equipment: Audio Mixer, Antivirus Workstations, Sound Cards, Mounted Speakers, Headphones, Recording/Editing Software, On-Air Light, Condenser Microphone, Flexible Arm Microphone Stand, Cardioid Microphone, Microphone Table Top Stand, Field Recorder, Audio Processor/SITC of 10-band internet streamer, Flat CDN Bandwidth for Unlimited Listeners, Installation Accessories and Services.

Studio Lighting Equipment: LED Lens Panel, Lights Barn Doors for Panel Lights, ENG Lights 60W and 30W, ENG Light Lighting Stands, Installation supplies and services.

4B.7.5 Placement scenario

Although the Department of Mass Communication at Solapur University does not have a dedicated cell, the university has a central placement cell. Presently, 60% of the students have been placed in various communication and media organizations all over the country. Some media houses where their former students are employed are Lokmat, Divya Marathi, Sakal Media Group, Etv Hyderabad, Maharashtra Live, government organizations, etc.

4B.8 Yashwant Rao Chavan Maharashtra Open University, Nashik

4B.8.1 Brief overview

Yashwantrao Chavan Open University (YCMOU) was established on 1st July 1989, and it is the fifth open university of India. The main office of this university is located in Nashik. Under Section 12(B) of the University Grants Commission Act, 1956, YCMOU is a recognized University. To eliminate the entry barriers relating to age, location, and study speed, the university offers higher education at reasonable prices to a wide range of people. The Open and Distance Learning(ODL)

system guarantees inclusivity and accessibility for all students by offering flexible admission requirements, longer course durations, and reasonable costs.

Since its founding in 1989, YCMOU's School of Humanities and Social Sciences has had a rich history. It started with just one program, the Bachelor of Arts, but it has since expanded rapidly to serve more than 3.5 lakh students. The school offers liberal education programs with a focus on languages, literature, and social sciences. This school's mission is to create instructional materials for the learning community and to cognitively educate students to tackle the global concerns of the twenty-first century. Its courses are notable for their focus on human values and human development initiatives.

4B.8.2 Journalism programmes offered

The following Journalism programs are provided by the School of Humanities and Social Sciences.

Table 4B.8.2: Journalism programmes offered by Yashwant Rao Chavan Maharashtra Open University, Nashik

Sl no	Name of the programme	Intake	Eligibility criteria
1	Diploma in Mass Communication & Journalism	Different across study centres	12th pass or equivalent
2	B.A. in Mass Communication & Journalism	Different across study centres	12th pass or equivalent

4B.8.3 Teaching Methodology

The teaching methodology of Yashwantrao Chavan Maharashtra Open University is unique and flexible—a reflection of its mission of quality education for students from different walks of life, especially through distance learning. Here is an outline of YCMOU's teaching methodology:

Open Learning and Distance Learning: The main mode of operation at YCMOU is ODL, which helps in the pursuit of education from anywhere without being physically present at a campus. Students in rural areas, working professionals, and those who may not be able to attend normal classes due to some form of limitation can benefit, particularly through this. This flexible system therefore, covers a broad section of students, including those having location constraints.

Self-learning study Material: In order to meet the needs of distance learners, YCMOU prepares and offers rich self-learning material (SLM) in interactive formats with exercises, case studies, real-life examples, and review questions.

Radio and Television: The university also uses radio and television as a teaching tool, especially in its collaborations with educational TV channels and community radio stations. YCMOU Radio is the school's own radio station that airs curriculum-related educational programming.

Blended Learning Approach: The teaching method of YCMOU is a mix of both online and traditional learning, popularly known as blended learning. Besides self-learning through the use of digital material, students can also be engaged in face-to-face contact sessions, which are mostly conducted at study centres or regional centres. The study centres are located throughout Maharashtra and other states of the country. Students can attend periodical campus interaction sessions (PCP) and workshops at these centres. These facilities provide scope for interaction with faculty members and classmates to seek guidance, thereby bridging the gap between personal learning and classroom education. Such facilities also enable practical training and support administrative activities.

Assignments: The University follows a continuous evaluation process, which includes assessments, projects, examinations, etc.

Use of multimedia: Like video lectures, interactive models are used for the teaching and learning process. Also, various collaborative learning approaches are conducted from time to time.

Academic Counselling: YCMOU offers academic counselling through a large group of networks of counsellors at various study centres and online. Students can approach them for any kind of queries related to subject matters, skill guidance, etc.

4B.8.4 Department infrastructure

Key aspects of the infrastructure of YCMOU's School of Humanities and Social Sciences include:

1. **E-learning Platform:** YCMOU provides a strong digitization and online learning environment where the lectures, homework, and study guides are all available to the students at any given time. Such an arrangement can be helpful to working persons who cannot attend regular classes and study in remote locations.

2. **Study Centres:** YCMOU runs several study centres within the state of Maharashtra so that students from diverse localities can access the study material, counselling sessions, and guidance.

3. **Library Resources:** Students can look through an extensive collection of books, e-books, journals, and other reference materials available at YCMOU's central library. This information is easily accessible over the internet.

4B.8.5 Placement scenario

To bridge study and job gaps for students, Yashwantrao Chavan Maharashtra Open University has shown particular interest in the establishment of a placement unit. Even though the primary model of remote learning by YCMOU generally restricts on-campus placements, the university has taken many steps to assist students in finding jobs and aiding their career development. Some of the career help and placement cell initiatives run at YCMOU are given below:

1. Career Guidance and Counselling: YCMOU has a placement cell that conducts career counselling, particularly for the students under distance learning, so that students can make

appropriate decisions pertaining to their careers. They provide advice on the skills needed in various sectors, different career roles, and industry requirements.

2. Placement Assistance: A placement cell deals with placement facilities for YCMOU students. It works with many businesses and organizations. Some study centres work with local businesses to send and receive students for internships and even job opportunities.

3. Industry Association: YCMOU has collaborated with quite a number of organizations, mostly for courses in computer science, business management, hospitality, and agriculture. Exposure to industry practices is provided for the students.

4. Skill Enhancement Programs: The placement cell carries out a workshop activity under the skill enhancement programs to enhance employability skills in communication, technical, and soft skills. These programs help the students create a professional profile in harmony with the expectations of industries.

5. Alumni Network: The placement cell also utilises the YCMOU alumni network, which helps existing students to leverage the experiences and prospects of employment available within the employers of the network.

6. Workshops and Seminars: At some centres, the university periodically holds live workshops, seminars, and other interactive programs. These events provide exposure to the latest works in the social sciences and humanities, along with opportunities for networking and valuable knowledge.

4B.9 SYMBIOSIS: International University, Senapati Bapat Road, Pune

4B.9.1 Brief overview

Symbiosis International (Deemed University) provides students with a distinctive and lively learning environment with its varied array of academic institutions and campuses dispersed

throughout India. The university has received excellent rankings and accolades from higher education authorities like the UGC and the NAAC, which reflect its commitment to maintaining a high standard of excellence and quality.

The university provides a broad range of programs at the graduate and doctorate levels within faculties, all of which are based on the primary goal of creating a better future. The Faculty of Media and Communication at Symbiosis has four constituents or departments. They are as follows:

1. Symbiosis Institute of Media & Communication (SIMC)
2. Symbiosis School of Media & Communication (SSMC), Bengaluru
3. Symbiosis Centre for Media & Communication (SCMC)
4. Symbiosis School for Visual Arts & Photography (SSVAP)

Note: The researcher has only selected the constituents SIMC and SCMC in the scope of this document, as both of these are in Pune, Maharashtra. SSMC is located in Bengaluru, while SSVAP is a photography school.

SIMC

Symbiosis Institute of Media & Communication (SIMC) in Pune is one of India's top-ranked universities for media and communication studies. The institution offers undergraduate programs with a strong academic and practical study aspect. This thirty-year-old institute is known for its holistic pedagogy.

SCMC

Symbiosis Centre for Media & Communication was founded in 2008 and is widely regarded as India's top mass communication institution. It has also received an "A++" grade for accreditation from NAAC. SCMC offers undergraduate-level courses and specializations through challenging

coursework, seminars conducted by experts with several years of experience in their fields, and intense projects and internships.

4B.9.2 Journalism Programmes offered

The following Journalism programmes are offered by SIMC and SCMC.

Table 4B.9.2: Journalism programmes offered by Symbiosis International University

Sl no	Programme name	Intake	Eligibility criteria	School/Institute
1	MA in Mass Communication	60	Graduation with min 50% (Entrance + Personal Interview Group Discussion)	SIMC
2	MBA in Communication Management	120	Graduation with min 50% (Entrance + Personal Interview Group Discussion)	
3	Certificate in Video Editing	10	10+2 with 45%	
4	Certificate in Sound Engineering	30	10+2 with 45%	
5	B.A in Mass Communication	120	10+2 with 50% (Entrance test)	SCMC
6	BBA in Media Management	60	10+2 with 50% (Entrance test)	

SIMC offers postgraduate programs that specialise in Journalism, Audio-visual production, advertising, public relations, and media management, including an M.A. in Mass Communication and an MBA in Communication Management.

SCMC offers only a Bachelor's programme in Mass Communication. The 3-year full-time programme is structured as below:

- Multidisciplinary and foundation
- Major and minor courses
- Skill and ability enhancement
- Research and honours-oriented

4B.9.3 Teaching Methodology

The various teaching methodologies employed by the faculty of SIMC and SCMC are mentioned below:

1. Experiential Learning: The faculty emphasises practical learning by letting the students test their theories learned in real conditions through live projects, assignments, and simulations. For the simulation of industry activities and producing work appropriate for a portfolio, students participate in individual and group projects that include public relations strategies, news stories, and advertising campaigns.

2. Workshops and Industry Interaction: The faculty organises masterclasses, workshops, and guest lectures with practitioners from the PR, advertising, and media industries, which enable the students to learn about the various industry trends and practices. Students learn the nitty-gritty of the media business and develop problem-solving skills by using live case studies, simulations, and situational analyses.

3. Project-based learning: From time to time, students engage in individual or group projects such as creating an ad campaign, news production, documentary production, etc.

4. Field visits: Department-integrated field visits to various media houses, ad agencies, PR firms, etc., are organized to expose students to hands-on experiences and insights into industry processes.

4B.9.4 Department Infrastructure

Symbiosis Studios is an integrated, state-of-the-art facility for motion picture and television production. It's a one-stop shop facility that includes the PCR recording studio, two photo studios, a chroma studio, a multi-camera studio, and two upscale editing suites—an upscale film-making centre and an indispensable destination for filmmakers, copyright owners, and acquisition/production companies seeking solutions for all their pre-filming and filming needs. By making use of varied lighting equipment, an infrastructural studio with a multi-camera setup, and an integrated sound studio and audio labs, the institute ensures that the students understand the intricate details of the media industry. Students have full access to an entire non-linear editing package consisting of Adobe Premiere, Avid, and Final Cut Pro. The Visual Studio, consisting of a Chroma Studio and a large enough shooting floor with a PCR room, a Teleprompter Pro System, two studio cameras, and audio equipment, completes the facility. The audio-visual equipment consists of four Panasonic P2 HVX202AEN, four DVX-102, and five Panasonic handycams. Audio equipment includes professional microphones like the Sony ECM-77B and Azden SGM 2X. The students can record their creativity at its peak with the use of audio production and post-production tools, Pro Tools, and a full-fledged recording studio.

ICT Facilities: The computer lab, with all the software and unlimited internet, keeps students well-connected and updated. Software such as BMW Prime and IRS is specifically made for meeting all the demands of media management students in the Media Lab.

Central Library: Symbiosis Institute of Media and Communication has access to the Symbiosis International (Deemed University) library with vast collections of books, journals, magazines, reports, and instructional materials in physical as well as digital formats. Databases include WARC, EBSCO, Emerald, Scopus, JSTOR, and Science Direct -all of which are updated by the Central Library from time to time.

Seminar Halls are equipped with public address systems and overhead LCD projectors and are usually used for conducting lectures, demonstration sessions, and examinations.

Screening Rooms are split air-conditioned, acoustically sealed mini-auditoriums equipped with wall-to-wall carpeting and Dolby/DTS 7.1 surround sound systems, along with overhead LCD projection systems for lectures and AV screenings.

PCR and the shooting floor are air-conditioned and acoustically sealed. It comes with lighting equipment that includes spotlights, Kino lights, shadow casters, light meters, and a Canara overhead movable lighting grid with cool flood lights. It also features three digital cameras: the Canon 5D Mark III with lenses, the Panasonic AG-AF100, and the Panasonic DVX102. There is also a teleprompter for reading news, aside from a digital audio mixer with many channels.

Laboratory & Post-Production Suite with 4 air-conditioned cubicles is also available to facilitate professional-level post-production facilities. Ten iMac computers running Adobe Premiere CS5 with four Mac Pro computers running FCP are provided. Some of the other applications readily available include Adobe Photoshop, Adobe After Effects and FCE.

Suite for Sound Recording is an air-conditioned and acoustically balanced industry-standard multi-track sound recording and reproduction setup. Audio mixing consoles consist of Eurorack UB880, Yamaha MG166cx, Xenyx 802, Yamaha MG82cx. The suite holds two pairs of Yamaha MSP3 and two Yamaha HS80M powered audio monitors. The audio program used for recording and reproducing audio files here is Nuendo 5.

Studio for Photography is air-conditioned and is equipped with both digital and manual equipment. The studio consists of the newest SLR and DSLR cameras, a variety of professional lenses, tripods, etc. There is other lighting equipment included in the studio, along with professional studio lights, light meters, a motorized backdrop changer and an iMac running the latest digital photography photo editing software.

The **Computer Laboratory** has 39 terminals and an LCD projector in the air-conditioned computer lab. The lab is completely networked with power backup and high-speed broadband

access. Software facilities for publishing, post-production, and design technology. The entire SCMC campus is WiFi-enabled.

The SCMC Library has an extensive collection of books on mass media and communication management issues, both technical and non-technical. There are also subscriptions to several national and international newspapers, periodicals, journals, and other publications. Students get access to two internet databases: United News of India and TVAD Index.

Audio-Visual Library has a collection of classic Indian and international films, documentaries, and radio and television shows in Hindi, English and other foreign and regional languages.

Other Electronic resources: All SCMC students have access to the SIU Library Portal with a vast compilation of e-books, magazines, and journals for mainly academic research purposes.
Newsroom for Journalism and Digital Marketing offers a platform strictly for various kinds of news content in broadcasting, as well as web and print.

Editing suites for students to learn and train with video editing packages like Adobe Premiere Pro and Final Cut Pro in the studio's multi-editing suites.

4B.9.5 Placement scenario

The Symbiosis Institute of Media & Communication and Symbiosis Centre for Media & Communication in Pune have a good track record for placements due to their strong industry linkages and robust support for students. The placement scenario for both institutes is as follows: SIMC has a dedicated placement cell, which looks after the placement for the media & communication department. To prepare students to face the industry requirements, the placement cell of SIMC organises seminars, interviews, and pre-placement lectures. Most of the mandatory internships facilitated by SIMC culminate in pre-placement offers. SIMC has strong ties with leading PR firms, digital marketing agencies, advertising companies, media houses, and in-house communications with corporate entities. Some of their notable on-campus recruiters are Times Group, Viacom18, Hindustan Times, Zee Entertainment, Ogilvy, Edelman, Wunderman

Thompson and GroupM. The students work in a range of roles, starting from Digital Marketing Specialist, PR Specialist, Social Media Manager, Journalist, Copywriter, Brand Manager, Content Strategist, and Media Planner. Most of the students get placed before their final results, and the placement rates are steadily high.

SCMC also has a placement cell that looks after the placements of the graduates and their internships. A strong SCMC alumni network facilitates networking and placement avenues in all sectors for existing students. The placement cell also helps in preparation for interviews, resume writing, and skill-building programs. SCMC students bag attractive entry-level offers, though undergraduate placement salaries are generally lower compared to postgraduate placement offers. SCMC graduates are placed in some of the renowned media organisations of India, which include Times Now, India Today, Star India, Radio Mirchi, WATConsult and Lowe Lintas.
Besides, there is a strong emphasis on internships that drive placement. Internships and industry projects with business partners provide practical exposure to students, enhancing their employability skills and, at times, even fetching pre-placement offers.

4B.10 Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (MGAHV), Wardha

4B.10.1. Brief overview

Mahatma Gandhi's Antarrashtriya Hindi Vishwavidyalaya(MGAHV) was established by the Indian Parliament through the Act of 1997 in Wardha, Maharashtra, and it aims at promoting globally translated and progressed works of Hindi literature and language. MGAHV offers undergraduate, graduate, and doctoral programs in several disciplines oriented towards Hindi language and literature.

This organization offers state-of-the-art facilities and infrastructure. Its library is well-stocked with a variety of books, periodicals, and online resources on Hindi and related subjects. There are lodging (hostel) facilities here. The School of Humanities & Social Sciences of the University consists of various departments and centres. The operating departments of this school are as follows:

1. Mass Communication Department
2. Anthropology Department
3. Political Science Department
4. History Department
5. Social Science Department

4B.10.2 Journalism Programmes offered

Department of Mass Communication at Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha offers the following academic programmes in Journalism.

Table 4B.10.2: Journalism programmes offered by MGAHV

Sl no	Programme name	Intake	Eligibility
1	B.A.in Journalism & Mass Communication	30	10+2
2	M.A. Mass Communication	30	Graduation with 55%
3	P.G. Diploma in Advertising & Public Relations	15	Graduation with 55%
4	P.G. Diploma in Journalism	15	Graduation with 55%
5	P.G. Diploma in Journalism	15	Graduation with 55%
6	P.G. Diploma in Electronic Media	15	Graduation with 55%
7	M.Phil.	25	Graduation with 55%
8	Ph.D.	6	Graduation with 55%

4B.10.3 Teaching Methodology

The faculty teaching the students adopts an interdisciplinary approach to imparting the material. It essentially involves combining research-based academic learning with hands-on instruction in media law, digital content development, and media production. To present students with perceptions on contemporary trends and practices within the media and communication sectors, the department invites industry specialists for guest lectures, seminars, and workshops.

The department's teaching method is grounded on the following fundamental elements :

1. Learning by doing

a) Hands-on instruction: Project-based assignments, workshops, and laboratories are used to stress hands-on instruction. Students work on projects including content development, news reporting, video production, and editing.
b) Simulated Environments: Practical activities creating digital content, documentaries, and news broadcasts.

2. Industry-Integrated Curriculum

a) Curriculum Design: The curriculum is reviewed with the help of working professionals from the industry to keep it relevant. Some of the contemporary topics presented in the program include data journalism, multimedia narrative, social media tactics, and digital journalism.
b) Guest Lectures and Seminars: Continuously interacting with industry specialists, learning from them about career choices, industry standards, as well as the current scenario.

3. Multidisciplinary Approach

a) Relevant Discipline: To offer an integrated, comprehensive understanding of media and communication, this approach draws elements from relevant disciplines such as sociology, political science, economics, and cultural studies.
b) Group Work: To enable students to apply information they learn from various disciplines in practical situations, students usually involve themselves in projects that reflect actual-life scenarios.

4. Creativity and Scholarship

a) Research-Based Learning: Encouraging research projects through access to cutting-edge newsrooms and studios where they can practice real media. Engage students in professional and academic debates and have them probe matters of concern to them.

b) Innovation Hubs: Student-consulting spaces where they can experiment with innovative forms of content, media technology, and communication methods.

5. Competency Development

a) Training for Soft Skills: Develop critical thinking, communication, problem-solving abilities, and teamwork through interactive sessions and group activities - all of which are very important soft skills.
b) Technical Skills: Technical media training relating to graphic design, video editing, and content management system software.

6. Internships and Fieldwork

a) Field Visits: Field visits to production studios, media houses, and broadcasting stations to provide first-hand experience in professional environments.
b) Internship Programs: Internship programs for students are run with media houses to get professional networking opportunities and practically apply knowledge in real-life scenarios.

7. Student Centre Approach

a) Mentorship Programs: A faculty mentor is assigned to each student to deal with their overall development - professional and academic alike.
b) Mechanism of giving feedback: Feedback from students is taken to alter the instructional techniques and contents of the course.

8. Online Learning

a) E-learning Resources: Provision of a range of digital resources to facilitate learning, including electronic journals, online databases and multimedia resources.
b) Blended Learning: Traditional classroom education is integrated with online learning environments to provide a flexible and effective learning experience.

9. Outreach to Community

a) Social Impact Projects: Engaging the students in projects that are meant to address societal problems while inculcating a sense of responsibility and community involvement.
b) Periodicals and Media Houses: Written work of the students can be published by submitting articles to the university's periodicals, radio stations, and online media houses to receive actual readers' feedback.

4B.10.4 Department infrastructure

The Department of Mass Communication is equipped with the following key facilities and resources that are accessible to both instructors and students:

1. Multimedia Studios

a) Television Studio: is equipped with green screens, teleprompters, high-definition cameras, sophisticated lighting equipment and cutting-edge audio equipment. The studio provides hands-on training in video journalism, news transmission, and TV production.
b. Radio Studio: Fitted with editing software, soundproofing, high-end microphones, and state-of-the-art digital consoles. Podcasts, radio broadcasts and other audio materials are produced in the facility.

2. Simulated Newsroom

A computerized workstation with high-speed internet and a well-equipped newsroom with news feeds, software for news authoring, editing, and publication. Students learn through practical operations in editorial work and news creation.

3. Suites for editing

a. Video editing facilities equipped with industry-standard video editing programs in the Video Editing Lab, such as Adobe Premiere Pro, Final Cut Pro, and Avid Media Composer. The facility is aimed to train and equip students with techniques regarding post-production, special effects, and video editing.
b. Audio Editing Lab: Equipped with software like Adobe Audition, Pro Tools, and Audacity, allowing for the creation of quality audio content.

4. Laboratory

a) Multimedia Lab: Computers with applications such as graphic design, animation, and multimedia, such as Blender, Maya, and Adobe Creative Suite. This lab supports courses in multimedia storytelling and developing visual content.
b) Digital Media Lab: Facilities for learning and practising data visualizations, web content development, social media management, and digital journalism.

5. Photography Studio

Photo Studio: An indoor environment where students can hone their photography skills on professional equipment that includes DSLR cameras, provisions for different lighting, and backgrounds.

6. Lecture halls and Seminars

a) Smart Classrooms: Equipped with teaching aids such as projectors, whiteboards, and high-speed internet to enable interactive classroom sessions.
b) Seminar Halls: to accommodate workshops, seminars, guest lectures, and other events. They are well furnished with video facilities.

7. Resource Centre and Library

a) Media Library: Information resources of books, periodicals, magazines, and online materials about journalism, public relations, media studies, communication, and advertising.
b) Digital Archives: Access for research and academic pursuit to online databases, e-journals, and multimedia content.

8. Research and Innovation Centres

a) Media Research Lab: This lab contains a source of media research, including journal articles, survey software, and data analysis tools.
b) Innovation Lab: Dedicated research site for pilots testing new media technology, innovative formats for creative content or advanced trends in the media industry.

9. Outdoor Spaces

There are some outdoor spaces available within the campus that allow shoots in natural settings.

4B.10.5 Placement scenario

The Mass Communications Department at MGAHV, Wardha, maintains a special placement cell for the assistance of students in internships, job placements, and career counselling. The skill development initiatives offered by the division for the enhancement of employability include workshops on writing resumes, sessions for practicing interviews, and training in soft skills. The department nurtures close relationships with broadcasting businesses, internet marketing firms, PR firms, advertising agencies, and media outlets. Such agreements lead to the generation of many internship and employment opportunities for students. Internships are encouraged for students to get exposure to real-life industry experience and on-the-job practice, which may also end up in pre-placement offers (PPO).

A recruitment drive is conducted periodically, with different firms visiting the campus for job interviews. This guarantees that students have plenty of chances to mingle with potential employers. The placement cell leverages its network to assist students with off-campus placements. Some notable recruiters related to MGAHV, the Mass Communication Department of Wardha, include the following media houses:

- **Print media:** Sakal Media Group, Hindustan Times, Indian Express, and The Times of India.
- **Advertising agencies:** Ogilvy & Mather, JWT, DDB Mudra
- **Broadcasting companies:** NDTV, Zee News, CNN-IBN, and All India Radio
- **Public Relations firms:** Edelman, Weber Shandwick, and Adfactors PR
- **Digital media companies:** Social Beat, WATConsult, and Digital Vidya.

Some alumni of the Department have assumed key positions in prominent media houses and have made significant contributions to the Industry of Mass Communication. This network also supports the enrolled students with the latest industry insights and guidance.

4B.11 Ajeenkya DY Patil University

4B.11.1 Brief overview

Ajeenkya DY Patil University(ADYPU) is a private university based in the City of Pune, Maharashtra, India and it was established as per the Maharashtra Government Act III of 2015 with the objective of providing world-class instruction and fostering innovative, discovery-led learning. The University offers a range of undergraduate, graduate and doctorate degrees and has accreditation from the University Grants Commission of India. Among its major schools are those on engineering, design, management, film, media, and law. The institution stresses upon project-based learning, industrial engagement, and experiential learning. It has partnership agreements with the world's top universities and organizations for academic collaboration, cooperative research, and student exchange programs.

The Media and Film School is the Department with the mission of creating future professionals in cinema, media, and communication.

4B.11.2 Journalism Programs offered

The School of Film and Media offers a range of undergraduate and postgraduate programs designed to cater to diverse interests and career goals. Some of the popular programs include:

Table 4B.11.2: Journalism programmes offered by ADYPU

Sl no	Name of the programme	Intake	Eligibility
1	B.A. in Journalism & Media Production (specialization in Sound, Film-Making, Animation & visual effects, Game Art & Design)	60	10+2 with min 45%
2	Master's degree in Media Studies	50	Graduation with min 45%
3	Master's Degree in Film & Television Production	50	Graduation with min 45%

4B.11.3 Teaching methodology

School of Film & Media, ADYPU, embraces an aggressive and contemporary teaching approach that goes into the contemporary dimension of student-centric methods, mixed traditional and modern teaching techniques, and experiential learning. Some of the important aspects of this methodology are the following:

1. **Experiential Learning:** for the student to learn while in action. The school insists on case study learning, internships, and real-world projects.

2. **Blended Learning:** The institution incorporates advanced technology such as faculty webinars, PowerPoint presentations, taped lectures, and online reading materials with the traditional classroom learning environment.

3. **Compact and Interacting Classrooms:** The class sizes in ADYPU are deliberately kept small to ensure increased interpersonal engagement between the students and tutors, which ensure significant individualized teaching and support for every student's learning journey.

4. **Industry-Relevant Curriculum:** To accommodate emerging trends and technology, the curriculum is designed to be dynamic and meet the needs of the industry.
5. **Entrepreneurial orientation:** The first focus of ADYPU is on instilling an entrepreneurial spirit. Students are provided access to mentoring and incubation programs to engage them in launching their own ideas and business concepts.

6. Application of Technology: An ICT-enabled approach to content delivery at the institution involves interaction technology for staff contact, digital libraries, and an online course portal, among others.

7. **Hands-on Classes:** in filmmaking, including cinematography, directing, editing, and sound. Students learn by doing many aspects of filmmaking through design and screenplay. Students can work on projects and hone their technical skills in advanced production studios and media laboratories fitted with high-grade industry production equipment. From script development to post-production, collaborative film projects enable the students to put their theoretical knowledge into action and reflect on practice situations.

8. Master classes: Renowned directors, cinematographers, and editors will hold master classes and seminars that provide special training and counselling. Classic and contemporary films are shown for screenings with discussions and critiques to heighten insights about cinema history, theory, and aesthetics of the students. Students can develop their critical thinking and analytical capabilities through assignment tasks that include reviewing and discussing movies from different

genres and cultures. Studying international film and media cultures opens the eyes of a student to a whole new perspective on the global media environment.

4B.11.4 Department Infrastructure

Following is the summary of the main infrastructure that is available at the School of Film &Media at Ajeenkya DY Patil University:

1. Production Studios and Sound Stages

a) Film and TV Studios: The School offers fully-equipped studios for film and television production, ranging from professional high-end cameras to green screens and professional lighting setups for all short films to studio-based productions.
b) Sound Stage: For scenes needing strict sound and light, there is a soundproof sound stage where complex production plans are accommodated by an environment suitable for the most demanding production.

2. Editing Suites: Post-Production and Editing Labs

These labs, equipped with industry-standard packages like Adobe Premiere Pro, Final Cut Pro, and DaVinci Resolve, enable students to learn and practice VFX, colour correction, and editing.
Sound Editing Labs are available with state-of-the-art audio equipment, including Logic Pro and Pro Tools for mixing and mastering, sound editing rooms ensure high-quality sound design and editing for films and videos.

3. **Preview and Screening Rooms**

Students can preview movies, other media, and their work in a screening room; the room is equipped with professional audio systems and the latest generation of high-resolution projectors. In addition, it is sometimes used for student film festivals and project presentations when industry reviewers are invited.

4. Photography Lab

For students working on fashion shoots, photojournalism, or other projects, a fully equipped photography studio with professional lighting, backgrounds, and equipment is available for access and additional photographic projects. Students may practice photography in this studio, which is a crucial skill for anyone interested in visual media.

5. Lab for Digital Media

With high-end computers and software for the development of digital content, namely 3D modelling, animation, motion graphics, graphic design, the lab has facilities for engaging students in a wide range of creative media projects, including digital art, animations, and material for social media.

6. Library and Media Resource Centre

The university library holds books, journals, and DVDs on journalism, digital media, filmmaking, screenwriting etc. Digital resources include streaming services, online movie archives, and e-journal portals that aid research on global trends, styles, and content.

7. Equipment Rental and Technical Support

The school rents state-of-the-art film and media equipment, including DSLR and mirrorless cameras, professional video cameras, tripods, gimbals, lighting, and sound recorders to support myriad film and media projects. Technical support staff is also available to help the students manage the equipment smoothly and resolve problems in the production work.

8. Lecture Halls and Seminar Rooms

Lecture halls are designed to encourage interactive learning. Lecture halls are equipped with smart boards, sound systems, and digital projectors. Seminar rooms are also available, which allow

teaching through workshops, guest lectures, and small group discussions by academics and professionals in the field.

9. Creative Zones and Collaborative Workspaces

There are areas where students can collaborate on projects and brainstorm ideas, simulating the team-based atmosphere of media and filmmaking.

10. Campus scenery and outdoor shooting areas

Students can increase the production quality of their projects by doing photo shoots and shooting outdoor scenes within areas available on the campus.

4B.11.5 Placement scenario

The School of Film and Media has strategic alliances and partnerships that help expose students to a broad range of possible employers. Moreover, through internships, real-world projects, and hands-on training, students are prepared to take on professional challenges beyond their course completion. Portfolio creation and career counselling are also a part of the curriculum. With the focus on experiential learning, aid from an alumni network, and a global perspective, the School of Film and Media seeks to provide a launchpad to enter domestic and international workforces.

4B.12 Amity University Mumbai

4B.12.1 Brief overview

Amity University Mumbai is an associate of the world-accredited Amity Education Group. This institution offers various undergraduate, graduate, and doctorate programs in subjects like engineering, management, the arts, science, law, and many more. The institution has its campus at

Panvel, Mumbai and is equipped with modern facilities, like state-of-the-art labs, libraries, sports complexes, auditoriums, and dorms.

Holistic development through a wide range of clubs, groups, and cultural activities is also favoured by the institution. Amity University Mumbai is recognised by the Association of Indian Universities (AIU) and the University Grants Commission (UGC).

Amity School of Communication (ASCO) at Amity University Mumbai

One of the schools within Amity University Mumbai is the Amity School of Communication, which was developed to offer extensive and state-of-the-art graduate, postgraduate, and doctorate media studies programs. The many courses available at ASCO include mass communication, journalism, web media, radio, film production, advertising, and public relations. The school aims to prepare communicators who are professionally oriented and socially conscious.

4B.12.2 Journalism Programmes offered

The programmes offered by the Amity School of Communication are listed in the following table:

Table 4B.12.2: Journalism programmes offered by Amity University, Mumbai

Sl no	Programme name	Duration	Eligibility
1	B.A. (Journalism & Mass Communication)	3 years (6 semesters)	12th pass (10+2)
2	B.A. (Journalism & Mass Communication) 3 Continents	3 years (6 semesters)	12th pass (10+2)
3	B.A. (Journalism & Mass Communication) International	3 years (6 semesters)	12th pass (10+2)
4	B.A. (Film Making)	3 years (6 semesters)	12th pass (10+2)
5	B.A. (Multimedia & Gaming)	3 years (6 semesters)	12th pass (10+2)
6	B.A(Animation & VFX)	3 years (6 semesters)	12th pass (10+2)
7	M.A. Journalism & Mass Communication	2 years (4 semesters)	Graduation
8	M.A. (Film & TV)	2 years (4 semesters)	Graduation
9	M.A. (Advertising & PR)	2 years (4 semesters)	Graduation

4B.12.3 Teaching methodology

Following are the key highlights of the teaching methodology adopted by Amity School of communication:

1. Experiential Learning and Practical Training through Hands-on Projects: Practical experience is given in real-world media productions with reporting, editing, and content development involving digital media in the Media Labs and Studios.

2. Industry-Integrated Curriculum: The curriculum also gets updated time to time according to the industry to include subjects such as digital marketing, media ethics, and data journalism. Courses are designed in collaboration with employers, and so a curriculum is designed which equips students with relevant skills to use social media subjects, such as public relations, digital journalism, and management.

3. **Masterclasses and Workshops:** Media experts, leading journalists, and advertisers and public relations professionals conduct seminars and masterclasses in which students experience the modern technology and trends and real issues of media practice. Topics also include visual storytelling and artificial intelligence in media, crisis communication, and investigative journalism, among others.

4. **Internships and Fieldwork:** Internships are part of the program that provide students opportunities in production companies, PR firms, digital marketing agencies, and media organizations. This on-the-job training exposes students to real-life industry practices and allows them to be employed after graduation. Field assignments include reporting from real events, coverage of live news, and documentary projects for the development of sound practicum skills.

5. **Group Projects and Collaborative Learning**: Group projects are encouraged among students so they may emulate the collaborative nature of work in the media world. Students are assigned roles in project teams - a content creator, an editor, or a producer, among others - to simulate professional conditions in media production. Coursework allows students to have peer reviews and collaborate on presentations so that they learn from one another and work while receiving constructive feedback for their work.

6. **Newsroom Simulations and Case Studies**: The simulated environment in a newsroom sets out to give the students an authentic experience in the fast-paced working environment of a news organization. They are given real-time assignments, news writing, and editing under simulated deadlines. Case studies of high-profile media events and campaigns help the students understand hard realities, ethical dilemmas, and crisis situations that media practitioners face.

7. Media Ethics and Social Responsibility: Social responsibility and ethical journalism have been interlinked through the curriculum, so that values like integrity and objectivity in media activities. These media law and ethics courses would highlight how the media impacts society, making students more responsible journalists and communicators.

8. **Research-Oriented Learning:** It encourages students to take on research projects as much as possible and, during final years, focus on topics in media studies, audience analysis, and communication trends. Research methods and analytical skills prepare students for jobs that involve critical thinking, such as investigative journalism and media consultancy.

9. **Global Media Exposure:** Courses have case studies across the globe, and students are exposed to best practices and trends in media around the world. Equipped with this international outlook, the students will understand the intricacies of cross-cultural communication and prepare themselves for careers in international media-based industries.

10. **Skill Building in New Media and Technology:** The latest software and digital media such as Adobe Creative Suite, Final Cut Pro, and data analytics tools prepare students for careers in multimedia and digital journalism. Courses on social media strategy, content creation, and SEO build the skills needed for digital platforms and online content.

4B.12.4 Department Infrastructure

Key highlights of the infrastructure at The Amity School of Communication (ASCO) are summarized below:

1. Multimedia Lab (Animation Lab)

The multimedia lab at ASCO enables students to design hoardings, banners, logos, newspaper pages, and print advertisements. All professional softwares like the latest variants of Adobe Suites, AutoCAD, and MAYA, future photo editors and live animators are available. A studio for video editing helps students get accustomed to editing.

2. Photography Studio

The photography studio is responsible for handling a lot of jobs, including fashion and product photography as well as other types of photo shoots. At this studio, students can try out different photographic styles and improve their proficiency in all the lighting techniques. With the latest technology, the photographic studio is also used for shooting videos. Professionals video camcorders and high-end Canon and Nikon DSLR setups are also available for photography and videography. More than five full-frame video cameras are available to capture subjects. The studio has over thirty professional lighting for model and product shoots, and also a teleprompter for a unique reading procedure.

3. TV & Film Studio

There is a film studio, over forty feet high, three stories high and equipped with chroma facilities, lighting, acoustics, and production control rooms. Alongside the state-of-the-art production complex, there is second TV news studio and a sound production and dubbing room.

4B.12.5 Placement scenario

Amity University has a dedicated placement cell that works in collaboration with the School of Communication to offer industry networking, placements, and career counselling. To prepare the students for the challenges of the industry, the placement cell also organizes career fairs, campus recruiting drives, and interview technique training.

ASCO Mumbai has established connections with mass media houses, public relations agencies, advertising agencies, digital marketing companies, and media houses. These collaborations help in bringing the right people/enterprises to the campus for recruitment. To keep the students abreast of the latest skills and trends, the department also invites industry professionals for guest lectures, seminars and workshops.

ASCO curriculum provides internships, where students gain practical experience in all of the tasks that are performed in the media industry. Nearly all the courses provide the facility to work as interns in areas such as news reporting, social media management, public relations, content writing, video creation, or digital marketing.

Many leading media and communication house groups hire students graduating from ASCO, Mumbai. These jobs consist of journalists, editors, content writers, public relations executives, media planners, social media strategists, graphic designers, and even video editors. Some of the recruiters for the students include - Ogilvy & Mather, Weber Shandwick, Edelman, Havas Media, CNN-IBN, Times Group, NDTV, Zee Media, and digital and social media marketing houses.

School claims to have a fairly good placement record in the past years, with most of the students getting employed at the biggest media houses, as well as startups. An active alumni network also helps fresh graduates by providing networking and mentoring opportunities for them in the media profession. Through workshops, industry-standard software training, and media laboratories, ASCO emphasizes the development of practical skills, preparing graduates for the workforce.

4B.13 Swami Ramanand Teerth Marathwada University

4B.13.1 Brief Overview

Swami Ramanand Teerth Marathwada University was founded by the Maharashtra government in Nanded on 17 September 1994. It serves four districts in the southern region of Marathwada in Maharashtra: Nanded, Latur, Parbhani, and Hingoli. This institution received UGC recognition in two (F) and twelve (B) categories. NAAC re-accredited the university with a "B++" rating.

The university has 14 schools on the main campus - four in the Latur and Parbhani sub-campus, New Model Degree College at Hingoli as a constituent college, and academic and research facilities such as the Dr. Babasaheb Ambedkar Chair and Study Centre, Shri Guru Govind Singhji Adhyasan Sankul and Research Centre, Late Uttamrao Rathod Tribal Development and Research Centre near Kinwat and Women's Study Centre on the main campus. The university supervises

more than 300 affiliated institutions that offer 146 programmes to 1.63 lakh students. It offers programs in sciences and technology, the arts, commerce, management and interdisciplinary studies to more than 4,000 students enrolled in remote learning.

The university has a Distance Education Department having P.G. programmes in Marathi, Hindi, English, Urdu, History, Political Sciences, Sociology, Economics, and Public Administration at 59 affiliated Study centres at Nanded, Hingoli, Latur, and Parbhani. The university offers 27 postgraduate courses in Arts, Sciences, Computer, Commerce, Education, Business Administration, and Pharmacy. The university also offers eight M.Phil. courses.

School of Media Studies

The School of Media Studies provides media education, training, and research while supporting media studies, value-based education, professional mobility, and a multidisciplinary approach to society. The school of Media Studies provided a P.G. course in "Library & Information Sciences" in 1999-2000. The university began providing an M.A. in Mass Communication and Journalism in the year 2008-09, as well as M.A./M.Sc. in Electronic Media in 2014-15.

4B.13.2 Journalism Programmes offered

The School of Media Studies offers the following programmes.

- M.A. / M.Sc. Electronic Media
- M. A. Mass Communication & Journalism
- M. Phil in Mass Communication & Journalism
- PhD in Mass Communication & Journalism

4B.13.3 Teaching methodology

Some of the key features of the teaching methodology adopted by Swami Ramanand Teerth Marathwada University's School of Media Studies are as follows:

1. **Traditional Lectures:** Teachers deliver engaging lectures that encourage students' participation and debate.
2. **Practical Workshops:** For developing practical skills in areas like multimedia production, editing, and reporting, innovative workshops are held with participation by students.
3. **Case Studies:** To help students understand how theoretical concepts are put in the real world, the curriculum includes case studies.
4. **Research Projects:** Students are encouraged to do research projects to expand their media studies knowledge.
5. **Guest Lectures and Seminars:** People in the media industry are invited to talk to students about their work and experiences with students.
6. **Field Trips:** Students get practical experience and understand the functioning of the media industry by visiting the media houses or other concerned organizations.
7. **Practical Exercises:** The department uses simulated scenarios to bring in real-life experience for students. Simulated scenarios include imitations of newsrooms, for example.
8. **Collaborative Experience:** The department encourages group projects and collaborative assignments for the students to enhance teamwork and communication skills.

4B.13.4 Department Infrastructure

Infrastructure at the Swami Ramanand Teerth Marathwada University's School of Media Studies can be summarized as below:

1. Media Lab: Equipped with state-of-the-art equipment for multimedia development, sound recording, and video editing. At present, 10 Mac Video editing PC and 2 Mac Pros are available in the department.

2. Software: Media production software, mostly of industry standards, including graphic design tools, animation software, and editing software, are available. As an example, Final Cut Pro (version 10) is available for editing.

3. Recording Studio: Soundproof rooms with good-quality audio and video recording equipment are also available. There are also Computer Labs with workstations, printers, scanners, internet accessibility, etc.

5. Library Resources: include books, periodicals and research materials relating to media studies.

6. Media Study and Communication Research Facilities: exist for undertaking research and bringing about innovations in media studies and communication.

4B.13.5 Placement scenario

The university has a centralised placement cell with a coordinator who organises students' project work and placement activities. Other senior faculty members from the institutions also participate in the workings of this cell. Experts in related fields conduct student counselling and assessments regularly and systematically. The objective of the assessment records is to track the development of students. Students are also trained on profile preparations.

Alumni of the School of Media Studies have been placed in various media organisations like TV9, SAAM Marathi News channel, ETV Marathi news channel, Divya Marathi, PRO Zilla parishad, Daily Punyanagari, ABP Majha, Jai Maharashtra News channel, Zee 24 Tass, Lokmat etc.

4B.14 Vishwakarma University, Pune (VU)

4B.14.1 Brief overview

Vishwakarma University (VU) was established in the year 2017 as a State Private University based on the Maharashtra Government Act, and it is currently a member of the Association of Indian Universities (AIU), New Delhi. VU offers a number of programmes in the fields of media & communication, law, architecture, pharmaceuticals, and humanities and social sciences.

Department of Journalism & Mass Communication

In accordance with UGC regulations, VU's Department of Journalism & Mass Communication was established in 2017 and offers two full-time media degree programs. The Bachelor of Journalism & Mass Communication program lasts three years, while the Master of Journalism & Mass Communication program lasts two years. Both programs use the UNESCO-recommended curricula for their journalism studies. The two undergraduate specializations provided are advertising and new media, while the postgraduate program includes specializations in journalism, advertising, and media production.

4B.14.2 Journalism Programmes offered

Programmes offered by the department are mentioned as follows:

Table 4B.14.2: Journalism programmes offered by VU, Pune

Sl no	Program name	Duration	Criteria
1	B.A.(Hon/Res)Journalism & Mass Communication	3 years (6 semesters)	12th pass/ 10+2 pass

Sl no	Program name	Duration	Criteria
2	M.A. in Journalism & Mass Communication	2 Years (4 semesters)	Graduation and Entrance
3	Ph.D.		Master's in Journalism & Mass Communication and Entrance

4B.14.3 Teaching methodology

To teach students under this rapidly changing media landscape, the Journalism & Mass Communication Department at Vishwakarma University in Pune uses a pedagogy of interaction and inclusion. Here are some features of the teaching style:

A. Hands-on Education

1. Practical Training: Project-based work assignments, workshops, and laboratories are employed to reinforce the practical training. The students carry out news reporting, content development, video production, and editing, among other tasks.
2. Simulated Newsrooms and Studios: Students have access to newsrooms and studios equipped with the latest technology, whereby they can easily simulate real media operations, produce digital contents, documentaries, and news bulletins.

B. Curriculum with Industry Integration

1. Curriculum Design: Curriculum is updated regularly through the involvement of professionals in the curriculum design. It introduces contemporary issues like data journalism, multimedia narrative, social media tactics, and digital journalism.
2. Guest Lecture and Seminars: Regular interaction with business leaders who provide advice on industry, best practices, and current trends**.**

C. Multidisciplinary Approach

1. Integration of Relevant Fields: Students acquire a general sense of media and communication with the integration of relevant fields like sociology, political science, economics, and cultural studies.

2. Collaborative Projects: To hone practical skills imparted through multiple fields, students are usually asked to collectively work on such projects that are closer to real-world scenarios.

D. Innovation and Research

1. Research-Based Learning: Project-based learning for the investigation of a desired area of interest with academic and professional discourse is encouraged.

2. Innovation Labs: Spaces to motivate students to experiment with new forms of communication, content, and media technology.

E. Skills Development

1. Soft Skills Training: The department focuses on developing critical thinking, communication, problem-solving, and teamwork by offering interactive sessions and group activities.

2. Technical Skills: Training in technical skills such as graphic design, video editing, and content management system software related to the media industry is also offered.

F. Internships and Fieldwork

1. Field Visit: For direct exposure to professional settings, visits to planned media houses, broadcasting stations, and production studios are organized.

2. Internship Scheme: The department supports student internships with leading media houses focusing particularly on the development of professional networks for students and real-world experience.

G. Student-Centric Approach

1. Mentorship Schemes: Faculty members have granted personal mentorship to students by the faculty to offer them academic and professional growth.
2. Feedback Mechanism: Continuously seeks the opinions of students to upgrade the ways of teaching and course materials.

H. E-Learning

1. E-content Resources: Students are provided access to many digital content materials towards learning, including e-journals and online databases as well as multimedia.
2. Blended Learning: In this method, learning resources on the web are mixed with face-to-face classroom approaches aimed at creating a flexible and improved educational experience.

I. Community Engagement

1. Social Impact Projects: Student is also encouraged to be a part of ventures that impact society as a whole to create a sense of responsibility and community involvement.
2. Periodicals and Media Outlets: Institutions' periodicals and web-based media sites provide an opportunity for students to contribute and publish work and get real-time audience feedback.

4B.14.4 Department Infrastructure

The infrastructural components of the department include the following essential elements:

1. **Multimedia Studios**

• TV Studio: A fully equipped television studio where talk shows, news programs, and any other material that may be required on television can be produced with teleprompters, lighting rigs, green screens, high-definition cameras, and top-class audio equipment.

• Radio Studio: A high-tech radio studio furnished with soundproofing, digital consoles, and microphones to make it easier to produce radio programs, podcasts, and audio recordings.

2. Newsroom

•The Simulated Newsroom: Students can be exposed to real newsroom practices in a realistic setting similar to those of a professional media company. It includes computer workstations, fast internet, news feeds, and software to create, edit, and publish news.

3. Editing Suites

Video Editing Lab enables students to learn and work on video editing techniques with the latest software like Adobe Premiere Pro, Final Cut Pro, and Avid Media Composer. Audio Editing Lab helps students edit and create high-quality material using apps like Audacity, Pro Tools, and Adobe Audition.

4. Computer Labs

• Multimedia Lab: Computers with graphic design, animation, and multimedia production programs, Blender, Maya, and Adobe Creative Suite.

• Digital Media Lab: All the facilities to learn and practice web content production, social media management, digital journalism, etc.

5. Photography Studio

The photography skills of the student can be honed in this facility that uses professional equipment such as DSLR cameras, lighting settings, and backgrounds.

6. Lecture halls and seminars

• Smart Classrooms: Equipped with modern pedagogical aids such as projectors, whiteboards and high-speed internet for lively and engaging classroom discourses.
• Seminar Halls: Spacious halls equipped with seating and audiovisual aids that can be used for seminars, workshops and guest lectures.

7. Resource Centre and Library

• Media Library: A collection of books, periodicals, magazines, and online materials that focuses on public relations, journalism, mass media, media studies, and advertising.
• Electronic Archives: Providing access to electronic journals, online databases, and multimedia sources for research and scholarly projects.

8. Outdoor Facilities

• Outdoor Shooting Location: Areas on campus that can be designated to provide choices of backgrounds and settings for outside photography and videotaping.

4B.14.5 Placement scenario

There is a central placement unit at Vishwakarma University. The campus placement program helps the final year students land jobs, internships, or even paid projects. It provides students with

access to relevant career profiles and prospects through its network of more than 600 recruiters and industry connections. Some of the initiatives that the placement cell undertakes are as follows:

1) Campus Placement Program: Comprehensive program integrating firms with final-year students for paid projects, internships, and employment.

2) Placement and Career Progression Assistance Programme (PCPAP): to prepare the students for employability through a host of specialized programmes and assistance.

In addition, the cell provides individual counselling to help the students realize and meet their professional goals. The cell organizes guest lectures, seminars, and workshops from industry specialists for adequate exposure in industry and unveiling the latest trends and practices in Mass Communication and Journalism. The cell also provides internship opportunities with major PR firms, digital marketing businesses, advertising agencies, and media outlets. The alumni network of the department is leveraged for networking, placement, and mentoring for various employment profiles and prospects of the students. Following is the list of recruiters visiting the campus:

- **Media houses:** Sakal Media Group, Hindustan Times, Indian Express, and The Times of India
- **Broadcasting Companies:** All India Radio, CNN-IBN, Zee News, and NDTV
- **Agencies for Advertising Companies:** DDB Mudra, JWT, Ogilvy & Mather
- **PR Agencies:** Adfactors PR, Weber Shandwick, Edelman
- **Digital Media Houses:** Digital Vidya, WATConsult, Social Beat

4B.15 Tata Institute of Social Sciences, Deonar, Mumbai

4B.15.1 Brief overview

Founded in 1936, the Tata Institute of Social Sciences (TISS) aims to work towards the creation of a just and equitable society by producing knowledge through field research, reflection, and teaching. Some of the various programs offered by the institution include undergraduate, graduate, and doctorate degrees. Programs include human resources, public health, development studies, social work, and other programs in the social sciences. Campuses exist throughout India, with its flagship campus in Mumbai and others in Hyderabad, Guwahati, Tuljapur, and Chennai.

Tata Institute of Social Sciences, Mumbai

The institute, supported by the Sir Dorabji Tata Trust and closely affiliated to the Tata Group, is located at VN Purav Marg in Deonar, Mumbai. TISS Mumbai is a source of social innovation and academic achievement with a wide array of schools, centres, and resource facilities. Below is an outline of TISS Mumbai's schools, autonomous and resource centres:

1. School of Social Work (SSW): 8 Centres: Women-centric Social Work, Criminology and Justice, Disability Studies and Action, and Community Organization and Development Practice; Health and Mental Health; Social Justice and Governance; Livelihood and Social Justice; Equity and Justice for Children and Families
2. Centres on Developing Economies: Public Policy, Habitat and Human Development; Developing Societies; Population, Health and Development; Social Theory; School of Development Studies (SDS), Centre for Advanced Women's Studies.
3. Five School of Managements and Labour studies (SMLS): Public Policy and Governance, Social Entrepreneurship, Labour Studies, Human Resources Management and Labour Relations, and Social and Organizational Leadership.

4. Four Centres of the School of Health System Studies (SHSS) are Public Health, Hospital Management, Health Policy Planning and Management, and Health and Social Sciences.

5. Four Centres of School of Habitat Studies (SHS): Climate Change and Sustainability; Water Policy, Regulation, and Governance; Science, Technology and Society; and Urban Policy, Planning, and Governance.

6. Two Centres of the School for Media and Cultural Studies (SMCS) are: Study of Contemporary Culture, and Critical Media Praxis.

7. Two centres of the School of Law, Rights, and Constitutional Governance (SLRCG) are: Law and Society and the Nodal Centre for Excellence in Human Rights Education.

8. School for Vocational Education (SVE): SVE, in conjunction with the business and service industries, provides short-term certificate, diploma, and skill development courses, in addition to offering B.Voc. programmes in various verticals.

9. The two hubs under the School of Education are Indian Languages in Higher Education and Education.

10. The two centres of the Jamsetji Tata School of Disaster Management (JTSDM) are the Centre for Disaster Practice and the Centre for Geo Informatics.

11. Human Ecology is the first centre of the School of Human Ecology (SHE).

12. Research Methodology School (SRM).

4B.15.2 Journalism Programs offered

While there are no core journalism programmes offered by the School of Media and Cultural Studies (SMCS), there are programmes related to Media, which are listed in the table below.

Table 4B.15.2: Journalism programmes offered by TISS,

Sl no	Name of the programme	Intake	Eligibility
1	M.A. in Media and Cultural Studies	30	Graduation with 55%

Sl no	Name of the programme	Intake	Eligibility
2	Post Graduate Diploma in Community Media	-	-
3	Ph.D.	-	-

4B.15.3 Teaching Methodology

Overview of the SMCS teaching methodology is as follows:

A) Interdisciplinary Approach:

1. The Linking of Theory and Practice: SMCS follows an interdisciplinary approach, linking theoretical concepts to real-life applications in media production projects. Besides actualizing these concepts in real-life media production projects, students are brought into contact with theoretical frameworks derived from disciplinary expertise in media studies, cultural studies, sociology, anthropology, and communication studies.

2. Experiential Learning: This mode of learning places much emphasis on allowing students to learn by doing things. Students acquire practical skills of the media industry and cultural practices through various study assignments, internships, fieldwork, and practical media production projects.

B) Project-Based Education

1. Media Production Projects: Digital media campaigns, podcasting, audio-visual presentations, and documentary projects are part of the student's curriculum. This allows the students to think critically, artistically, and collectively.

2. Internships and Fieldwork: SMCS encourages students to participate in internships and fieldwork with community organizations, NGOs, cultural institutions, and media outlets. During

this practical training, the student can apply what he learns in the classroom to the real-world setting and gain useful experience in industry.

C) **Critical Thinking Abilities**

1. Critical Inquiry by encouraging pupils to challenge prevailing narratives, the educational style cultivates critical thinking abilities. Students gain a sophisticated grasp of social processes, cultural behaviours, and media representations via critical inquiry.

2. Discussion and Debate: Students are involved in classroom debate, case study analysis, and critical evaluation of media artefacts in the learning environment that SMCS promotes. Cooperative learning encourages intellectual exchange and leads to a diversity of opinions.

C)Research-Based Methodology

Methods of Research: This includes textual analysis, media ethnography, qualitative and quantitative approaches, and ethnography, given the wide variety of methods to understand research in media and culture studies. Through coursework and projects, students are encouraged and trained in research skills to develop original scholarship through research-intensive work.

D)Faculty Mentorship

The SMCS faculty mentors and advises the students at every stage in the creation of a research project, in fieldwork, and in writing a research paper in their careers.

4B.15.4 Department Infrastructure

State-of-the-art media facilities are available at the Tata Institute of Social Sciences (TISS) Mumbai's School of Media and Cultural Studies to support its production, research, and teaching programs. Following is an overview of the facilities offered by SMCS:

A) Production Facilities

1. It provides various editing suites equipped with industry-standard editing programs like Avid Media Composer, Adobe Premiere Pro and Final Cut Pro.
2. The institution maintains a specialized recording studio that is utilized in recording music, voice-overs, radio, podcasts, etc. Professional-grade audio recording gear includes mixers, acoustic treatments, and microphones.
3. Some of the camera equipment available in SMCS includes digital cameras, DSLRs, camcorders, as well as professional video cameras. With these cameras, students can experiment and perfect photography and filming techniques.
4. SMCS has studios for running workshops, seminars, filming videos, and performing interviews, among other productions. These spaces are equipped with lighting apparatus, green screens, and other production equipment for their varied use in different types of media production.
5. Students can work on media projects and search and access online resources on media studies and cultural studies, as provided at the school's media lab equipped with multimedia workstations and high-speed internet access.

B) Research Facilities

1. SMCS has an audio-visual collection of student-produced multimedia, documentaries, and video recordings made by students & faculty.
2. School library holds an entire collection of books, journals, articles and other audio-visuals, all related to media studies, cultural studies, and other related disciplines, to aid students in their coursework and research projects.

4B.15.5 Placement scenario

This graduate preparation is for work positions as film and television directors, producers, editors, and researchers in major and independent film and television production companies. Alternatively,

graduates may teach and train prospective media professionals in media education and training institutes. Graduates are also poised to work in government agencies, NGOs, and advocacy groups while doing research, creating media campaigns, and influencing public opinion. Alumni of the School of Media and Cultural Studies have moved on to a varied range of careers such as journalism, film-making, research, education, media production, and advocacy. Following is a list of recruiters that students have gone to work for following their graduation from the school:

1. Mumbai's Art India magazine
2. The Drishti Media Group
3. Pad.M.A.
4. The University of Goa's St. Xavier's College
5. Mumbai's Time Out
6. Mumbai's BBC
7. CNBC
8. Radio One Bangalore
9. Times of India, Chennai
10. Kadence International
11. Indonesia Rhombus Factor Mumbai
12. NACDOR New Delhi
13. Google New Delhi
14. Praxis New Delhi
15. Anticlock Films Mumbai
16. Amar Chitra Katha Mumbai
17. Illumine Mumbai
18. Mumbai Web 18
19. The Indian Express, Kolkata
20. CSSS Kolkata
21. Department of Art History and Archaeology at Cornell University
22. Deccan Chronicle, Hyderabad
23. National Folklore Support Centre, Chennai
24. Asian South-Pacific Bureau of Adult Education (ASPBAE)
25. Indian Network on Ethics and Climate Change (INECC)
26. TISS Centre for Lifelong Learning
27. Mumbai's Comet Media Foundation
28. Mumbai's Red Chillies Entertainment
29. New Delhi's MummyDaddy.com
30. Mumbai's All India Bakchod
31. FirstPost
32. Mumbai's ET NOW
33. Mumbai's Film Heritage Foundation
34. Mumbai's Scroll.in
35. Mumbai's Teach for India
36. The Centre for Development Studies and Communication, Pune
37. Bangalore's Agastya International Foundation
38. Chennai's Hindu
39. Feminist New Delhi

4B.16 SNDT – Shreemati Nathibai Damodar Thackersey Women's University, Mumbai

4B.16.1 Brief overview

SNDT Women's University was established in 1916 by Maharshi Dr. Dhondo Keshav Karve for the cause of promoting women's education. This is one of the first women's universities in all of India and South-East Asia. It strives to provide educational opportunities through an interdisciplinary approach towards incorporating professional, technical, and liberal arts subjects. SNDT Women's University SNDT Women's University has its headquarters at the main office at the Churchgate Campus in Mumbai, but it also has campuses at Juhu (Mumbai), Karve Road (Pune), and Shriwardhan (Raigad).

It has a diverse body of 50,000 students in seven states and a union territory with Ph.D. research programs across six institutions. Coming to the Week-Hansa Research ranking of 2020, the university garners an excellent rank as the 32nd multidisciplinary institute in India and the fourth in the western part of the same. The university conducts studies in journalism and public communication at only two campuses, which are - Juhu Campus and the Pune Campus.

1) **SNDT Campus of Juhu**

The UDEE is a department established in 1982, which falls under the Home Science department and is primarily concerned with the dissemination of information to the general public for several disciplines of Home Science. Its primary objective is to enhance the capacity of individuals by equipping them with the efficient use of the resources and technologies available. One of UDEE's thrust areas is extension education, and its thrust is on capacity-building and community development programs. The department involves the staff and students in regular fieldwork, including rural areas and urban slums, to provide students with hands-on learning experiences. Over 250 research studies, dissertations and a large number of print, audio, and video works have been produced by the department. Senior academicians from sociology, education, communication, and home science lead the department.

Recognizing the crucial role media play in extension work, UDEE launched postgraduate programs in communication and media as part of its commitment to innovation and adaptability. The department also offers skill-training courses on diverse topics for students, teachers, and anyone else interested, including research writing, film analysis, and presenting techniques, which meet the needs of all those interested. The department was renamed the "Department of Extension & Communication" in July 2020 as a better reflection of its broader mission. There are currently two faculties through which programs are offered:

- Science & Technology Faculty: Master of Science in Extension & Communication
- Multidisciplinary Studies Faculty: Master of Arts in Media & Communication

2) SNDT Campus in Pune

A strong belief in the power of education led Maharshi Dhondo Keshav Karve to establish an Ashram at Hinge, Poona, in 1896 to provide instruction to widows and other women. The Mahila College was established with only five students; the Hindu Widows Home Association was later renamed as the Indian Women's University in 1916. Later, 24 acres of land were acquired in Yerandavana, Poona, for the construction of the institution, which eventually came to be known as SNDT Women's University in the year 1921.

4B.16.2 Journalism Programmes offered

The SNDT UDEE department offers the following courses:

Table 4B.16.2.1: Journalism programmes offered by SNDT UDEE

Sl no	Name of the programme	Eligibility
1	MSc in Extension & Communication	Graduation with 45%
2	M.A. in Media & Communication	Graduation with 45%

SNDT Pune campus is offering the following courses under the Department of Communication & Media Studies:

Table 4B.16.2.2: Journalism programmes offered by SNDT Pune

Sl no	Name of the programme	Eligibility
1	Master of Science (M Sc.: Communication Media for Children)	Graduation with 45%
2	Master of Science (M Sc.: Nutrition and health communication)	Graduation with 45%
3	Master of Arts in Media and Communication	Graduation with 45%

4B.16.3 Teaching Methodology

Best practices of SNDT include a focus on experiential learning and field-based training, establishment of contacts between academia and business through flagship events such as Media Mantra, involvement of peer evaluation, seminars, research, and internships in the curriculum. Below is a summary of the teaching methodology followed across SNDT UDEE and SNDT Pune:

1. **Theory-Based Learning:** The curriculum lays a strong theoretical background by looking into media studies, theories of communication, and the social and historical background of the media.

A theory-based approach is expected to provide students with a broad view of how the media shapes politics, cultures, and opinions in society while helping them critically examine their own place in society.

2. **Hands-on Practitioners Training**: The department focuses on practical learning through hands-on experience through lab work, studio sessions, and multimedia assignments in which students can practice their skills in digital media, photography, audio recording, and video production. Students are given hands-on experience in media production and content development by using quality tools and software.

3. **Project-Based Learning and Live Assignments**: Project-based learning has students tap into their skills to produce real media projects, including internet campaigns, radio broadcasts, short films, and PSAs. As part of the curriculum, live tasks are designed to help students build a professional portfolio, acting as approximations of industrial settings that can be news pieces to be produced, ideas for social media strategies, or interviewing people.

4. **Customized Mentoring and Coaching:** The teachers give appropriate attention to every child to understand the area of their strengths and weaknesses. Small class sizes enable the provision of intense mentoring and feedback, thereby allowing experimentation with ideas in a safety valve.

5. **Group Projects and Teamwork:** Most projects will, on average, require students to work in teams, thereby encouraging cooperation and the importance of teamwork inside the media production setting. Group work allows students to learn from one another and can enhance their skills in communicating, coordinating, and also creative problem solving.

6. **Industrial Experience and Guest Lectures:** The Department organizes seminars, workshops, and guest lectures by experts from the profession, such as public relations officers, journalists, filmmakers, and media planners. Arrangement of such seminars will keep students abreast of the latest developments in the field of media and communication. These workshops provide students with first-hand information on the practices, problems, and new trends in the field.

7. **Field work and internships:** The curriculum contains a small part of fieldwork, under which students experience life outside the classroom, such as conducting interviews with people, writing reports about events, or making documentaries in real-life settings. Another aspect is an internship, which most students take on after completing the course. Internships expose students to practical work at the production studio, media outlets, public relations companies, or digital agencies.

8. Sessions and Workshops for Developing Skills: The skills developed at workshops include scriptwriting, video editing, photography, social media management, and multimedia storytelling. Workshops are tailored to suit the industry's needs.

9. Focus on Digital Literacy and New Media: Curricula are designed to keep pace with the fluid landscape of digital media so that teaching data analytics, digital marketing, social media content creation, and online communication can be accomplished.

10. Emphasis on Research and Analytical Skills: The department provides research-focused learning to the students through courses in audience studies, data analysis, and media research methodologies. Students are instructed in data interpretation, media effect assessments, and research methodology. The students in research projects develop their analytical skills, which are very important for work in journalism, media research, or strategic communication.

4B.16.4 Department Infrastructure

SNDT's infrastructure includes basic IT facilities and necessary media services outsourced from professional setups. The department's Resource Centre provides access to conference publications, books, monographs, films, and research dissertations. Key infrastructural features available at SNDT UDEE and SNDT Pune are summarized as follows:

1. **Media Production studio:** The department has a media production studio in which the students can produce audio-visual materials for the projects and extension activities undertaken by the

department. With the workstations, editing software, and audio and video recording equipment, the students can produce instructional films, information for community awareness, and digital presentations.

2. Audio-Visual Studio: An adequately equipped audio-visual studio is available for community communication and extension. The studio is designed to record interviews, create community messages, and author educational materials for various outreach programs. Students are expected to gain practical experience in digital storytelling and video production through this setup.

3. Computer Lab and Digital Learning Tools: Students working on digital communication and community education projects can benefit from the department's computer lab, furnished with programs for graphic design, video editing, and digital content management. Students can also produce multimedia content, presentations, and posters for the education and community awareness campaigns.

4. Research and Data Analysis Lab: The Department is offering a research lab to help field research and community-based surveys by providing a major orientation on data analysis software in SPSS and other statistical tools. Students can further study data generated from field work and evaluate the findings of community-based activities.

4B.16.5 Placement Scenario

At SNDT Women's University in Mumbai, the Department of Extension and Communication supports their students with the choice of options for placement and career counselling relating to employment under media, education, development communication, and community outreach. The following is a summary of the placement potential and opportunities available within the department:

1. **Career Services and Placement Cell**: The Department of Extension and Communication Placement Cell is concentrated within the university. The college informs the students about the vacancies, provides them with career counselling and job placement. Career workshops, resume-building sessions, and interview preparations are organized for the students on a regular basis.

2. **Industry Experience and Internships:** The department has internships as part of its curriculum, and it often lead to job offers for students after graduation. Students mainly intern in non-governmental and governmental organizations, media houses, CSR departments, research groups, and community engagement, amongst others.

3. **Cooperation with Development Organizations and NGOs:** The department cooperates with development organizations and NGOs, which require graduates with exposure in extension education and community development. Students can contribute to social impact projects and community initiatives as community organizers, project assistants, program officers, and field researchers among others.

6. **Freelance and Entrepreneurial opportunities**: The department encourages an entrepreneurial mindset and freelance opportunities for students in media consultancy, social media outreach and content creation.

At SNDT Women's University in Pune, a placement unit is available to assist the students in this transition from school to employment in communication, media, and allied industries. An overview of the assistance provided by this unit is detailed below:

1. **Placement Support:** The faculty can engage in specialized support in obtaining employment opportunities in the communication and media field due to its association with SNDT's central placement cell. Students are prepared for industry standards with career counselling, resume writing, and interview techniques from placement coordinators.

2. **Industry Partnerships and Campus Recruitment:** The department has collaborations with production studios, media houses, PR houses, digital marketing agencies, and radio and television stations. These partnerships help in campus recruitments and portfolio reviews.

3. **Internships:** form a crucial part of the course, which gives students hands-on experience and expands professional networks, which in turn, lead to job placement. The students take up internships with widely known media houses, PR agencies, houses of content creation, and NGOs to gain practical experience.

4. **Career Workshops and Skill Development Sessions:** The placement cell trains the students by offering courses on professional networking, interview techniques, and resume writing to propel them forward in the job market.

5. **Industry Network and Alumni Linkage:** The Industry and Alumni network helps in keeping students abreast of the latest developments and employment possibilities in communication and the media. This happens through regular meetup events organized on the campus.

6. **Freelance and Entrepreneurial Opportunities:** The placement cell facilitates students for freelancing and entrepreneurial undertakings in media consultancy, digital marketing and content creation. A variety of resources and workshops are designed to help people get started with entrepreneurial ventures and explore freelancing opportunities.

4B.17 MGM University

4B.17.1 Brief overview

Mahatma Gandhi Mission (MGM) University is rooted in the philosophy and ideology of Mahatma Gandhi, and it was established in the year 1982 in the city of Chhatrapati Sambhajinagar.

College of Mass Communication & Journalism

The College of Journalism at MGM University was established in 1993. CJMC was one of the first institutes to impart the study of journalism in the region. To cater to the needs of the modern media industry, the institution developed various undergraduate, graduate, diploma, and short-term courses in journalism and mass communication.

4B.17.2 Journalism Programmes offered

Below are the programmes offered by the CJMC:

Table 4B.17.2: Journalism programmes offered by CJMC

Sl no	Name of the programme	Intake	Eligibility
1	B.A. (Hons.) Mass Communication& Journalism	40	12th pass with min 45%
2	B.A. International Journalism & Electronic Media	30	12th pass with min 45%
3	M.A. in Mass Communication & Journalism	20	Graduation with min 45%
4	M.A. Broadcast Communication	20	Graduation with min 45%
5	Ph.D. (Mass Communication & Journalism)	-	M.A. journalism & mass communication with min 55%
6	Certificate Programme in Radio Jockey	10	10th Pass
7	Certificate Program in Video Production	20	10+2 with 45%

4B.17.3 Teaching methodology

The following points can be used to summarize the teaching methodology for MGM University:

1) Student-centric: The student-centric approach of the university emphasizes complete education for all its students. In their interactions and participation in a wide range of activities, students are exposed to significant social and cultural aspects of life. With regards to this, the University also aims at imbibing an appreciation of heritage and modern art forms, an appreciation of duty towards society, and a relationship with the environment through green, sustainable activities.

2) Learning by Doing: All MGM University programs comprise project-based learning and problem-based learning techniques. Education is supplemented with a practical curriculum based on enterprise and industrial relevance.

3) Choice-Based Credit System & Outcome: The University has incorporated Learning Outcome-based Curriculum Framework (LOCF) for the curriculum in all of its programmes, as per the guidelines of the University Grants Commission (UGC).

4) Industry-specific Curriculum: The Curriculum of each program is designed to equip students with employable skills. Apart from state-of-the-art technology and skill sets, the curriculum leverages industry expert analysis and forecasts about the future, helping students decide on the next steps of their professional journey.

5) Industry visits: MGM University frequently organizes visits to industries for students. Students can also apply for internships with the partnering organizations.

6) Faculty Development: Regular expert training sessions are organized by prominent businesses and groups in partnership with the institution. This keeps the academic members abreast of the latest developments in the field.

7) Favourable Learning Environment: The University's culture encourages early entrepreneurship training, open communication, individualized guidance complemented by training at every stage to prepare the student for industry placement.

4B.17.4 Department Infrastructure

Details of the facilities provided by the Department are mentioned below:

1) KRC Library, or Knowledge Resource Centre

Knowledge Resource Centre (KRC Library) at CJMC is a well-stocked library with more than 6000 volumes of books and bound research journals related to the various aspects of journalism and mass communication. Besides, the library has subscriptions to 25 major newspapers, 30 magazines, and more than 20 national and international research journals. The library is digitized and has reference and research sections with a newspaper clipping service.

2) Computer Lab

The department has a computer lab that is well-equipped with modern, Wi-Fi-enabled machines to teach the techniques of newspaper layout and pagination. Licensed up-to-date applications on PCs such as Adobe Photoshop, Adobe In-Design, and Corel Draw can be used by students to improve their pagination ability and newspaper layout principles.

3) Youngistan News Website

Youngistan news portal is a specific platform for students wherein the processes of gathering, reporting, analysing, and disseminating news and information are carried out actively by students. To collect, process, and publish the news on the web and YouTube channel, they can engage in activities similar to those of news anchors, reporters, content writers, editors, cameramen, etc.

4) The Editing Studio

Five studio suites, part of the Alfred Hitchcock Edit Bay, have high-performance computer systems installed with licensed software, including Final Cut Pro X.5) Colour Lab.

6) Animation & VFX Lab

CJMC offers a special lab for VFX and animation. Software applications used are Maya, After-effect and 3D Max.

7) Keki Moos Studio of Photography

This is the master studio with state-of-the-art photography equipment for filming. The studio, 30 feet by 40 feet, includes a makeup area as well. All lens sizes from 10mm to 800mm, including tilt-shift lenses, introductory D-5 cameras, as well as mirrorless Z6 cameras, are available for use. Students can experiment thoroughly with angles and numerous photographic practices to achieve frames of their choice.

8) Sound Studio

Amadeus Symphony Studio with Protocols, Logic Pro X software, among other technical facilities such as on-location sound, dubbing, and foley at CJMC, enables smooth audio recording, voice-over for sound projects.

9) Chromatic Studio

All equipment, including teleprompters, microphones, cameras, professional lights, an editing bay, and a production control system, is present in the chroma studio to give the anchor shoots practical experience and also equip them to work effectively from anywhere in the country.

10) The Preview Theatre

This theatre provides students with the opportunity to witness the whole process of compiling a news report, thereby helping identify corrections or amendments required in the bulletin. The 4K projection and 9.2.1 Dolby sound system of the Chitrapati Dr. V. Shantaram Theatre enhance the audio-visual practical work experience of the students.

11) MGM 90.8 FM radio

Radio MGM 90.8 FM is a community radio station, which is very active within a 35-kilometre radius around Aurangabad. It does not have any commercial objective and offers an independent, locally driven voice dependent on the community to survive. It is a place where students of CJMC can witness and learn from live demonstrations of how a radio station functions.

12) Integrated Digital Newsroom

CJMC also has an Integrated Digital Newsroom equipped with the latest production tools, such as teleprompters, cameras, professional lights, a production control system, an editing bay, and even 360-degree cameras. This enables students to produce news items and transform text, images, and recordings of audio and video into multimedia items.

4B.17.5 Placement scenario

There is no department-level dedicated placement cell, but there is a central cell for the University. The University has tie-ups with esteemed media houses, including Sakal, The Hindu, Divya Marathi, Etv Bharat, NEWJ, Yuva Mitra, Radio Orange, Radio Mirchi, ABP Majha, Dainik Bhaskar, Lokmat, and more, through its Alumni association.

4B.18 Gondhawana University

4B.18.1 Brief overview

Gondwana University is a public university established on September 27, 2011, in Gadchiroli, Maharashtra. Gondwana University is an Indian University having a direct affiliation with the University Grants Commission of India. The university provides undergraduate, graduate, and doctorate-level courses in arts, science, business, engineering, technology, law, and management streams. It grants equal importance to both the ancient and modern streams of study to meet the requirements of the students.

Department of Mass Communication

The Department of Public Communication at Gondwana University aims to equip students with the necessary skills in media studies and public communication. It houses a team of experienced professors specialised in the various dimensions of media studies and mass communication. Students are engaged in research work, and faculty members are also encouraged to conduct their research. Admission is based on merit according to the university's entrance tests.

4B.18.2 Journalism Programmes offered

Below are the programmes offered by the Department of Mass Communication:

Table 4B.18.2: Journalism programmes offered by Gondhawana University

Sl No	Name of the programme	Intake	Eligibility
1	Bachelor of Arts (B.A.) in Mass Communication	30	12th pass with 55%
2	Master of Arts (M.A.) in Mass Communication	30	Graduation with min of 55%

Sl No	Name of the programme	Intake	Eligibility
3	Ph.D.	-	M.A. in Journalism & Mass Communication with min of 55%

4B.18.3 Teaching methodology

Below is the summary of the teaching methodology, followed by the Department of Mass Communication, Gondwana University:

1. **Practical Introduction of Theory-Based Learning:** Practical and theoretical learning is complemented with real-life examples and practical tasks to allow students to apply concepts learnt to specific scenarios. The fundamentals of mass communication are taught within the context of media theory, communication models and journalism history.

2. Project-Based Learning and Practical Training: Experiential learning is the general emphasis through project-based assignments in media production, news reporting, content development, radio and television production and print journalism. The application of digital media enables students to acquire hands-on skills and boost their confidence to operate under different media circumstances.

3. Seminars, Guest Lectures and Workshops: Regular workshops and seminars are conducted with journalists, media and industry experts. It provides insight into newly developed methods, technologies, and trends in the sector. Guest lectures by professional experts expose the students to contemporary industry practices and networking possibilities.

4. Internships and Fieldwork: Students can get experience outside the classroom through field projects that could include community reporting and coverage of local events. Besides, internships are also encouraged with media companies, public relations businesses, or advertising agencies.

5. Use of Media Production Labs and Equipment: Students can produce audio-visual projects in media laboratories equipped with cameras, audio recorders, and editing software. To equip the students to manage contemporary media tools and technologies, the students are trained in the use of industry-standard software for graphic design, sound production, and video editing.

6. Simulation of Production and Newsroom Environment: To simulate real-life news production, the students participate in simulated newsroom scenarios in which they cover stories, produce news items, and edit information under time constraints. Students who are involved in this can learn to work in teams and come up with solutions under time constraints.

7. Media Responsibility and Ethics: The important elements of the curriculum include media ethics, social responsibility, and journalism law, with all of them focusing on ethical reporting, neutrality, and accuracy in journalism.

8. Developing Digital Skills and New Media: Students are kept informed about the industry trends of becoming digital-platform-rich through curriculum-integrated learning in CMS, social media analytics, and strategies for online engagement. Students who pass courses in social media, digital storytelling, and multimedia production acquire new media skills that prepare them for jobs in content production and digital journalism.

9. Development of Research and Analytical Skills: Students are encouraged to carry out media research, analysis of the statistics of the audience, and observe trends in communications.

10. Collaborative Learning and Group Projects: Team-based assignments and group projects like short films, public relations campaigns, or even multimedia projects, encourage cooperation among students and mirror the teamwork of the actual media production environments.

4B.18.4 Department Infrastructure

The facilities of the department include state-of-the-art production studios, media laboratories, and audio-visual equipment to complement hands-on instruction. The department also has an extensive collection of books, periodicals, and online materials on media studies and public communication that is well-stocked.

4B.18.5 Placement scenario

The university has a shared placement cell. Graduates can work in any of the streams like public relations, digital media, journalism, radio, advertising and content production. The department supports its students with career counselling to achieve placement in reputed media houses.

4B.19 Tilak Maharashtra Vidyapeeth

4B.19.1 Brief overview

Tilak Maharashtra Vidyapeeth (TMV) was established on May 6, 1921, on the recommendation of Karmaveer Peeth's Shrimat Shankaracharya, while presiding over the inaugural Maharashtra Provincial Conference. The first chancellor of TMV was the great scholar Shri Shankaracharya Vidyashankar Bharati, popularly known as Dr.Kurtakoti. TMV was acclaimed worldwide for its works in the fields of Sanskrit and Ayurveda, apart from its degree courses in Arts, Management, Commerce, and Engineering. The University Grants Commission (UGC) conferred "Deemed to be University" status in 1987 on TMV as an appreciation of its excellence in Sanskrit, Ayurveda, the social sciences, and distance learning.

Before IGNOU and YCMOU came into existence, TMV was one of the pioneers of distance education through its B.A. program in 1985. Besides focusing on its core strengths in Social Sciences, Ayurveda, and Sanskrit, TMV added programs like BHMCT, B.Sc. Nursing, BPT, and

LL.B. after receiving approval from the statutory councils NCTE, AICTE, INC, MSCOTP and BCI. Prominent personalities who visited this institution appreciated the unique culture and steadfast research efforts of the institution, and some of them include Jawaharlal Nehru, Mahatma Gandhi, Dr. Zakir Husain, Dr. Shankar Dayal Sharma, Dr. Raghunath Mashelkar, Dr. Anil Kakodkar, Shri. Sharad Pawar, and Shri. Pranab Mukherji.

Journalism and Mass Communication Department

The Department of Journalism & Mass Communication falls under the faculty of Modern Sciences and Professional Skills of TMV. With the objective of providing young minds with the requisite skills and knowledge to deal with the rapidly evolving media industry, Tilak Maharashtra Vidyapeeth (TMV) established the Department of Media and Digital Arts in 2006-07. The department closely follows all the rules of the UGC to ensure proper maintenance of academic standards. The various postgraduate, graduate, diploma, and certificate programmes of the JMC department of TMV offer a range of programmes to cater to a wide spectrum of interests and professional goals in media and digital arts. Other specialized knowledge and skills provided by the Department include Digital Design, Visual Effects (VFX), Special Effects (SFX), 2D and 3D Animation, Acting Techniques, and Drawing and Painting Techniques in several significant fields.

4B.19.2 Journalism Programmes offered

The table below lists down the programmes offered by the Department of Journalism and Mass Communication.

Table 4B.19.2: Journalism programmes offered by Tilak Maharashtra Vidyapeeth

Sl no	Programme name	Duration	Qualification
1	B.A. in Journalism & Mass Communication	3 years (6 semesters)	10+2 pass

Sl no	Programme name	Duration	Qualification
2	B.A. in Journalism & Mass Communication (Specialization: TV)	3 years (6 semesters)	10+2 pass
3	B.A. in Photography	3 years (6 semesters)	10+2 pass
4	B.Sc. in Professional Audio Technology	3 years (6 semesters)	10+2 pass
5	B.A. in Music Production	3 years (6 semesters)	10+2 pass
6	M.A. in Mass Comm	2 years (4 semesters)	Graduation in any discipline & Entrance
7	M.A. in Mass Comm (Specialization: AD & PR)	2 years (4 semesters)	Graduation in any discipline & Entrance
8	Bachelor of Journalism	1 year (2 semesters)	Graduation in any discipline
9	Master of Journalism	1 year (2 semesters)	Postgraduate degree in Journalism

4B.19.3 Teaching methodology

Tilak Maharashtra Vidyapeeth (TMV) Department of Mass Communication uses an innovative and diverse teaching methodology to provide basic orientation to the subject matter, coupled with practical skills. The following are the major elements of the teaching methodology:

1. Lecture sessions involving:

a. Content Presentation: Interactive lectures with compelling presentations are conducted, keeping in mind the conversation-oriented output for the students.

a. Multimedia Application: Complement with slides, documentaries, and films to capture attention and improve understanding.

2. Productive Seminars:

a. Training in Action: Many seminars take place in graphic designing, scriptwriting, photography, video making, and editing.

b. Involvement of Field Experts: Most of the seminars feature field experts who share their experience and throw light on real-life situations.

3. Assignments & Field Work:

a. Field Experience: The students take on field assignments like reporting, documentary filming, and interviewing to put what they have learned in class into practice.

b. Group initiatives: Group activities foster teamwork and collaboration, which are fundamental aspects of the media industry.

4. Internships:

a. Professional Exposure: Mandatory internships give students professional exposure and networking opportunities in production companies, PR firms, media houses, as well as advertising agencies.

b. Mentorship: Industry mentors can guide students in finding more insight into career paths and professional skills.

5. Seminars and Guest Lectures:

a. Expert Insights: Frequent guest lectures and seminars by journalists, media professionals, filmmakers, and academics expose different viewpoints and industrial trends.

b. Q&A Sessions: Students can get their relevant questions answered during the interactive sessions with guests.

6. Case Studies and Analysis:

a. Critical Thinking: The study of case studies on news reports, media campaigns, and communication tactics fosters the development of analytical and critical thinking skills.

b. Discussion-Based Learning: This fosters debates and discussions, thereby enabling the students to form a holistic perspective of any situation.

7. Use of Technology:

a. Digital Tools: The latest software and other digital tools used in producing and transmitting the media are deployed to further improve the practical skills of students.

b. Internet Resources: E-books, digital libraries, and online learning sites are also available for second-level learning.

8. Simulation Exercises:

a. Role-playing: For students to be exposed to real-life situations, simulations of press conferences, newsroom environments, as well as meetings for advertisement pitches are used.

b. Crisis Management simulation exercises: This enables the student to learn how to manage media crises as well as devise communication plans during stressful conditions.

9. Testing and Review:

a. Regular testing: Test, assignments, presentations, and real-life projects are conducted regularly to assess students' progress.

b. Constructive review: Performance review on students, conducted from time to time, can help them identify their strengths and improvements to be made.

10. Research and Publications:

a. Research Projects: Encouragement of research activities that enhance scholarly development as well as the understanding of the real world.

b. Publishing Opportunities: Students are also motivated to publish papers in conferences or to submit research findings to journals for publication.

11. Student media outlet:

There is a campus-based media outlet for publishing newsletters and content on University-owned internet sites for administrative, training and other content handling purposes.

12. Cultural and Extra-curricular activities:

Theatre plays, film festivals, and media-based competitions are organized to boost students' creativity and broaden their perspective on cultural and group activities.

4B.19.4 Department Infrastructure

The Tilak Maharashtra Vidyapeeth (TMV) Department of Mass Communication has the latest facilities to provide students with in-depth instruction and hands-on training. The classrooms of the department are spacious enough to accommodate a sound system, smart boards, and projectors to aid multimedia presentations, interactive learning, supporting research, online projects, and other activities in the digital media field. The Department boasts an internet-enabled modern media lab that is equipped with computers equipped with the latest software for graphic design and video editing, as well as other similar media-related works.

The Department maintains a broadcast studio to record and produce TV shows, news segments, and other media content with top-notch cameras, microphones, and lighting equipment. There are

also specialized areas equipped with up-to-date editing software for post-production operations. The Department also features a podcast recording setup whereby students can create and broadcast their shows, increasing the chances of improving production and journalistic capabilities.

Multiple DSLR and mirrorless cameras are available for honing the photography skills of students. Studio lighting and accessories for professional picture sessions are also available in a set. One of the key resources of the Department is a studio fully equipped with Dolby Atmos Surround Sound. The Central Library of the Vidyapeeth houses a large collection of books, periodicals, and digital resources related to Mass Communication, Journalism, Advertising, Cinema, Photography, and Media Studies. A WiFi-enabled campus ensures that the students have access to online materials on the go.

The available seminar and conference rooms are also utilized for organizing workshops, guest lectures, seminars and conferences. The rooms are equipped with projectors, sound systems, and seating arrangements. There are specific areas where training sessions can be carried out with hands-on sessions on topics concerning media production and mass communication.

4B.19.5 Placement scenario

There exists only one single central student-run placement cell at Vidyapeeth, which is led by a Chairperson. The Placement Cell aims to ensure success for students post-graduation through impressive placement opportunities while providing recruiters easy access to the cream of the crop from Vidyapeeth.

The department has tie-ups with top media companies, which help the students in availing internship offers, workshop opportunities, and guest lecturer programs. These collaborations also help students obtain job placements. The curriculum of the department includes fieldwork, internships, and other practical projects, which are largely sought by employers. The alumni of the department also help the current students by sharing their experiences, providing guidance and tips for placements by using their contacts in the industry. Regular training exercises, workshops, and

career counselling services are also offered in a bid to prepare students for their professional lives. These exercises enhance the students' interview and résumé-writing skills, as well as their overall professional etiquette. TMV also encourages entrepreneurship through various programs to equip aspiring business owners with the foundational knowledge required in the context of the communication and media industries.

Graduates from TMV's Mass Communication program have a broad scope of career options across diverse areas such as journalism, public relations, advertising, digital media, content development, film production, and corporate communications. Some of the renowned recruiters include Sakal, Jai Maharashtra, Pudhari, Maharashtra Times, Times of India, Kesari, Rajya Loktantra, Saam TV, TV9, ABP Majha, Lok Satta, Lokmat, Zee 24 Taas, etc.

4B.20 MIT World Peace University

4B.20.1 Brief overview

In 1983, the MIT World Peace University (MIT-WPU) was founded. MIT-WPU offers over 150 undergraduate and graduate programs with the perfect mix of academic study and real-world application. The curriculum at MIT-WPU focuses on experiential learning, immersion internships and sound mentor-mentee relations that can help the students grow in all aspects of life. MIT-WPU has 12 different schools and 32 departments and offers over 150 programs within the sprawling campus.

Department of Media and Communication

The School of Liberal Arts is under the Faculty of Arts, Design & Humanities, owned by the MIT-WPU. The curriculum encompasses a wide variety of subjects in Sociology, Media and Communications, Literature, Philosophy, Filmmaking, and the Fine Arts. The MIT School of Liberal Arts houses the Department of Media & Communication. Along with undergraduate, graduate programs, the Department of Media and Communication at MIT World Peace University

focuses on developing critical and analytical abilities while teaching students about sophisticated interactions between communication media and society.

4B.20.2 Journalism Programmes offered

The table below lists down the programmes offered by the Department of Media and Communication.

Table 4B.20.2: Journalism programmes offered by MIT WPU

Sl no	Programme name	Duration	Qualification
1	B.A. in Media & Communication	3 years (6 semesters)	12th pass
2	M.A. in Media & Communication	2 years (4 semesters)	Entrance exam & graduation in any discipline

4B.20.3 Teaching Methodology

The Department of Media and Communication, MIT World Peace University (MIT-WPU), employs a pedagogy that uses theoretical lectures, tutorials, presentations in class, and industry-specific tasks as part of its methodology. There is a focus on emerging technologies and web-based media to ensure that the students can have a wide range of career opportunities in media, broadcasting, journalism, and communication. Below is a summary of the teaching methodology:

1. Theoretical Foundations: The programs intend to focus on key concepts, models, and historical perspectives to equip the students with a solid theoretical underpinning in media and communication. Included among these are media law, communications theory, and media ethics, to mention a few.

2. Applied Activity: The emphasis is on using theoretical knowledge in real applications. For example, to mirror industrial situations, students are engaged in projects that mimic industrial operations, simulations, and other practical tasks. This can be the production of media content, market research, and communication planning.

3. Blended Learning: The department will incorporate both traditional lectures in the classroom and the latest electronic instrumentation. Multimedia content, e-learning platforms, and online resources will complement classroom learning with a conducive learning atmosphere.

4. Field-Oriented Assignments: The projects and assignments account for the learning on the current trends and practices in the field. To make sure learning could be applied to the real world, students very often work with industry partners in actual projects, case studies and ad campaigns.

5. Interactive Sessions: The curriculum of the course consists of interactive sessions by the academicians, industry professionals, and guest lecturers. Such workshops enable the students to gain real-world insight, networking benefits, and up-to-date industry expertise.

6. Workshops and Seminars: The current skills of the students are developed through recurrent workshops and seminars in areas such as multimedia journalism, content writing, public speaking, and digital media making. Such workshops often involve professionals from the respective industry.

7. Internships and Field Work: Provided within the course of study, internships afford the students some practical experience in media and communications settings.

8. **Mentorship and guidance:** Individualized mentorship and guidance are stressed to provide an ideal learning environment for the students. Faculty members with industry background, along with other seasoned educators, offer one-to-one support to facilitate the student's entry to the professional world.

9. Collaborative Learning: The group projects and exercises of cooperative learning are intended to foster problem-solving abilities, improve collaboration and communication skills through peer learning and knowledge sharing.

10. Emerging Technology Focus: The curriculum includes the latest media and communication technology advancements. This enables students to learn about the different social media platforms, digital technologies, content management solutions, and other new technologies that are shaping the future of the industry.

4B.20.4 Department Infrastructure

Some of the important aspects of the infrastructure of the department at MIT World Peace University (MIT-WPU) are as follows:

1. Advanced Media Labs: These labs are backed by state-of-the-art technology and software, where students can work on any digital media platform, graphics, audio, and video on the best professional equipment.

2. **Broadcast Studios:** The department has fully functional radio and television studios where students can get hands-on practice in broadcasting. The studios come with high-definition cameras, green screens, teleprompters, and professional audio equipment.

3. Newspaper Simulation: A simulated newsroom setting with live transmission capabilities can help students appreciate how a real newspaper works and is developed, written, and edited.

4. Digital Media Lab: The lab allows students to access all the resources required in the integration of the new digital technology in social media campaign development, as well as in digital marketing strategies and creation/distribution of online content.

5. Photography Studio: There is a fully equipped studio with high-resolution cameras, professional lighting, and backgrounds where students can hone their photographic and visual storytelling skills.

6. Mac Lab: There exists a fully equipped lab with Apple Mac computers, known for robust performance and specific applications for multimedia creation, graphic design, and video editing.

7. Editing Rooms: Post-production assignments can be completed in a soundproof, professional setting with the latest tools in a dedicated editing room.

8. Sound Studio: Professional quality sound studio equipped with state-of-the-art technology for recording and mixing to enable students to produce high-quality audio for various media productions.

9. Seminar and Conference Rooms: These halls have modern audiovisual facilities and are used for joint sessions with professionals, guest lectures, seminars, and workshops.

10. Library and Resource Centre: It is an integrated library with a very good collection of books, periodicals, online resources on journalism, media, communication, and other related topics. Online databases and study resources are accessed through the resource centre.

11. Wi-Fi and IT support: The Department is Wi-Fi enabled, and students are supported by IT teams to solve any technical problems, ensuring that all the digital learning tools and resources function efficiently.

12. Shared Spaces: Meeting rooms and open areas are available for brainstorming, discussions, and cooperative initiatives to facilitate an innovative and dynamic learning environment.

13. Screening Room: This is equipped with surround sound and high-definition projection for movie, documentary, or any other multimedia screening and analysis.

4B.20.5 Placement scenario

WPU's Department of Media & Communication does not have a specific placement cell. The general institution has a central placement cell that interacts with all departments primarily to upskill and help students in making the right choices to fulfil their future professional objectives. The Placement Cell interacts with visiting recruiters at each step of the placement process, supporting students completely. While preparing for written exams, interviews, pre-placement exchanges, and group discussions, the needs of recruiting firms are considered. Students are also supported in identifying job profiles that match their credentials and abilities. The Department has close relations with industry experts who often visit the campus to interact with the students for workshops, interactive sessions, and guest lectures.

Graduates from the department can seek employment in areas such as corporate communications, journalism, public relations, advertising, digital marketing, content production, or broadcasting, among many other related fields of the industry. Some of the prominent recruiters include The Times of India, Zee Media, NDTV, The Hindu, Ogilvy & Mather, Wunderman Thompson, and many more. The placement rate for the Department is quite decent, and a considerable number of the students get placed before the completion of the course. After final placements, the department arranges internships with reputed companies, exposing students to the industry with real-life work experience.

4B.21 MIT ADT University

4B.21.1 Brief overview

MIT Art, Design and Technology University (ADT) was granted the status of a separate university in the year 2016, in Loni Kalbhor, Pune, according to the MIT Art, Design and Technology University Act, 2015.

MIT ISBJ

MIT International School of Broadcasting and Journalism (ISBJ) is a school within MIT ADT University in Pune, Maharashtra, specialising in media education and training. It offers B.A., M.A., and Ph.D. programs in Journalism and Mass Communication, with specializations in Journalism, Strategic Communication, and New Media.

4B.21.2 Journalism Programmes offered

The table below lists down the programmes offered by MIT ISBJ.

Table 4B.21.2: Journalism programmes offered by MIT ISBJ

Sl no	Programme offered	Intake	Eligibility
1	B.A. in Journalism and Mass Communication	60	12th pass
2	M.A. in Journalism and Mass Communication	30	Graduation pass
3	Ph.D.	-	M.A. in Journalism & Mass Communication with 55%

4B.21.3 Teaching Methodology

The approach to teaching followed by the School of Journalism and Mass Communication of MIT ADT University in Pune includes the following features:

1. Blended Approach to Teaching

Theoretical and Conceptual Courses build up the theoretical foundations of media theories, ethics, and communication models, while also equipping students with practical skills. With this blend, the students are expected to understand the "why" of the "how."

2. Practical and Industry-Oriented Training

MIT ADT ISBJ stresses skills acquisition through actual projects in the form of workshops and laboratories. There are media labs provided with digital studios, rooms for producing, and editing suites, which enable students to gain hands-on experience in the field. The curriculum is complemented with internships with media firms, which help equilibrate the theoretical base taken in the classroom and equip students with practical work experience in digital media, journalism, and broadcasting. Students are also provided with field assignments that engage them directly in the practice of media. Most of the faculty have an industry background, which brings real-world experiences into the classroom as examples and case studies from their professional life. There are regular guest lectures and masterclasses by industry experts presenting contemporary trends and emerging ways in media.

3. Project-Based Learning - Simulated Projects

Students work on hypothetical media projects, including the creation of digital material, periodicals, and news broadcasts. As a by-product, they gain knowledge of how to function in a newsroom or media production setting. Such projects replicate the collaborative dimension of media production, which helps to create both technical competence and teamwork skills.

4. New Media and Digital Skills

The curriculum focuses on digital skills like mobile journalism, social media content creation, video editing, and multimedia storytelling. Students are also trained in basic analytics and digital audience interactions to equip them with a broad range of digital media abilities. Students can utilize online facilities for assignments, extra learning materials, and tests in addition to traditional classes.

5. Media Ethics

Through courses and workshops in media ethics and responsibility, the department emphasizes ethical conduct and encourages its students to be responsible journalists while being fully aware of the social implications of media.

6. Foreign Exposure and Collaborations

ISBJ provides the students with the option of going through exchange programs with foreign media institutions to expose them to global insight in media practices and journalism practices around the world. International case studies are often included with the course material to help students develop a global perspective.

4B.21.4 Department Infrastructure

The International School of Broadcasting & Journalism of MIT ADT University in Pune is equipped with the latest facilities to help students learn media-related subjects through both theoretical knowledge and practical skills. Below is a summary of the same:

To enhance experiential learning, the school has dedicated labs with over 80 systems having licensed professional software, such as Adobe Premiere Pro and Hootsuite. This can be leveraged to teach newspaper design, graphics, and management of advertising campaigns in the media creative lab. There is also a Fact Checker Lab, which teaches fact-checking and fake news

verification as an important skill in the current media environment. The Control Room is equipped with audio and video consoles, allowing for the smooth execution of production and broadcasting work. The Department also has a library with a decent collection of literature and digital resources

4B.21.5 Placement scenario

The International School of Broadcasting & Journalism at MIT ADT University has a dedicated placement cell that supports the placement of Journalism & Mass Communication students. The placement cell supports students with resume writing, career counselling, and practice interviews to enhance the employment prospects for the students.

The department prepares students for careers in print, radio, television, film, and public relations, and it places its students through internships and industry connections. Alumni from the department are engaged in diverse roles from corporate communications executives to reporting, producing, and cinematography. Some of their employers include Infosys, T-Series, Times of India, Think Analytics, Amazon Emmersive Infotech, Aptara New Media, Flag Communications and Tata Technologies.

4B.22 Chhatrapati Shivaji Maharaj University (CSMU)

4B.22.1 Brief overview

The Chhatrapati Shivaji Maharaj University Act of 2018 established a private Chhatrapati Shivaji Maharaj University (CSMU) at Panvel, Navi Mumbai, Maharashtra, India. CSMU offers a diverse range of undergraduate, postgraduate, and doctoral programs across various disciplines, including Engineering, Management, Science, Commerce, Arts, Law, and Education.

School of Journalism and Mass Communication

The School of Journalism and Mass Communication aspires to nurture budding journalists by assessing their core competencies and helping them inculcate the right thought process for the same. Their specially designed courses and pedagogy, shaped by the changing needs of the ever-expanding industry, are seamlessly integrated into diverse fields, which include reporting, editing, journalism and public relations. The school also attempts to expose students to the culture of global media regularly.

4B.22.2 Journalism programmes offered

The Department offers only one course as of now.

Table 4B.22.2: Journalism programmes offered by Journalism Department CSMU

Sl No	Name of the programme	Intake	Eligibility
1	B.A. in Journalism and Mass Communication	30	Passed 10+2 examination or equivalent

4B.22.3 Teaching methodology

The journalism department of Chhatrapati Shivaji Maharaj University (CSMU) follows the approach of interactive concept and practice in the real world for teaching. They are mainly characterized by the following:

1. Industry-Aligned Curriculum: Courses are framed keeping industrial requirements and contemporary trends of international media in consideration. Thus, students are prepared to face an ever-changing and fast-shifting journalism and media scenario.

2. Experiential learning: From reporting to editing to content development and digital media management, students carry out real-world tasks of media production. Fieldwork, internships, and practical projects are also a part of the curriculum.

3. Workshops and Seminars: Regular workshops and seminars led by experienced editors, journalists, and media specialists provide students with industry-specific knowledge, skills, and insights. These seminars benefit the students with an understanding of new media tools, methods, and trends in terms of digital storytelling, multimedia reporting, and investigative journalism.

4. Practical Instruction in Media Production: All media studios and labs are supported by a faculty member who also trains students in all media production skills, such as graphic design, sound recording, video editing, and photojournalism.

5. **Integrated Internship Programs:** The institution has tie-ups with media organisations where students can avail internships, thereby enabling them to connect the dots between the knowledge acquired in class and real-world practicalities under the guidance of industry leaders.

6. Global Media Perspective: Students are challenged to investigate and understand the cultures of media around the globe. Comparative studies in international media ethics and practices introduce students to different ways of reporting and diverse cultural stories, thus preparing them for work in international journalism.

7. Ethics and Responsible Journalism as Prime Focus: The curriculum, through its emphasis on Ethics, helps the students understand the role of journalism in society and adhere to the highest levels of neutrality and truthfulness.

8. Research and Analytical Skills: Students are encouraged to develop research skills to help them verify information, decode data, and critically analyse sources—each an important part of data-driven reporting and any form of investigative journalism.

4B.22.4 Department Infrastructure

The facilities of Chhatrapati Shivaji Maharaj University's (CSMU) Department of Journalism and Mass Communications are summarized as below:

1. Media Labs and Studios: There are audio-visual studios utilising the latest cameras, microphones, lighting and sound systems where the students can engage in broadcasting, filmmaking and preparation of audio-visual material. Students can create radio shows, podcasts, and voice-overs in a specialized audio lab that offers hands-on experience with audio editing, podcasting, and radio broadcasting. The Photography Lab equips them with high-quality cameras, lighting, and editing equipment to develop their technical skills in taking and processing pictures.

2. Digital Media Lab: This lab is equipped with computers running industry-standard multimedia, graphic design, and video editing production tools such as Final Cut Pro and Adobe Creative Suite (Photoshop, Premiere Pro, After Effects), which students can use to fine-tune their skills in digital media.

3. Simulation of the Newsroom: Through this setup, students can be subjected to the 'rules and rhythm' of a professional news organization in an instructional newsroom setting. Included in this configuration are real-time news feeds, a group work desk, publishing, and content management tools.

4. Editing and Production Suites: This provides students with a professional environment to work on audio and video editing projects, simulating the actual media production facilities.

5. Lecture Halls and Seminar Rooms: Modern lecture halls equipped with digital projectors, smart boards, and sophisticated sound systems create an interactive, visually engaging learning space. Seminar rooms can be used for workshops, guest lectures, and small group discussions.

6. Digital Resource Centre and Library: Digital resources include e-books, online journals, and media databases, while a well-stocked library provides a large collection of books, journals, and research papers on journalism and the media.

7. Screening and Conference Room: Students can view and critically analyse documentaries, films, and multimedia productions within a screening room. Moreover, it can be utilized for the group's feedback sessions and student presentations. The conference hall is used for departmental meetings and discussions with the alumni, industry professionals, and visiting lecturers.

8. Networking and High-Speed Internet Facilities: The departmental high-speed Wi-Fi enables students to work online seamlessly to support research, media creation, and content distribution.

4B.22.5 Placement scenario

The Training and Placement Cell at CSMU, with its Corporate Research Centre(CRC), offers training and counselling, organizes guest lectures and visits, conducts placement drives, and provides interview preparation tips. Academics and the CRC work in tandem to nurture the overall potential in students to face any situation that life may throw. The cells boast a decent placement record of close to 73% recruitment in an academic year, with more than 250 recruiters on their campus, out of which 10 companies are part of the Fortune 500.

4B.23 IIMC (Amaravati Campus)

4B.23.1 Brief overview

The Indian Institute of Mass Communication is a premier university in India for training and research in Mass communication and Journalism, and it was established in the year 1965. The University Grants Commission, while recommending it to the Ministry of Education, has deemed the institution to be a University. IIMC conducts research in media studies and mass

communication on a large scale. It publishes reports, research articles, and journals that feed into the professional and scholarly debate of the media.

IIMC works with a number of foreign media organisations and institutions in order to promote faculty and student exchanges, collaborative research initiatives, and international exposure for its students. IIMC has its main campus in New Delhi and five regional campuses located in:

- Dhenkanal (Odisha)
- Aizawl (Mizoram)
- Amravati (Maharashtra)
- Jammu (Jammu and Kashmir)
- Kottayam (Kerala)

Amaravati Campus

This study covers the Amaravati Campus of IIMC, as it is located in Maharashtra. Established in 2011, this centre has grown to offer a range of journalism courses, producing skilled media professionals.

4B.23.2 Journalism Programs offered

IIMC offers various postgraduate diploma courses in different areas of mass communication.

Table 4B.23.2: Journalism programmes offered by IIMC

Sl no	Name of the programme	Intake
1	Postgraduate Diploma in Journalism (English)	20
2	Postgraduate Diploma in Journalism (Hindi)	20

Sl no	Name of the programme	Intake
3	Post Graduate Diploma in Journalism (Marathi)	20
4	Postgraduate Diploma in Advertising and Public Relations	20
5	Postgraduate Diploma in Radio and TV Journalism	20
6	Postgraduate Diploma in Digital Media	20
7	Diploma in Development Journalism:	20

All these courses are currently offered for 20 seats. The campus offers journalism courses in multiple languages, catering to the diverse linguistic landscape of India and preparing students for careers in regional and national media.

4B.23.3 Teaching methodology

The Indian Institute of Mass Communication Amravati Campus follows a strong and engaging teaching approach to prepare students with the knowledge and skills required to practice in mass communication and journalism profession. The following points explain the broad features of IIMC Amravati's approach to teaching:

1) Instruction with real-world activities and practice

Practical experience can be obtained in news writing, editing, and multimedia by conducting sessions in well-equipped computer laboratories and media production facilities. To make the environment and requirements similar to those of professional journalism, students are usually assigned field reporting and other work to cover actual stories and events. Students are sent on field assignments to report on stories and happenings from the real world to reproduce the setting

and demands of professional journalism. Students also learn about digital journalism, managing social media and online content creation to keep their skills in sync with the industry trends. Students are engaged in research projects on a variety of topics in media and communication to develop their analytical and critical thinking skills. Use of audio-visual materials in the learning room, such as documentaries, newscasts and films, is encouraged to enhance learning.

2) Internships

Students can avail internships with some media companies to acquire practical experience in the industry. Through active role-playing in newsrooms, press conferences, or advertising pitch simulations, students gain practical skills with an understanding of the finer nuances of the media business.

3) Industry-oriented workshops

IIMC organises various guest lectures and workshops for the students by inviting prominent journalists, media professionals and scholars to provide deeper insights about the subject matter and the latest techniques and trends in the media.

4)Mentoring and Feedback

Teachers provide mentoring based on individual needs that enables the students to become more competent both academically and professionally. Regular feedback sessions and career advice help the students understand their strengths and areas of growth so that they may better align their learning experiences with professional aspirations.

4B.23.4 Department Infrastructure

The infrastructure of the Department consists of air-conditioned classrooms and conference rooms for lectures and online conferences. Internet-enabled computer labs and a WiFi network are also available in the residence and academic building. The Department also has a library with a decent collection of Mass communication books, periodicals, and newspapers in Hindi, English, and Marathi. Computer terminals available in the library and computer lab offer online reading and reference sources.

4B.23.5 Placement scenario

The IIMC Amravati campus also has a dedicated placement cell that coordinates with media organisations to facilitate student placements. The placement cell prepares the students for interviews and job application processes, organises placement drives, and provides career counselling. The extensive IIMC alumni network assists the placement process immensely because a majority of its alumni are luminaries in the media field. Alumni offer support to current students through mentoring and professional expertise. Internships are also a big focus on campus as they allow students to get hands-on experience and exposure to the industry, which often leads to pre-placement offers.

The actual placement figures for the institution are not known, but it does have its share of notable recruiters, some of which include The Times Group, Hindustan Times, The Indian Express, NDTV, Zed Media, ABP News, and many other regional media houses recruiting directly from IIMC. Students have been employed in well-known organizations as reporters, editors, news readers, correspondents, digital content creators, public relations managers, and advertising professionals.

4C: Content analysis of different curricula of Journalism programs of the state Universities

This section represents the content analysis of the various postgraduate programs offered by the different universities of the state of Maharashtra and their comparison of the particulars against the UGC guidelines for such programmes. Through the table below, the researcher summarises the particulars of the postgraduate Journalism courses offered by these universities.

Table 4C: List of P.G. programmes in the State by Department and Faculty

Sl No	University	Programme offered	Department name	Faculty
1	Savitribai Phule Pune University	M.Sc. Media and Communication Studies	Department of Media and Communication Studies	Science & Technology
2	Savitribai Phule Pune University	P.G. Diploma in Indian Film Studies (Online Course)	Department of Media and Communication Studies	Science & Technology
3	Savitribai Phule Pune University	PH.D.	Department of Media and Communication Studies	Science & Technology
4	Savitribai Phule Pune University	M.A.(JMC) -Master of Arts (Journalism and Mass Communication)	Department of Communication and Journalism	Interdisciplinary studies
5	Savitribai Phule Pune University	Post Graduate Diploma in Digital Media (two semesters, evening, part-time Diploma course)	Department of Communication and Journalism	Inter-disciplinary studies
6	Savitribai Phule Pune University	Post Graduate Diploma in Journalism (Marathi only)	Department of Communication and Journalism	Inter-disciplinary studies
7	Savitribai Phule Pune University	Post Graduate Certificate Course in Photojournalism.	Department of Communication and Journalism	Inter-disciplinary studies
8	Mumbai University	M.A.in Communication & Journalism M.A. in Public Relations	Department of Communication & Journalism	Humanities
9	Mumbai University	M.A. in Electronic Media	Department of Communication & Journalism	Humanities

Sl No	University	Programme offered	Department name	Faculty
10	Mumbai University	M.A. in Film Studies	Department of Communication & Journalism	Humanities
11	Mumbai University	M.A. in Television Studies	Department of Communication & Journalism	Humanities
12	Mumbai University	PH.D.	Department of Communication & Journalism	Humanities
13	Rashtrasant Tukadoji Maharaj Nagpur University	M.A. in Mass Communication	Department of Mass Communication	Inter-disciplinary studies
14	Rashtrasant Tukadoji Maharaj Nagpur University	Bachelor of Journalism	Department of Mass Communication	Inter-disciplinary studies
15	Rashtrasant Tukadoji Maharaj Nagpur University	P.G. Diploma in Video Programming	Department of Mass Communication	Inter-disciplinary studies
16	Rashtrasant Tukadoji Maharaj Nagpur University	PH.D.	Department of Mass Communication	Inter-disciplinary studies
17	Jalgaon University	M.A. in Mass Communication & Journalism	School of Media Studies	*
18	Jalgaon University	Diploma in Journalism	School of Media Studies	*
19	Jalgaon University	Certificate Courses (6 programmes offering)	School of Media Studies	*
20	Dr.Babasaheb Ambedkar Marathwada University, Aurangabad	B.A. in Mass Communication & Journalism	Department of Mass Communication & Journalism	Inter-disciplinary studies
21	Dr.Babasaheb Ambedkar University	M.A. in Mass Communication & Journalism	Department of Mass Communication & Journalism	Inter-disciplinary studies
22	Dr.Babasaheb Ambedkar University	M.Phil. (Mass Communication and Journalism)	Department of Mass Communication & Journalism	Inter-disciplinary studies
23	Dr.Babasaheb Ambedkar University	Diploma in Television News Production & Journalism	Department of Mass Communication & Journalism	Inter-disciplinary studies
24	Shivaji University Kolhapur University	Master of Journalism (MJ)	Department of Journalism & Mass Communication	*

Sl No	University	Programme offered	Department name	Faculty
25	Shivaji University, Kolhapur	M.A. Mass Communication	Department of Journalism & Mass Communication	*
26	Shivaji University, Kolhapur	P.G. Diploma in Online Journalism (Padmashree Late Dr. G.G. Jadhav Journalism Chair)	Department of Journalism & Mass Communication	*
27	Shivaji University, Kolhapur	P.G. Diploma in Cyber Journalism	Department of Journalism & Mass Communication	*
28	Shivaji University, Kolhapur	Certificate Course in Writing for Media	Department of Journalism & Mass Communication	*
29	Shivaji University, Kolhapur	Certificate Course in CSR and Media	Department of Journalism & Mass Communication	*
30	Punyashlok Ahilyadevi Holkar Solapur University	M.A.in Mass Communication	Department of Journalism & Mass Communication	Social Sciences
31	Punyashlok Ahilyadevi Holkar Solapur University	B.Voc. Journalism & Mass Communication	Department of Journalism & Mass Communication	Social Sciences
32	Punyashlok Ahilyadevi Holkar Solapur University	Certificate course in mobile Journalism	Department of Journalism & Mass Communication	Social Sciences
33	Punyashlok Ahilyadevi Holkar Solapur University	Certificate course in Digital Journalism Certificate course in documentary & Short Film Making	Department of Journalism & Mass Communication	Social Sciences
34	Punyashlok Ahilyadevi Holkar Solapur University	Certificate course in Anchoring: TV	Department of Journalism & Mass Communication	Social Sciences
35	Punyashlok Ahilyadevi Holkar Solapur University	Radio & public event	Department of Journalism & Mass Communication	Social Sciences
36	Gondawana University	Undergraduate Programs: Bachelor of Arts (B.A.) in Mass Comm	Department of Mass Communication	*
37	Gondawana University	Postgraduate Programs: Master of Arts (M.A.) in Mass Comm	Department of Mass Communication	*

Sl No	University	Programme offered	Department name	Faculty
38	Gondawana University	Doctoral Programs: Ph.D. in Mass Communication for advanced research opportunities	Department of Mass Communication	*
39	SNDT	Master of Science (M.Sc. in Communication Media for Children)	Department of Communication & Media Studies	*
40	SNDT	Master of Science (M Sc.: Nutrition and health communication)	Department of Communication & Media Studies	*
41	SNDT	Master of Arts in Media and Communication	Department of Communication & Media Studies	*
42	SNDT UDEE	MSc in Extension & Communication	Department of Communication & Media Studies	*
43	SNDT UDEE	M.A. in Media & Communication	Department of Communication & Media Studies	*

(* indicates that the information on the faculty assignment is not available)

The above table reflects noticeable differences in the courses offered by the different state universities of Maharashtra with diversity across all aspects, such as departmental names, faculty specialisation and program titles and forms. While at a high level, these mass communication and journalism programs have some similar objectives for their respective institutions in Maharashtra, the diversity concerning specialities, academic options, and departmental concentration is very pronounced. Below is a summary of the differences observed.

4C.1 Diversity Aspects

1. **Name of the Department:** The most apparent variation among institutions exists in department names. Every institution has a kind of nomenclature, which is indicative of its specific area of specialisation or focus. Some universities use, for example, "Department of Journalism," while others use "School of Media Studies" or "Department of Mass Communication" to refer to their

department. This throws light on the specific fields of specialisation or the unique identity each university wants to create amongst other learning institutions. This kind of variation or difference does not appear to be in alignment with the UGC Curriculum development committee's proposed mass communication course.

2. **Faculty Diversity:** In terms of composition, the faculty varies significantly between universities. In some universities, the journalism & mass communication department comes under the faculty of social science, while others belong to interdisciplinary science and technology and humanities. These variations are suggestive of a lack of clarity on the faculty, the journalism & mass communication programme should actually belong to. As an example, Gondwana University and Dr. Babasaheb Ambedkar Marathwada University place media studies under more general interdisciplinary faculties or schools, which implies a very generalised approach towards media education, whereas other universities, such as Savitribai Phule Pune University and Mumbai University, have quite clear-cut departments exclusively devoted to communication and journalism.

3. **Program Names:** The nomenclature of the degree titles and the names of the programs are also noteworthy variations. While some universities award a Master of Science (M.Sc) in mass communication and journalism-related areas, others confer specialized professional degrees like Master of Journalism (MJ), Bachelor of Journalism (BJ), or Master of Arts (M.A.). Such variations depict the difference in the curricula design approaches and career routes being targeted.

4. **Language-specific degrees:** To cater to the diverse needs of the students, courses such as special programs include Post Graduate Diploma in Indian Film Studies and M.A. Journalism and Mass Communication in Marathi are offered at Savitribai Phule Pune University. This sets Savitribai Phule Pune University apart from the others that offer mostly degree courses in the English language. However, it has a specific Post Graduate Diploma in Journalism in the Marathi language, which caters to the demand of the media industry, strictly working on language and regional journalism.

5. Course Format and Term: Even the format and terms of courses vary, with some colleges offering evening or part-time programs for the working student. Example: Savitribai Phule Pune University offers diploma courses in the evenings.

6. **Diploma and Certificate Programs in Specialized Courses:** are offered by several institutions. For instance, there are certificates in digital and mobile journalism by Shivaji University and Solapur University, whereas the Savitribai Phule Pune University has a diploma course in digital media and photography. Similarly, a more specialised focus on particular media industries exists in the form of the specialist M.A. programs offered at Mumbai University in Film Studies, Television Studies, and Public Relations, which are not offered elsewhere. Specific practice-based media skills can be pursued in vocational and diploma programs in digital journalism, mobile journalism, and documentary filmmaking at Punyashlok Ahilyadevi Holkar Solapur University.

7. Specialised Focus areas: SNDT Women's University is unique in that it has a department specifically on Extension and Communication, focusing on nutrition, health, and child communication. This marks SNDT's specific concentration on community and development communication, differentiating from other universities that focus on traditional journalism. In another case, Swami Ramanand Teerth Marathwada University offers both M.A. and M.Sc. in Electronic Media. Both of these courses place more stress on the usage of communication technology in Journalism.

In summary, it has been observed that the diversification in the academic environment results from the state's numerous department names, boards or faculty and program designs reflecting the distinct missions and pedagogical philosophies of each university.

4C.2 UGC proposed curriculum

The Historical Context Journalism's education in India began in the 1940s, with significant developments in the 1960s and 1970s, with the change of socio-political scenario of the country, which resulted in the revolutionary addition to the journalism industry. All of these created an increasing number of institutions in India that offer mass communication programs as part of their curricula. Mass communication now includes components beyond traditional journalism, such as radio, television, advertising, public relations, satellite communication, and the Internet. The text identifies global advances in communication technologies and their impact on the Indian landscape, along with satellite communication and the Internet.

The UGC guidelines for the Report of the Curriculum Development Committee on Mass Communication for Indian Universities, 2001, lay down the basic framework for developing mass communication programs. The Curriculum Development Committee, composed of senior professors and practitioners, produced a new syllabus for B.A. (Hons), M.A., and Bridge Courses in Mass Communication that reflects an innovative outlook on it while still being cognizant of evolving media and societal expectations. The text identifies global advances in communication technologies and their impact on the Indian landscape, along with satellite communication and the Internet.

The basic recommendations of this report are summarized below:

1. Curriculum Design

The suggestions highlighted the importance of a formal curriculum to harmoniously combine theoretical knowledge with practical know-how. To give students total training in public communication, the curriculum should be composed of electives, core disciplines, and practical training.

2. Key Components:

- **Theoretical Foundations:** Courses to be covered should involve key areas in media history, ethics, media laws along with theories behind communication.
- **Practical Training:** The course needs to provide hands-on training in the fields of journalism, radio, advertising, and public relations. This involves fieldwork for practical exposure and internships.

3. Course Structure

- **Foundation Courses:** Foundational classes in journalism, media studies, and theories of communication form the very core.

- **Application Areas:** Provide elective courses in areas like public relations, film studies, and digital media to cater to different interests.

4. Pedagogy

The prescription has suggested a range of pedagogies - talks, case studies, practical exercises, lectures, and guest lectures from business experts.

5. Assessment

There should be different assessment methods like written examinations, practical assignments, project work, and presentations that assess both theoretical knowledge and abilities of students.

6. Faculty Requirements

Academic qualification of the faculty in mass communication and relevant professional experience are highly essential requirements in ensuring quality education.

7. Infrastructure

Facilities such as media labs, studios, libraries equipped with the latest equipment and consumables should be provided by the institutions.

8. Industry Linkages

For realistic exposure and contemporary insights, there is an essential need for collaborations to be made with media firms and experts.

9. Continuous Review

The curriculum must be continuously reviewed, keeping in view the changes in the media environment and the advances in technology.

10. Student Support

The institutions should provide career counselling and other support services to assist students in making a transition from the academic to the professional environment.

Application of these norms is expected to enable mass communication programs to prepare graduates for success in media and communication professions by way of thoroughness, currency, and linkage with industrial needs.

The CDC, composed of senior professors and practitioners, produced a new syllabus for B.A. (Hons), M.A., and Bridge Courses in Mass Communication that reflects an innovative approach while still being cognizant of evolving media and societal expectations. Below are the curricular recommendations of the Master's program:

1. M.A. Mass Communication: (Four Semester Program)

The CDC suggested the following subjects for the programme which is a 2-year, 4-semester based.

Table 4C.2.1: Subjects suggested by UGC for MA Mass Communication

Year	Semester	Name of the subject
First	1	Principles of Mass Communication
		Development of Media
		Print Media I
		Electronic Media
		Advertising Public Relations.
	2	Development Communication
		Communication Research
		Media Law and Ethics
		International Communication
		Media Management
Second	3	Print Media II
		Radio, Television,
		Advertising, Public Relations
		Corporate Communication
	4	New Media Applications
		Inter-cultural Communication
		Specialization

Year	Semester	Name of the subject
		Dissertation
		Attachment

2. Bridge Course

This course should be designed for students without prior mass communication education, covering Principles of Communication, Mass Communication Media, and Applied Mass Communication.

Other Recommendations from the CDC committee include:

A. Uniformity in Nomenclature: The M.A. degree should be uniformly titled as M.A. (Mass Communication) across Indian universities.

B. Eligibility and Admission: Bachelor's degree holders from diverse fields are eligible for the M.A. program, with options for a Bridge Course to fill knowledge gaps.

C. Infrastructure and Staffing: Recommendations include providing modern facilities like computer labs, electronic media labs, and technical staff, maintaining a 50:50 ratio of theory to practical work, and ensuring a small intake for better quality education

D. External Examination and Placement: Involvement of external examiners and maintaining a placement cell to facilitate training and job opportunities.

E. Textbooks and References: The document suggests that departments select appropriate textbooks and references suited to their local needs, given the limited availability of standard texts in Indian languages.

In summary, the CDC's efforts aim to modernise and standardise mass communication education in India, addressing both global trends and local requirements. Besides the above recommendations, UGC has also provided the Learning Outcomes-based Curriculum Framework (LOCF) for B.A. (Journalism & Mass Communication) degree programs, intended to design a

broad learning framework to provide the human capital needs of the ever-changing Media and Entertainment Industry (M & E Industry). It also aims to inculcate and empower learners to innovate, incubate and acquire entrepreneurship abilities along with professional and employable skills. It is also designed to imbibe a primary research culture among learners to encourage Research and Development (R&D) potentials and prepare the undergraduates to achieve skills for the digital and cyber world of the present and future era. The programme incorporates current and futuristic trends in the Media and Entertainment Industry with Graduate Attributes (GAs) such as disciplinary knowledge and skills, influential and effective communication, self-directed learning, critical thinking, problem solving abilities, digital empowerment, ability to apply knowledge, lifelong learning, analytical reasoning, research-related skills, cooperation/team work, scientific reasoning, reflective thinking, multicultural competencies, leadership readiness/qualities, ethical reasoning, global vision, professional commitment and sensitizing with Sustainable Development Goals (SDGs) of United Nations. It also aims to build future-ready professionals and socially responsible global citizens working under a multi-cultural environment, contributing to the attainment of global peace. Below are the subjects that should be included in the Journalism & Mass Communication Course.

Table 4C.2.2: Subjects suggested by UGC by Subject Category

Sl No.	Subject Name	Category
1	Introduction to Journalism	CC1
2	History of media	CC2
3	Introduction to Communication	CC3
4	Communicative Hindi	AEC 1a
5	Regional Language	AEC1b
6	Introduction to Print Media	CC4
7	News Writing	CC5
8	Basics of Reporting	CC6
9	Environmental studies	AEC2

Sl No.	Subject Name	Category
10	Introduction to Electronic Media	CC7
11	Basics of Editing	CC8
12	Radio Journalism	CC9
13	Fundamentals of Computers	SEC
14	Television Journalism	CC10
15	Indian Constitution & Media-related laws	CC11
16	Introduction to Communication Research	CC12
17	Communication Skills	SEC
18	Development Communication	DSE 1a
19	Introduction to Sociology	DSE 1b
20	Introduction to Advertising	DSE 2b
21	Introduction to Economics	DSE 2b
22	Communication Technology	SEC 3
23	Photo Journalism	OE 1
24	Project	DSE 3
25	Introduction to Public Relations	DSE 4a
26	International Politics	DSE 4b
27	Social Media	SEC 3
28	Current affairs	OE 2

Several other initiatives were also taken by the UGC for the improvement of the Journalism & Mass Communication Education in India. The overall summary of all these committees was to bring some uniformity to the curriculum. Also, a list of new subjects and specialisations, such as digital media was added among other subjects to address the changing media environment. Experiential learning experiences, including practical training through internships, learning how

to apply theory in practical situations, are to be given more weightage. The committee also highlighted the necessity of adopting an interdisciplinary approach to learning, where imparting media ethics and research approach among the students are to be prioritised.

4C.3 Comparison with UGC proposed curriculum

In the table below, the researcher has attempted to compare at a high level the subjects offered by a specific course in the State Universities against the subjects included in the UGC proposed curriculum. The field **%match with the UGC proposed curriculum** gives a glimpse into the extent to which a particular course follows UGC's proposed curriculum.

Table 4C.4: University programmes v/s UGC proposed curriculum

Sl No	Name of university	PG Programmes offered	%match with UGC proposed curriculum
1	Savitribai Phule Pune University	M.Sc. Media and Communication Studies	70%
		M.A. (JMC)-Master of Arts (Journalism and Mass Communication) (two-year, four-semester, full-time)	85%
2	Mumbai University	M.A. Communication & Journalism, M.A. Public relations, M.A. Electronic Media, M.A. Film Studies, M.A. Television Studies	55%
3	Nagpur University	M.A. Mass Communication,	75%
4	Jalgaon University	M.A. Mass Communication & Journalism	60%
5	Dr.Babasaheb Ambedkar Marathwada University, Aurangabad	M.A. (Mass Communication and Journalism)	50%

Sl No	Name of university	PG Programmes offered	%match with UGC proposed curriculum
6	Shivaji University Kolhapur	M.A. Mass Communication	40%
7	Punyashlok Ahilyadevi Holkar Solapur University	M.A. Mass Communication	65%
7	Gondawana University	Master of Arts (M.A.) in Mass Communication	80%
8	Swami Ramanand Teerth Marathwada University	M.A. / M.Sc. Electronic Media	30%
		M. A. Mass Communication & Journalism	
9	SNDT	M.Sc. Communication Media for Children	45%
		M.Sc. Nutrition and health communication	40%
		M.A. Media and Communication	60%
10	SNDT UDEE	M.Sc. Extension & Communication	15%
		M.A. Media & Communication	60%

Note: In the preceding table, the researcher has considered only the postgraduate programmes for comparison with the UGC-proposed curriculum. As the UGC-proposed programme (2001) suggests a yearly pattern for the undergraduate programmes, comparison with the current semester pattern in most Universities is not feasible.

This graphic summarizes the mass communication and related programs that the universities of Maharashtra offer and how well they fit the UGC's suggested curriculum. An overview of the overall findings is as follows:

The two universities-Gondwana University (80%) and Savitribai Phule Pune University (85%) have a relatively high alignment with the UGC criteria; thus, the curriculum programs pursued by them are more in accordance with national curriculum rules. Punyashlok Ahilyadevi Holkar Solapur University and Rashtrasant Tukadoji Maharaj Nagpur University (75%) are examples of moderate alignment. Universities like Swami Ramanand Teerth Marathwada University(30%) and SNDT UDEE(15%) reflect poor alignment that could indicate a misfit in the curricular content or structure as compared to the guidelines of UGC.

The variation in the percentages raises questions about the consistency of public colleges and the adherence to a standardised curriculum. While this diversity in academic curriculum may benefit students by giving them access to specialised and varied fields, it can also be a cause for gaps in the academic achievement of schools. For instance:

1. **Difference in No. of Subjects and Credits Handled:** The number of disciplines, Universities provide in each semester, and the number of credits that are given to a specific semester can be different. This results in variance in academic loads that might ultimately make a difference in how challenging the course is at different universities.

2. **Differences in Subject Areas:** The subjects that are offered in each semester may differ in content and specificity. One university would focus more on the academic foundations of journalism, while the other would focus more on practical elements.

3. **Theory vs. Practical Weightage**: Some departments would give more importance to theory (for example, communication theories, media history), while others would focus more on practical skills such as editing, broadcasting, reporting, etc. This might be due to differences in objectives within program preparation for professions within the mass communication and journalistic fields.

4. **Variation in approach:** Differences in the general organisation of the syllabus may bring changes in the order of the courses taught. As a result, some schools might take a more holistic approach to the teaching of mass communication, while others may offer a more specialised program.

4D: Focus group discussion: Perception of students

This section represents the focus group analysis of the two different student groups under the focus group discussion study of this particular research. It captures the students' expectations from the journalism programs and their level of satisfaction.

Traditionally, a pilot study is a small-scale preliminary investigation conducted before a full-scale research project. It's similar to a trial run to test the feasibility, time, cost, risk, and potential for refining methods and techniques. Pilot studies are common in various fields, including medicine, psychology, education, and social sciences. It is a fieldwork where the participants are asked to gather at a particular place where the investigator conducts the survey. While doing so, the investigator will observe the environment, mood, reactions, and understanding of the participants. The researcher has used Focus Group discussions as a tool for the Pilot study.

Focus group discussions can provide valuable qualitative insights that may not be captured through other research methods like surveys or interviews. They are commonly used in market research, product development, social sciences, and other fields to understand consumer behaviour, test new ideas, or explore complex issues. Focus group discussions are often conducted in a controlled environment, such as a conference room or a research facility, and usually involve a small group of participants, typically between six to twelve individuals. The participants are selected based on specific criteria relevant to the research objectives, such as demographics, usage patterns, or interests.

As the discussions were conducted during the COVID-19 pandemic, the researcher had to conduct the study online via Google Meet due to the restrictions prevailing at that time. During the discussion, participants were encouraged to express their opinions openly, react to each other's comments, and provide feedback on the topic at hand. The facilitator ensured that the conversation remained focused and productive while allowing for a spontaneous and free-flowing discussion. For this particular study, the researcher has conducted two focus group discussions with the Bachelor's final semester students and the Master's final year students.

4D.1 1st focus group discussion

The researcher has decoded the answers of the first focus group discussion based on the insights from final-year students of the BAJMC program. The discussion was conducted online via Google meet due to the constraints imposed on public gatherings at the time of the COVID-19 pandemic. Here is a summary of the key points from the group discussion:

Particulars of the discussion:

Participants	6th-Semester students of Bachelor of Journalism and Mass Communication
Number	20
Institution	Tilak Maharashtra Vidyapeeth
Date	09-Feb-21

1. Aspiration towards Media Education

Participants expressed different motivations for pursuing media education, ranging from seeking a career change to a desire for a bright career opportunity in media. Some mentioned childhood interests in specific fields like anchoring, which led them to choose journalism.

2. Expectations and Choices in Choosing a Journalism Course

Students felt that their expectations were not entirely met due to the disruption caused by the COVID-19 pandemic. They highlighted the inadequacy of practical training, which impacted their learning experience.

3. Knowledge about the Media Job Market

Participants acknowledge an expanding job market in the media industry, emphasising the importance of creativity.

4. Job Preferences and Salary Expectations

Students expressed varying salary expectations, with some aiming for higher figures to cover college fees. They noted that while private sector jobs offer better salaries, they come with high pressure and require significant experience for better remuneration.

5. Satisfaction Towards the Course

Satisfaction levels among students varied, with around 50% expressing satisfaction and 40% indicating some level of dissatisfaction.

6. Self-Evaluation of Updated Skills

Participants rated their skills on a scale of 1 to 10, with ratings ranging from 4 to 9.

7. Readiness for the Professional Industry

Overall, students felt they still lacked significant knowledge and readiness for the professional industry, with only around 65% of the required knowledge acquired.

4D.2 2nd focus group discussion

The second focus group discussion included 4th Semester Master's students and was also conducted online via Google meet.

Particulars of the discussion:

Participants	4th-Semester students of M.Sc. in Media and Communication
Number	10
Institution	Savitri Bhai Phule Pune University
Date	02-Mar-21

The responses of Master's students were found to be mature, and below is a summary of their opinions expressed during the discussion:

1. Aspiration towards Media Education

Participants had various reasons for pursuing media education, some of which included pursuing an exciting & challenging profession, and interacting with people from different walks of life. Others were more attracted towards the fast-paced nature of the profession. They expressed that they wanted to upgrade themselves both theoretically and practically.

2. Expectations and Choices in Choosing a Journalism Course

It was fascinating to see how students' passions and aspirations drive their choice of course. Their desire to work for the nation and contribute to grassroots initiatives through writing demonstrates a strong sense of social responsibility and a desire to make a meaningful impact on society. This kind of passion for service and communication can be a powerful force for positive change, whether it's through journalism, advocacy, or other forms of media-related work. Understanding these motivations can also help educators tailor programs to better support students in pursuing their goals and making a difference in their communities. The high expectations expressed by the students towards the program reflect their eagerness to acquire the latest skills and knowledge relevant to the rapidly evolving media industry.

3. Knowledge about the Media Job Market

Participants acknowledged the growing job market in the media industry and the importance of creativity and the proper language in securing employment. They added that the updated knowledge of the various software and tools will add value to their resumes while applying for jobs.

4. Job Preferences and Salary Expectations

After visiting the various media houses for their individual projects, these students felt that initially, they might get a starting salary between Rs.15,000 – Rs.20,000, which is expected to increase as they gain more work experience.

5. Satisfaction Towards the Course

Satisfaction levels among students vary, with 60% expressing satisfaction with the course.

6. Self-Evaluation of Updated Skills

Participants rated their updated skills, with ratings ranging from 7 to 9, showcasing a satisfactory range of self-perceived proficiency levels.

7. Readiness for the Professional Industry

While some students felt confident and ready for the professional industry, others felt they needed to cover more ground to be industry-ready. During internships, some students felt that they needed to learn more practical skills to fit into the industry.

4D.3 Conclusion of the focus group discussion

In conclusion, the insights gathered from the focus group discussions with the selected students provide valuable feedback on their experiences and perceptions regarding their journalism education and readiness for the job market. The findings reveal a diverse range of motivations driving students to pursue media education, including career aspirations, childhood interests, and a desire for challenging opportunities.

These insights provide valuable feedback on students' experiences and perceptions regarding their journalism education and readiness for the job market. They underline areas where improvements could be made, such as practical training and alignment with industry expectations, to better prepare students for their careers in media.

One particular area of concern reported by the students was the lack of practical training owing to the impact of the COVID-19 pandemic on their educational experience. They acknowledged the importance of practical skills and hands-on experience to enhance their learning and prepare them for the challenges of the media industry.

Taking due cognizance of the growing job market in the media industry and the importance of creativity and upskilling, students expressed varying salary expectations and mixed responses towards their extent of satisfaction with the course. This indicates a need for tailored support and curriculum enhancements to better meet the needs and expectations of students.

Moreover, students' self-evaluation of their skills and readiness for the professional industry revealed a mix of confidence levels, suggesting the presence of a potential gap between academic preparation and industry requirements. Incorporating industry trends, emerging technologies and practical training opportunities in the curriculum can help meet these expectations and ensure students are well-prepared to navigate the challenges and opportunities in the media landscape.

Overall, these insights underscore the importance of continuous improvement and adaptation in media education programs to ensure students are adequately prepared for their careers. By addressing the identified areas for improvement, educators and program administrators can better support students in realizing their aspirations to succeed in the dynamic field of media and communication.

4E: Perceptions of Academicians

This section represents the result of in-depth interviews with the academicians from the different universities of Maharashtra. It analyses the challenges faced by the faculty in designing the curriculum, meeting industry expectations for preparing skilled professionals, identifying the gap between the media houses and the journalism education institutions, and the hurdles towards designing the curriculum as per the UGC guidelines.

To fulfil the need of this research problem, the scholar has approached different journalism & media academicians of the state. Based on the adopted research design, the researcher has conducted in-depth interviews with the selected academicians. The researcher has made every attempt to ensure that the transcripts mentioned below accurately reflect what was said at the time of the interview.

Academicians' Interview:

4E.1 Dr. Sudhir Gawhane

Dean of Liberal Arts, Science and Commerce, MIT World Peace University(Kothrud, Pune), Former VC, YCMOU & MGM-U, Chief Academic Advisor (Kuniya Group of Institutions, Kerala), Higher Education Consultant, Chief Academic Advisor, Imperial English UK, Higher Education Expert, Quality Assessor

Interview Question 1: As an education expert, how would you ensure that the curriculum meets the demands of the industry?

Mass Communication is a professional programme and it is, therefore, required that you are competent enough to understand the theories, and acquire the necessary professional skillswhile keeping yourself updated with the new trends and technologies. So, based on my extensive years of experience, what I have understood is that while designing a curriculum, you must have the best academicians on board, along with the professionals working in the industry. Also, these professionals should represent the different streams of media. Some universities in Maharashtra which are progressive, do meet the industry demands. This is also dependent on the leadership of that particular mass communication institute.

Interview Question 2: Is there a specific nomenclature mandated by UGC which an institution needs to follow for the naming of its courses?

Many universities do not know that there is a nomenclature approved by the UGC. As an example, there is a course B.Sc in Electronic Media run by Ahilya Devi Vishvavidyalay which happens to be designed by UGC experts only. This lack of awareness results in deviations in the names of the programmes offered by the Universities. Recently, UGC has come up with many Professional Development Programmes as well as Digital and Multimedia Programmes. National Curriculum Agencies have come up with Choice Based Credit Systems (CBCS), and there is a Learning

Outcome Based Curriculum Framework (LOCF). For every course, you have to identify the course outcomes and objectives, and you also have to justify why the course is required. UGC now allows 40 per cent of the structure to be incorporated with MOOC courses. This plurality will increase the knowledge level as well as the professional skills of the students, and they will receive the best of the best education.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

The UGC board decides on the guidelines after consulting with various senior-level academicians and experts from the field. Based on these guidelines, the University can include or omit whatever is necessary and design its programme. In many cases, the Board of Studies of a University may not be competent enough to design a programme. In such cases, UGC can help in improving the curriculum. Also, if any university wants to design a new industry-ready curriculum with improvisations, they can get the nomenclature approved by UGC and start the same.

Interview Question 4: Similar to core technical courses like Engineering and Medical, will it help if Journalism and Mass Communication courses have a uniform structure?

There cannot be uniformity in the course structure for Journalism as firstly, it's a Social Scienceand secondly, our country India, which is like a continent in itself, has a very high socio-political diversity. The same diversity is even evident within a state as expansive as Maharashtra. In designing new curriculums, the one thing that I find amiss is that the teachers and academicians are not able to accommodate advanced technology like Artificial Intelligence, Blockchain, Big Data analytics and AR/VR/MR. Digital technology is going to bring a tremendous change in the industry. Hence, Journalism and Mass Communication courses should be future-ready.

Interview question 5: What is the pedagogy that you would suggest for effective teaching?

The teaching requires Nai Talim (which is a Gandhian thought) that states that you can learn the theory while applying it in real life. So, a flexible classroom model is required where teachers and industry are involved together. The academicians should have the basic knowledge and be competent enough to theorize the concepts. If you look at the UNESCO Model for Journalism (2008), many academicians and experts travelled across the world to understand the lifestyle and culture of various continents and then designed the programme. That should be the actual process for designing any course. You need to understand the socio-economic environment in which you are teaching Journalism.

4E.2 Vasundhara Kashikar

Former Assistant Professor, Tilak Maharashtra Vidyapeeth, Pune, Visiting Professor at Ranade Institute of Mass Communication and Journalism, Professional Anchor, Journalist, Writer, Language Consultant, Content Writer, Associate Editor/Anchor at News18 Lokmat, former sub-editor at Sakal.

Interview Question 1: As a person who has donned multiple hats, as an academician as well as a media professional, do you think the curriculum meets the industry demands?

Yes, our course structure does meet the industry demands. However, the industry is changing rapidly and keeping the curriculum synced with the latest trends becomes a challenge. As faculty members, we are constrained by time as we need to contribute towards other administrative work besides our day-to-day teaching responsibilities. Hence, keeping ourselves updated with the latest trends in the industry can become difficult.

Interview Question 2: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

The one thing that I have observed is that there are a lot of language barriers from the students' side. Whichever way the curriculum is designed, the students face a lot of issues in comprehending subject matter and content writing, because they lack expression and thought processes. While some of them like reading, others don't even do that. And, Journalism is all about communication, which include both written and verbal modes. So, if you are not able to express yourself, then it is impossible for us, as academicians, to fill that void and provide an industry-ready workforce.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

I think it is more important for an institution to interpret the guidelines correctly and deliver an industry-aligned curriculum. However, I don't feel that the guidelines set by UGC set any hurdle because in a classroom, you can always be flexible with your teaching.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

The deeper involvement of industry experts, in addition to the academicians, can definitely help in making the curriculum better. There can be some kind of knowledge exchange with the industry experts through an arrangement where they can be visiting or guest lecturers at the universities. I firmly believe in experiential learning, because the student can relate to the day-to-day activities in the professional sphere while understanding the theoretical concepts of the course. A significant number of case studies need to be shared with the students so that they can relate to them easily.

4E.3 Daivata Patil

Assistant Professor, Department of Communication & Journalism, Mumbai University,

State President, Maharashtra Information & Broadcasting Council

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

The University has a specific system in place to design a curriculum. If the Board of Studies has some suggestions for revisions, then those are shared with the Academic Council for review and approval. The time taken from designing the syllabus to the final approval is so long that the academic year would have started already. By the time the updated syllabus is taught to the students, the dynamic media industry will have changed. During the pandemic, Digital Media has evolved by leaps and bounds. So that has disrupted the entire media education because I feel that there is a major shift towards New Media. In every industry, there is gradual growth, and so, digital media would have happened eventually, but this shift in the media industry seems accelerated.

Interview Question 2: Do you think the curriculum meets the industry demands?

In my opinion, the curriculum meets industry demands. The syllabus is revised every three years, which is a good frequency. Location of the institute also helps us in getting recruiters to the campus, who also provide regular feedback for the students. In addition, we are blessed with a strong alumni network with which our students can interact from time to time.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

It is not a hindrance as there is always flexibility. The involvement of industry people is always helpful while designing the syllabus. Our certificate courses and our elective subjects (most of

them) were designed by our alumni who work in the industry and have felt obligated to contribute back to their alma mater.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Teaching methodologies mainly involve classroom lectures along with industry visits to government offices or organizations. We also conduct guest lectures by alumni or industry experts to give students exposure to the current media trends.

Interview Question 5: Similar to core technical courses like Engineering and Medical, will it help if Journalism and Mass Communication courses have a uniform structure?

No, we will end up offering the same subjects, which might not be in sync across the diverse regions of the state.

4E.4 Dr. Keval J Kumar

Former Reader and HOD, Department of Communication and Journalism, Pune University, Former Professor and Director at Symbiosis Institute of Media and Communication (SIMC), Former Senior Lecturer in English at Parle College, Mumbai, Author - Mass Communication in India (Jaico Books, 5th edition.), Media Education, Communication and Public Policy: An Indian Perspective (Himalaya)

Interview Question 1: Similar to core technical courses like Engineering and Medical, will it help if Journalism and Mass Communication courses have a uniform structure?

There has been a vast expansion in the Mass Media education scenario in India with an increase in the number of Journalism & Mass Communication institutes, especially private institutions. Except for a few subjects like media ethics and journalism history, I don't think uniformity in the curriculum is required, as all states in the country have their own set of requirements. For instance,

the readership of newspapers demands a regional approach. Hence, there should be a regional bias in designing journalism education. I am not in favour of UGC's pattern uniformity.

Interview Question 2: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

As there are frequent developments in technology and in the distribution of news, the syllabus too needs to be updated every year so that the curriculum stays relevant with respect to the industry. To increase the exposure of the students to practical skills, the duration of internships can be made longer, and it can be kept after the course is over.

Interview question 3: What is the pedagogy that you would suggest for effective teaching?

There should be more practical training in teaching aspects, so as to make the students industry-ready. But, one cannot omit subjects like principles, ethics and history of Journalism as well as communication theories. Our job is not only to prepare the students for the industry but also to make them socially responsible citizens. Social responsibility is very important for democracy. Anyhow, students will learn more about the practical aspects when they finally start working in the industry.

4E.5 Hemant Rawate

Assistant professor, Department of Journalism & Mass Communication, MGM University, Head of Academics, Journalism and Mass Communication, SeamEdu School of Pro-Expressionism

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

At MGM University, we have complete liberty to design the curriculum, keeping in mind the new trends and technologies that are prevalent in the industry. However, challenges arise in the delivery of the practical. As an example, it is impossible to replicate the workings of an entire news channel in any educational institute, as most faculty members are not aware of the transmission process in-depth.

Even if we design an industry-aligned curriculum, it may not necessarily help in getting the students placed in the industry of their choice. As an example, every 9 out of 10 students want to work in the Production Control Room in news production, but those 9 positions are not available easily. These students then get diverted from the news industry to the entertainment industry, where there is more demand.

Interview Question 2: Do you think the curriculum meets the industry demands?

Yes. The courses are designed keeping in mind the global media industry. We also have a course, B.A. in International Journalism, which is designed by UNESCO. We have a placement cell. The placements in the digital media industry are gradually increasing, and we understand that the recruiters are partially happy with the quality of the students, based on the feedback we have received.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

The intentions of the guidelines on the theoretical part are always good, but on a practical level, I am not sure. Like the open electives, I don't know what change it is bringing. At the end of the day, what matters is the execution of the curriculum delivery. UGC guidelines should not be on paper only; their execution at the grassroots level should also be taken seriously.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

Working industry people can fill the gap by getting involved in curriculum design. But in reality, they are quite busy and they cannot get deeply involved due to their time constraints. And they mostly live in very centralized or urban spaces like Mumbai or Delhi, so coming all the way down to a place like Aurangabad might be a challenge. However, since the COVID pandemic, the system of meeting online has been widely accepted, and this can be leveraged for purposes of curriculum design.

Interview Question 5: Similar to core technical courses like Engineering and Medical, will it help if Journalism and Mass Communication courses have a uniform structure?

A uniform syllabus will not be helpful as Journalism education is a skill-based programme, and to inculcate skills into students, you need a fully equipped infrastructure with highly trained professionals, along with technical staff with industry experience. UGC's basic requirements for running a Journalism course should be common everywhere while taking into account the variations resulting from regional socio-political diversity. But again, I believe the delivery of the curriculum matters more to create a strong journalistic background.

4E.6 Dr. Sanjay Tambat

Assistant Professor at the Department of Communication and Journalism, Savitribai Phule Pune University

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

Journalism &Media sector is changing at a very fast pace, and in this transient phase, it is difficult to predict the workings of the media industry of the future. When you are designing the curriculum, you need to give more and more industry-aligned inputs, and you also need to be very flexible. One mandate is that the syllabus should be updated every three years meticulously, either fully or partially. One is a broader framework – the main topics and then the detailing of the topics –both of these things need to be looked at thoroughly. Firstly, we need to see how technology is evolving and what kind of skill sets are required for it. It should be based on practical inputs. Then we have to look at how patterns are changing in the industry, influenced by the latest social trends. We also have to look at the industry experts and how these changes are affecting them; are there any innovations? If yes, they need to be theorized in media research and the syllabus.

Another difficulty is that most of the reference books and textbooks that we have are all from foreign authors. The examples and case studies in these books are not relatable to the Indian or regional context. Experiential learning is a must in our field with a practical background. There should be refresher courses and workshops for faculty training, also to keep them updated. Those who are working in industry also should be updated with modern theories, and those who are learning also need to apply these theories in practice. So, to maintain this balance, along with keeping the regular teachers, universities and colleges should also have visiting faculty or experts' sessions from the industry. We should also increase the hands-on experience and training of students.

Interview Question 2: Do you think the curriculum meets the industry demands?

Yes, it meets the industry demands. While designing the latest syllabus, we also include the experts from the industry in the Board of Studies. We have now included the convergent fields of media so that the students are aligned towards multimedia journalism, from which they can get practical experiences. We have a placement cell (mostly personal relations) where we refer the students through suggestions from the industry experts and alumni. The feedback we have received is mixed. While some students improve after the first internship, others really struggle with language issues, both for regional and English. So that is a challenge even on a post-graduate level.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

I look at the guidelines in a positive light, and I don't think UGC creates any hurdles with the guidelines. Students should have fair expectations based on the programme and learning outcomes. So, providing a framework with some kind of flexibility is good enough.

Interview Question 5: Similar to core technical courses like Engineering and Medical, will it help if Journalism and Mass Communication courses have a uniform structure?

Ideally speaking, the syllabus should be the same in the state, but there are some limitations. The location of the media department also matters. The right kind of exposure to media industries is a big challenge in small cities like Nanded or Jalgaon.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

There is definitely a gap between industry and academia, because someone who is working in the industry is at the forefront of knowledge and technology and with each passing day, they have to

keep themselves updated. But universities and colleges have their limitations. They might lack infrastructure or resources. The bridge or closer collaboration with industry is very much needed.

4E.7 Dr. Ravindra Chincholkar

Head Of Department, Mass Communication at Solapur University

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

80 per cent of our curriculum is as per the UGC norms, and the remaining 20 per cent is as per our requirements. So, I do not see any challenges with respect to designing a curriculum, as there can be flexibility.

Interview Question 2: Do you think the curriculum meets the industry demands?

For any field, I don't think we can design a curriculum that makes industry-ready people. Training is necessary in the end. We don't have a placement cell. Communication can be a hurdle in producing industry-ready students. There are language barriers here in Kolhapur; only 2-3 students out of 30 prefer to take English at the university.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

I do not see any hurdles because of the UGC's set guidelines.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

It will be helpful to get industry people involved in curriculum design, but there is no provision from the university because there are limitations. However, we do invite them for guest lectures and workshops.

4E.8 Dr.Moiz Mannan Haque

Head of the Department of Mass Communication, Nagpur University

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

Our department offers various courses from Undergraduate to Ph.D. We are one of the pioneers of journalism education in the country. Our department currently has 22 students in the Undergraduate course and 45 in the Postgraduate course. The students are selected based on merit and then through entrance and interviews.

Speaking of designing/redesigning our curriculum, I must say the biggest challenge is to design in line with the expectations of the students. The process for the curriculum designing/redesigning of our department is initiated by the Board of Studies, which meets at least two times a year to propose any changes in the syllabus. The proposal then goes to the Faculty of Interdisciplinary Studies and then to the Academic Council and the Vice Chancellor for making a Direction, which is subsequently converted into an Ordinance after approval from the Chancellor.

Interview Question 2: Do you think the curriculum meets the industry demands?

About 70 per cent of our curriculum meets the industry demands in today's scenario. There is a formal as well as an informal placement process. Informal placement refers to the cases where the

department's teachers use their contacts to get the students placed. Formal is when a media house officially approaches the Department to fill vacancies. The percentage of students placed informally through the department is around 60%.

The department has its own Placement cell, alumni cell & internship cell. We also have a mechanism to receive feedback from the recruiters. The most common feedback is that the graduates are not fully prepared to start work as a regular member of the staff from Day One. With staff downsizing across media houses, the media organizations, in particular, do not have adequate staff to provide on-the-job training to the newcomers. So, they expect finished products from the institutions. On their part, the institutions can only create good raw material and not finished products. However, I would also like to point out that quality intake of students is equally important in effectively implementing skill development initiatives.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

The UGC's guidelines pose hurdles in designing the curriculum. There should be flexibility and more autonomy to frame the curricula.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

The statement - “Adoption and upgradation of the syllabus helps in producing more industry-ready students”- is not adequate. Just an updated syllabus is not enough. The utility of the syllabus is restricted to examinations and evaluation. It is what we do beyond the syllabus, makes all the difference in making students industry-ready. More involvement of industry professionals in the design of the curriculum can help the students a lot. We have media professionals as members of the Boards of Studies, the body that frames and revises the curricula. We have an MOU with different media organizations across the nation. So far, we have been updating the curriculum once

every three years as per the UGC guidelines. But recently, our Department has been given academic autonomy, and we can propose to update the curriculum on a yearly basis, if required.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Lectures through presentations, Assignments (Theory), Exposure to field assignments (Practicals), Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations, Role Play – are used as teaching methodologies to deliver subject matter to the students.

4E.9 Krishnamurthy Thakur

Media and Management Education Leader, Media Education Advisor, Former Director, International School of Broadcasting & Journalism, Member, Board of Management, MIT ADT University

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

.

We are offering three different courses in our department. Courses are basically under graduate (BAJMC), Postgraduate (MAJMC) and Doctoral (PhD) level. When it comes to enrolment, currently in the UG course we have 300 students and for the P.G. course, we have 80 students. All the students are selected based on merit and through the entrance & interview process. For curriculum design, we attempt to understand the scenario of the journalism industry as a whole, through continuous consultations with Industry people, feedback from students, faculty members and discussions with other organizations. Based on this understanding, we prepare our curriculum.

Interview Question 2: Do you think the curriculum meets the industry demands?

In my opinion, our curriculum meets the industry's demand. We have a placement cell, alumni cell and internship cell, which help our students in getting placed. Our placement percentage is 75% as of now. We also offer internships to our students, and skilled graduates are also prepared in our department. The theory and practical ratio of the syllabus of our various courses is 50 -50. All these are in addition to the curriculum revision that we are doing on an annual basis.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

I personally believe that the UGC's guidelines do not pose any hurdles in designing the curriculum.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Lecture through aids convention, Lecture Extension activities, Media Visits Assignments (Theory), Exposure to the field assignments (Practicals), Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations, Role-Play – are used as teaching methodologies to deliver subject matter to the students.

4E.10 Dr. Chaitanya Shinkhede

Dr.Vishwanath Karad, MIT WORLD PEACE UNIVERSITY, PUNE

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

At MIT, we are offering a B.A. & M.A. in Journalism & Mass Communication. We have an Advisory Board of 15 members in the Board of Studies Committee. We need some industry experts on the Board of Studies, as most of the academicians are not aware of what is happening in the

field and what kind of tools and technology are currently in use. The syllabus is also not updated regularly. On the other hand, I have observed that most of the industry experts are not good teachers, so we have to find someone who is good at both, and only then will it benefit the students.

Interview Question 2: Do you think the curriculum meets the industry demands?

At MIT, we are involving more industry-relevant subjects in our curriculum, like branding and advertising, for which we are collaborating closely with industry experts. We have a placement cell with a record of 70 per cent placement. However, in the case of Solapur University (my ex-employer), the curriculum does not meet the industry demands, because it offered Print Media Courses only. Courses for other media were not available till the time I was working there.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

Yes, they do. The industry experts are not aware of the guidelines or restrictions set by the higher authorities when it comes to designing the curriculum.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

I would suggest that there should be skill enhancement programmes for faculty members to ensure that they are in sync with the latest industry trends and to bridge the gap between media education and the workings of the industry.

Interview question 5: What is the pedagogy that you would suggest for effective teaching?

We have a trimester pattern where we conduct classroom activities, demonstrations, hands-on experience activities and discussion, PPT presentations and Samwaad activities where industry

experts visit the institute and conduct guest lectures. We also have regular industry-based workshops, and we are planning to start peer group learning sessions.

4E.11 Dr. Keshav Sathaye

Professor (Dept. of Mass Media), Tilak Maharashtra Vidyapeeth, Pune

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

Journalism & Mass Communication Department of Tilak Maharashtra Vidyapeeth has been offering B.A. with five different specialisations(Broadcast Journalism, Film making, Photography, Sound and Journalism &Mass Communication), M.A. with three specialisations (Mass Communication, Photography and Advertising & Public relations) and Ph.D. programmes. Apart from these, the department is also providing some short-term skill development programmes. The mode of intake process for various courses is based on merit and entrance, and interview.

I do not see any major challenges while designing /redesigning our curriculum. But we need to keep ourselves updated with the latest industry trends, which can actually help in upgrading the curriculum as per industry demands. Curriculum design is the most important and delicate area of any educational system. We take into consideration the existing knowledge of the student who is doing graduate or postgraduate studies in Media and Communication streams to identify topics and modules to be taken into account. Since we follow 60% practical and 40% theory, we have to look at including practical or demonstration-related topics that are directly linked to the day-to-day work in the industry. We also have experts(from industry) on our Board of Studies, who help us in deciding on the topics to be added or removed. We do invite industry partners on many occasions to our institute to interact with our students, which helps them know each other and understand the requirements of both the employee and the employer. We receive both oral as well as written feedback from the recruiters. While some of them are happy with the quality of the students, others have reported issues with the language competency (both English and regional) of the students.

Interview Question 2: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

In my experience, UGC's guidelines pose hurdles in designing an industry-relevant curriculum. While we try to keep the curriculum updated with the latest in the industry, in some cases, the guidelines compel us to add subjects or modules that are not relevant to the industry anymore.

Interview Question 3: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

More involvement of industry professionals in the design of the curriculum can help the students. Our department takes various initiatives to involve industry professionals while preparing the curriculum. We often conduct workshops, training programmes in addition to the regular classes. That allows us to know their ideas and requirements. Also, industry experts are involved with the department as BoS members while designing the curriculum. We have MOUs with different organisations.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Lecture through aids convention, Lecture Extension activities, Visits by Industry experts, Assignments (Theory), Exposure to the field assignments (Practicals), Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations, Role Play – are used as teaching methodologies to deliver subject matter to the students.

4E.12 Anamika Halder

Assistant Professor, Department of Journalism & Mass Communication, TMV, Pune

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

Many challenges are subject to the type of outcomes we expect. Unlike other institutes and universities with modular curricula, we have syllabus structures that are more inclined towards practical knowledge and less towards theory. The biggest challenge for us is to design a curriculum that makes the students industry-ready in terms of skills as well as associate themselves intellectually with the social trends. We have a brainstorming session where inputs are taken from subject experts, concerned faculty and then matched up with the requirements of UGC in terms of the credit system. We do a rough run-through to ensure that the curriculum is doable and pragmatic. And then the same goes through the Board of Studies and Board of Management for finalization. The involvement of multiple stakeholders in this process makes it tedious and challenging.

Interview Question 2: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

I don't think so.

Interview Question 3: Do you think the curriculum meets the industry demands?

Our curriculum meets the industry standards for a few courses, like photography and filmmaking. But concerning subjects requiring critical thinking and world view, we need to put in more effort. To explain it in a better way, our students are good technicians, but there is still a lot more required for them to become critical thinkers. So, the curriculum alone cannot produce industry-ready students.

For the placement process, recruiters visit the campus on a regular basis. However, keeping aside the institutional involvement, students these days are extremely choosy when it comes to work for a company and have their expectations, which may not be entirely fair. Recruiters find it difficult to rely on the students, as students tend to switch jobs quickly. Personally, I have not had any complaints from recruiters about the efficiency of the students, as most media houses I know require good communication skills and basic creative thinking, which today's generation has innately picked up. However, there are a few news media organizations that demand critical thinkers and good writers, which are rare in today's time. So only when it comes to subjects like journalism or jobs involving beats like politics, socio-economic crisis and social work, recruiters feel that strong-headed students are rare and hard to find.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

Involvement of industry professionals in the design of the curriculum will help a lot. But only if the industry professionals keep child psychology and pedagogy of healthy learning in their minds. Not all students have similar interests or mannerism of learning styles. This has to be the basis on which the design should be done. We do have subject experts and faculty who can be approached if needed. Some courses, like sound engineering, are completely designed by industry experts with very little involvement of academic staff. Speaking about the competence level of the faculty for journalism, most of the institutions have individuals with a strong industrial background, coupled with sound knowledge of academics. Some of them are pursuing or have done their PhD. However, in my opinion, these backgrounds may not necessarily ensure competency in the field of media education. A journalism faculty has to be a critical thinker and an artist first to effectively help students learn and grow. All other qualifications like doctorate, industry experience or SET/NET are just supportive qualifications to fit into the role as per government norms.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Industry Visits, Assignments (Theory), Exposure to the field assignments (Practicals), Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations and Role Play, Lecture through aids convention, Lecture Extension activities, are used as teaching methodologies to deliver subject matter to the students.

The infrastructure of the department is way ahead of any other institute of its kind. (This is no exaggeration.) The studios and equipment are way better than even FTII or KM music conservatory. Currently, the infrastructure available in our department includes Computer lab, Print production lab, Tv Studio, Radio Studio, Multi-purpose studio, Smart classroom, Seminar hall, Individual faculty room, Department Library, Reading Hall, [Editing suites, Video conferencing system, DSLR with supporting Equipment, Video camera with latest technology, Audio recorder, all necessary equipment for field production and internet facility.

4E.13 Sanika Kulkarni

Assistant Professor, Journalism & Mass Communication Department,

Tilak Maharashtra Vidyapeeth

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

It's my concern that while meeting the practical skill demands of the industry, important socio-political subjects are forgotten. It is crucial for a journalist to have basic knowledge of sociology, economics, civics and current affairs of the region he or she is operating in.

Interview Question 2: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

When it comes to the curriculum designing and redesigning process of the department, the UGC guidelines sometimes create hurdles as they don't match the requirements of the hour. Modules of some subjects that are not relevant to the industry in the present times still need to be added to the curriculum, which takes up time and effort for students and faculty alike.

Interview Question 3: Do you think the curriculum meets the industry demands?

The curriculum of the department is somehow able to meet the industry demands. When it comes to the curriculum designing and redesigning process, the department approves it through the Board of Studies and then through the Board of Management. The Vidyapeeth has a central placement cell. However, it is not dedicated solely to journalism students. Almost 80% of our students are placed in different media organisations across the nation. Most of them are placed via alumni connections, the final semester internship process or through referral of the faculty members. The department also has an alumni cell, which organizes regular alumni meets to facilitate interactions between the alumni and the students. The department updates the syllabus of all its courses every 3 years, which helps in producing more industry-ready students. Currently, the theory and practical ratio of the syllabi is 40 to 60. And, this applies to all the courses. The department involves many industry professionals and senior academicians while preparing the curriculum. The department also has tie-ups with various media organizations.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Lecture through aids convention, Lecture Extension activities, Media Visits Assignments (Theory), Exposure to the field Assignments (Practical), Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations, Role Play – are used as teaching methodologies to deliver subject matter to the students.

4E.14 Dr. Nutan Kanegaonkar

Assistant Professor, Department of Journalism& Mass Communication, TMV, Pune

Interview Question 1 &2: What do you think are the challenges faced while designing a curriculum that can meet industry demands? Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

Navigating the University Grants Commission (UGC) guidelines can indeed pose challenges when designing or redesigning the curriculum for journalism and mass communication programs. UGC guidelines typically set certain standards and criteria that educational institutions must follow to maintain quality and relevance in their programs. In the context of journalism and mass communication, where the landscape is rapidly evolving due to technological advancements and shifts in media consumption patterns, there may be a need for more flexibility and agility in curriculum design. The UGC guidelines may not always keep pace with the latest developments in the field of journalism and mass communication. This can make it challenging to incorporate emerging topics or technologies into the curriculum.

Interview Question 3: Do you think the curriculum meets the industry demands?

Despite all the challenges, I think the curriculum of the department is able to meet the industry requirements. We have various industry experts who are part of our Board of Studies. Therefore, while designing or redesigning the curriculum, the industry requirements and trends are always taken into consideration. The entire Vidyapeeth has a common placement cell, whereas the department has its own alumni cell. Internship is compulsory for all courses, which ensures that all the students have practical hands-on training in their respective fields. The department is following the CBCS pattern, and the semester pattern has been adopted for evaluation. Every three years, the curriculum is updated or redesigned as per the needs of the hour. Currently, we have MOUs with various media houses across the country. The placement scenario is also good. Almost 80% of our students are placed in different organization.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Group Discussions, Brainstorming Sessions, Tutorials, Seminars, Demonstrations, Industry expert Visits, Assignments (Theory), Exposure to the field Assignments (Practicals), Role play & tutorials, are used for delivering subject matter to the students.

4E.15 Dr. Sagar Gokhale

Assistant Professor, Department of Journalism & Mass Communication, SYMBIOSIS INTERNATIONAL UNIVERSITY, Pune

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

We are offering 4 undergraduate courses in our department. The Media Communication students can choose to specialize in Journalism or Audio-Visual Production, and the Communication Management students may specialise in Advertising or Public Relations. The student's enrollment process is based on merit and through an entrance and interview process, which is quite rigorous. At present, we have 160 students on our campus.

The process for the curriculum designing/redesigning of our department requires us to have a brainstorming session where inputs are taken from subject experts and concerned faculty, and the same is matched up with the requirements of UGC in terms of a credit system. Syllabus is ideally updated every 2-3 years, and there are provisions to make updates more frequently if required. Personally, I do not see any major challenges in curriculum design at Symbiosis.

Interview Question 2: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

At times, the guidelines feel like a hurdle. Especially when you are forced to include outdated subjects in the curriculum. However, in Symbiosis, we have a lot of flexibility in deciding our curriculum. However, in general, I have observed across institutions that some guidelines concerning the appointment of technical positions for practical are crucial, but are not followed for reasons unknown to me.

Interview Question 3: Do you think the curriculum meets the industry demands?

When it comes to meeting the industry demands, I must say the curriculum meets the industry standards. We have four super specializations. Journalism, Audiovisual production, Advertising, and Public Relations. There is an internship cell and a placement cell for the student representatives, with one faculty member coordinating important activities. As and when there are openings available, the same information is shared with the eligible candidates (mostly the ones with a good academic record). The department also has an alumni cell, which facilitates alumni meets from time to time. Currently, the placement status stands at 80%. There is a mechanism and a prescribed format to request feedback from recruiters to understand where our students stand in terms of industry requirements. The theory and practical ratio in the syllabus is 60- 40. Internship is a compulsory part of our curriculum, and the department also has an MOU with different media houses and the media departments of some foreign countries.

Interview question 4: What is the pedagogy that you would suggest for effective teaching?

Pedagogy is mostly similar to other institutes. We also involve students in creating, editing and publishing their online newspaper, which further adds to their practical knowledge.

4E.16 Dr.Riya Mukhopadhyay

Assistant Professor, Dr.Vishwanath Karad, MIT WORLD PEACE UNIVERSITY, Pune

Interview Question 1: What do you think are the challenges faced while designing a curriculum that can meet industry demands?

At MIT, we are offering 3 different programmes of B.A. & M.A. in Journalism & Mass Communication. Currently, in the undergraduate programme, we have 120 students, and for master's, 40 students are enrolled. One of the main challenges is ensuring that the curriculum stays updated with the latest industry trends and technologies. At MIT, we have an Advisory Board of 15 members in the Board of Studies Committee. However, we need more industry experts on the board because many academicians are not fully aware of current industry practices and tools. Additionally, the syllabus is not updated regularly.

Interview Question 2: Do you think the curriculum meets the industry demands?

It does not. But it's a work in progress. At MIT, we are making strides to include more industry-relevant subjects like branding and advertising by collaborating closely with industry experts. The department has a placement, alumni and internship cell which takes care of career opportunities for students. We have a record of 70-80 % placement, which is a good sign.

Interview Question 3: Do UGC guidelines create any hurdles in designing or re-designing a curriculum?

Yes, they do. Industry experts often are not aware of the guidelines or restrictions set by higher authorities, which can create hurdles in designing a curriculum that is both compliant and industry-relevant.

Interview Question 4: From an academic perspective, how would you ensure that the curriculum can be improved further to better meet the demands of the industry?

I would suggest implementing skill enhancement programs for faculty members to ensure they are up-to-date with the latest industry trends. More focus on practical delivery will also help students to give of better picture of the working of media. This would help bridge the gap between media education and industry practices.

Interview Question 5: What is the pedagogy that you would suggest for effective teaching?

Classroom activities, demonstrations, hands-on experience, discussions, PPT presentations, and Samwaad activities, where industry experts conduct guest lectures and industry-based workshops.

4E.17 Thematic analysis of the Academician's interview

Based on the comprehensive responses from various Journalism & Mass Communication Academia, it can be concluded that teaching journalism can be a challenge in itself, as firstly, it is primarily vocational in nature, and secondly, it is associated with an industry that is rapidly evolving. Fast-paced environment, balance between theory and practice, ethical considerations, adapting to diverse student backgrounds, addressing industry demands, developing critical thinking and fact-checking are some reasons why journalism education is unique. Despite these challenges, helping students develop into skilled storytellers, critical thinkers, and ethical journalists who shape the opinions of society is a rewarding endeavour and a crucial social responsibility at the same time. Effective journalism educators play a vital role in shaping the next generation of media professionals and fostering informed, engaged citizenship. The researcher has attempted to summarise the interactions with the faculty from different Universities across the state of Maharashtra, under the following heads:

1. Curriculum Design: Institutions follow a structured process involving brainstorming sessions, inputs from subject experts, faculty deliberations, and adherence to UGC guidelines. Some emphasize practical knowledge over theory, while others maintain a balance. There's a focus on updating syllabi regularly to meet industry standards.

2. Industry Demands: Efforts are made to align the curriculum with industry requirements by involving professionals in curriculum design, updating syllabi, and offering specialized courses. However, there are challenges in ensuring students are fully prepared for the workforce, especially in critical thinking and practical application.

3. Teaching Methodologies: Various methods such as lectures, assignments, group discussions, seminars, demonstrations, and role-plays are utilized by the faculty while teaching. Some institutions emphasize hands-on experience, while others integrate industry experts for guest lectures and workshops.

4. Infrastructure: Institutions boast state-of-the-art facilities, including computer labs, TV and radio studios, editing suites, and multimedia equipment to provide practical training to students. But in comparison with private universities, the government universities lag behind in infrastructure.

5. Challenges: Language barriers, limited industry exposure in cities geographically further from industry hubs, a lack of understanding of new industry trends, and the gap between academia and industry are significant challenges faced by the universities. Additionally, there's a need to strike a balance between theoretical knowledge and practical skills.

6. Placement and Alumni Networks: Most of the universities have placement cells, alumni networks, and internship opportunities to facilitate student transitions into the workforce. Feedback from recruiters helps in improving the curriculum and preparing students for industry roles.

7. UGC Guidelines: While UGC guidelines are viewed positively for providing a framework, some faculty members feel they could hinder flexibility in curriculum design. However, there's consensus on the importance of continuously updating syllabi to meet evolving industry demands.

Overall, there's a recognition of the need for continuous improvement in curriculum design, teaching methodologies, and infrastructure to produce industry-ready graduates in Mass Communication programs. Collaboration between academia and industry professionals, along with a focus on practical skills development, emerges as a key strategy to bridge the gap between education and employment in the field.

4F: Perception of Industry Experts

This section represents the result of the in-depth interview of the journalist from various platforms like print, electronic and digital media. This highlights the industry's expectations towards the newcomers.

4F.1 Nikhil Gajendragadkar

Executive Editor, Kesari Marathi daily newspaper

Visiting Faculty at Ranade Institute, Pune

Work experience:20 years+

Interview Question 1: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

I would rate them 1 or even less. Till the early 90s, the industry was able to find people with sufficiently good skills. I switched to Kesari before moving from 4 different kinds of jobs. Naturally, when I joined Kesari, I was required to adapt to their kind of language. Similarly, many papers were doing the same thing- hiring people based on their skills and leveraging them accordingly. The early 90s or mid-80s were a satisfactory period for Mumbai newspapers. They

were able to find people with good skills. But after the mid-90s, things started deteriorating. I cannot pinpoint why. There can be several reasons – of course, things may differ from paper to paper or channel to channel. One prominent aspect that I have noticed is that media organisations were not offering good salaries. So, attracting good talent can get very difficult.

There is a Majithia Wage Board for Print Media, which recommends minimum wages for personnel based on the turnover of newspapers. Papers like The Hindu and The Times of India were complaining about it. If they are earning well, why can't they retain people with good talent? Last year, many news media houses laid off journalists and non-journalists; the reason was that their revenue had declined because of the pandemic. When such things happen, even people who are serious about a career in media start looking for other options, which may lead them to switch to a different profession or even explore opportunities outside India. So, it boils down to one thing – remuneration. And if talented people are not getting enough salaries, they are switching their professions and moving towards IT or any other sector, which is a loss for the media industry. The business model of media organizations has also changed due to the ever-increasing usage of digital media like vlogging, blogging, etc. But these companies that are making online content may not be permanent. Compared to that, the traditional newspapers are still here, and in fact, they are booming.

I have been a visiting faculty member at Ranade Institute since 1993, and a few of my students were hired here at Kesari. But I have seen students joining media school have a very different approach, because of the rise and influence of the super electronic medium. Many of them think that Journalism is about appearing on screen. Girls with fairly good looks assume that they also have anchoring skills and can become the next Barkha Dutt. They fail to understand that they must have some skills. They need to recognise what is news and edit it according to the print or electronic media. If you are writing and editing for newspapers, the presentation and style differ from what you will have for television or any other online medium. When the BBC was about to start their Marathi news channel, there was a small gathering, and one person asked them about the package that would be offered. But before asking this question, one must also introspect - "Can

I fit in there?" or "Do I have the skills and abilities that they are looking for?" You cannot just ask for money upfront; you need to prove yourself.

Interview Question 2: Are you satisfied with the performance of fresh recruits?

The quality of some students who chose journalism education is very poor, as they are more attracted towards staying in the limelight, conducting interviews with politicians, and attending press conferences. Some think that they cannot fit anywhere else, and so they choose this as a career option, thinking it is a high-profile job. But, sustaining in this industry is very difficult, especially if you do not have the necessary skills and abilities to create a situation where the industry will require or demand your presence.

Interview Question 3: What are your expectations when you recruit a student as an employer?

What do we expect from newcomers? Good command over Marathi and English, because most of the time this job requires translation skills from English to Marathi. They should cultivate expression power and analytical skills, which come with only hard work and patience.

Interview Question 4: Do you provide any kind of training to the freshers?

How do we train them? The ideal situation is – the fresher joins the organization and he learns by observing the day-to-day work.

Interview Question 5: What are your thoughts on syllabi in Journalism institutions? Should it be theoretical, practical or a combination of both?

I am satisfied with the curriculum of the journalism course at Ranade. But again, there are language barriers observed among the students. Even if the medium of instruction is English, some students still expect the teachers to teach them in Marathi.

4F.2 Ramdas Nehulkar

Assistant Editor, Kesari Marathi Daily newspaper

Work Experience: 20 years+

Interview Question 1: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

I would rate them as 4.

Interview Question 2: What are your expectations when you recruit a student as an employer?

They should understand the basic concept and definition of news. They should understand how to write the introduction and the lead. The reporter chosen for a specific beat is expected to have comprehensive knowledge of that beat. They should also be aware of the people involved with that beat, as they might need to talk to them or even conduct interviews. They should understand the basic interview techniques.

Interview Question 3: Are you satisfied with the performance of the fresh recruits? Do you see any shortcomings in a fresher who has recently joined? If yes, can you please elaborate?

The evaluation of the skillset of these newcomers is very dismal. Some don't understand the concept of translating news, and they think translating is just about putting the words as it is from English to Marathi. But they do not understand that the essence of the original text must be retained and cannot get lost in translation. However, not all of them are bad. Some are hard-working and they are able to blend into the working environment and grasp the working styles of the news house quickly. But the majority seems to be here for a specific salary after getting their degrees.

Interview Question 4: Do you provide any kind of training to the freshers?

We have to provide training to the new joiners. Initially, we give them a fresh batch of news stories to rewrite, and then we give them translation work and ask them to observe the work of the senior journalists and reporters. There is no fixed budget or expenditure for this training.

Interview Question 5: What are your thoughts on the syllabus in Journalism institutions? Should it be theoretical, practical or a combination of both?

The curriculum in all universities should be practical-oriented. The students should understand the workings of a press by making daily observations. Secondly, the curriculum design should be media-based. If the student wants to work in print media, then the focus should only be on teaching that rather than other media.

Interview Question 6: Do you think academia and industry should collaborate more? What are your suggestions for the betterment of Journalism Education in Maharashtra?

The involvement of regional media professionals in the UGC committee would make the curriculum more aligned with industry standards. Editing, reporting and media management are the subjects that are a must in the curriculum. Only if the courses are specialisation-oriented can they focus on advertising or public relations.

4F.3 Swapnil Pore

News Editor, Kesari Marathi Daily Newspaper

Work experience:20 years+

Interview Question 1: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

Rating -5.

Interview Question 2: What are your expectations when you recruit a student as an employer?

The smooth integration of the fresher into the day-to-day work environment is the basic requirement.

Interview Question 3: Do you provide any kind of training to the freshers?

We have to provide training to the student because the curriculum in many universities is not practical-oriented. Many courses teach the students the different writing styles of news stories, like 5 W 1 H, but the students need more practice. To get any kind of value from the recruits, we have to mould them in any case.

Interview Question 4: Are you satisfied with the performance of the fresh recruits?

Most of the freshers do not have a command of the language. Many a time, their languages get mixed up. Again, there are students from reputed institutes who have very high expectations.

Interview Question 5: Do you think academia and industry should collaborate more?

Innovations introduced in the curriculum with the help of media experts will definitely prove to be a boon to journalism and media education. To reduce the skill gap, the involvement of media professionals along with academics is a must to meet the basic industry requirements.

Interview Question 6: What are your suggestions for the betterment of Journalism Education in Maharashtra?

The universities should also take up language skill improvement programmes. The written language of leading newspapers should be used for standards, as each paper has its unique presentation style. Apart from basic journalism subjects, institutions should also focus on media ethics and laws. Journalism should not be studied online; classroom teaching with practical subjects is a must.

4F.4 Kedar Wagh

Chief Copy Editor, Maharashtra Times

Work experience- 20 years+

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

"The journalism courses in Maharashtra are not meeting the industry expectations". I will not say that this statement is 100 per cent true. The field of journalism is very professional and dynamic. The basic education on the workings of media is taught in most of the courses. The problem is that many students who enrol for these courses do not intend to work as journalists. Their goals are very different. They are looking at profiles of the PR or the Multimedia Executive. There are gaps not only in the media but in other industries as well. However, you can fill those gaps with work

experience only. This is because you cannot teach anybody the knowledge of building contacts, or the treatment of news – these are things which can only be learned through experience.

Interview Question 2: What are your expectations from a fresher in journalism as an employer?

The candidate should have very good knowledge of current affairs. Mostly, we come across cases where students do not even have basic general knowledge. As an example, they should have knowledge about our civic system, some students don't even know the difference between an MLA and an MP. We know that the media industry is going through a lot of changes. So, there are requirements of domain experts also, for example, if a student is getting into journalism education after having obtained a degree in commerce or chartered accountancy, he or she can directly work as an economic correspondent. If a general candidate goes into that sector, it might be difficult for that person without knowledge of the basic concepts of economics. I have another example with respect to the COVID-19 vaccine, where we had a general candidate who could not explain the basic development of the vaccine or its making. In such cases, you would need a science expert. Similarly, with incidents related to crime, which are at the forefront of Indian news, a journalist with a law background can definitely excel.

Interview Question 3: Do you provide any kind of training to the freshers?

Training freshers is a routine practice on our side. But what happens is that many students intend to work for electronic or digital media rather than print media. The practice of recruiting interns in print media houses has been around for a very long time. Many students join us, and they even get experience letters.

Interview Question 4: Do you think academia and industry should collaborate more?

It is important to involve media professionals in the making of the curriculum. Those who are already working in this field and have an experience of more than a decade, they can understand

the needs of the industry in a better way. Their invaluable experience can add a lot of value to the curriculum. Students who pass through this curriculum will certainly be more knowledgeable.

Interview Question 5: Do you think Journalism Education is necessary to become a journalist?

Though journalism is a knowledge branch with its prescribed curriculum, it is equally an art. So, you can acquire a skill, but you cannot learn the art; it should be inherent. The students who learn journalism learn the basics - what is journalism, what are the objectives, what is the structure, what is the current scenario, etc. But beyond that, one has to give one's best to make an impact, and this cannot be taught in colleges. The person has to work in the industry, get some field experience, move around while studying the society and the surroundings; only then can they become good journalists.

Interview Question 6: What are your suggestions for the betterment of Journalism Education in Maharashtra?

The colleges should adapt to the changes in the industry and then design the course structure. The skeleton of the journalism course is the same throughout the world, because the basics of journalism will not change. But yes, the colleges can adapt to subjects like society, polity, culture, and this can change from state to state. For example, there are a lot of cultural differences in the different parts of Maharashtra, so it's better to be acquainted with this before you enter the field.

4F.5 Amitabh Dasgupta

Editor, Publisher, Printer- Gomantak Times and Sakal Times

Current position: Head of the Department of Journalism, Symbiosis Centre for Media &Communication

Work experience:20 years+

Interview Question 1: As a person who has donned multiple hats, as an academician as well as a media professional, do you think that the course curriculum of the universities is not meeting the demands of the industry?

The moment students get into post-graduation, they become more academically inclined as the courses are designed in that manner. There is a lot of focus on research compared to the practical aspects of the industry. In my opinion, there is a mismatch. The industry tends to hire people on the basis of their highest qualifications. The industry prefers to employ a postgraduate rather than a graduate. But postgraduate students are more focused on academics and research and are less connected to the fundamentals and practical aspects, which are more important for the industry.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

That depends on the job profile; I will need to observe his capabilities. It entirely depends on their skill set and the requirements that I have. The students I recruited from Symbiosis were far better than the rest of the lot. In Symbiosis, our students are given a practical task of publishing an English newspaper, and this, I feel, is one of the reasons why the language skills of our students are better. Secondly, the course structure of Symbiosis is more industry-oriented. Also, they can tweak their courses a little quicker than Pune University. In the university, it would take 4-5 years of time.

Interview Question 3: Do you provide any kind of training to the freshers?

Yes, this is required. When the students join in, they are put on probation for 3 to 6 months, and in that period, a lot of things happen. The students start getting involved in the day-to-day work, and we get a better understanding of the skills that they have.

Interview Question 4: Do you think academia and industry should collaborate more?

Any media course is a vocational course. In the end, the students are going to get their degrees and work in the industry. So, unless and until the industry experts put in their requirements, the curriculum won't be able to match up to the requirements. For instance, post 2010, a lot of newspapers started bringing out their web versions. These versions differed from the print newspapers in the language and layout used for reporting. So, we needed different skillsets to tackle this. At that time, being a member of the Board of Studies in Symbiosis, I suggested that we need a course on online reporting. And it was incorporated.

Interview Question 5: What are the topics or subjects that you suggest are relevant to the professional industry?

News editing is absolutely critical, and all the students who are pursuing journalism should be able to edit news copy. Because, unless and until you do that, you cannot be a good reporter. Every newcomer who comes in is put in a desk job first. When you deal with copies, only then can you make good copies.

Interview Question 6: Do you think Journalism Education is necessary to become a journalist?

Most of my seniors from the initial phases of my career did not have a background in journalism education, but they were fantastic journalists. I learnt more from them than I learnt when I did my post-graduation in Journalism. But things have changed now; to get into journalism, you need to

have a qualification. There are a lot of skills that are required now, and for that, we need multi-talented and multi-skilled people. For that, a lot of training is a must.

Interview Question 7: What aspects of journalism are learnt better in a newsroom than in academia?

The legalities and ethics of journalism are better learned in a newsroom. Only reading or learning about case studies is not enough; you need to get hands-on experience. Journalism education should be 70 per cent practical and 30 per cent theory.

Interview Question 8: Do you think there should be a uniform syllabus structure in the country for Journalism education?

There should be a uniform structure of the curriculum in the country for Journalism. I don't see the logic behind different universities having different courses for journalism. Some universities putting more focus on either broadcast or print is understandable, but the basic syllabus has to be more or less the same.

Interview Question 6: What are your suggestions for the betterment of Journalism Education in Maharashtra?

While creating the course structure, higher education authorities can consult media houses like the Press Council of India (similar to law courses adapting to courses designed by the Bar Council of India) and then come up with a sort of common structure for all the universities.

4F.6 Chandrashekhar Patwardhan

Senior Correspondent, Aaj Ka Anand (Hindi Daily)

Work experience: 20 years+

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

Yes, there is a large discrepancy between what the industry needs and what the universities teach.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

Above all, language skills with a fair understanding of the industry, as most of the time it has been observed that students come here for glamour; the quality of learning that they have got from education is redundant, and there is no hand-holding by the experts. I feel the money that the education system holds is not utilised properly for the students. The system of examination is also not up to the mark. Most of the institutes run undergraduate courses in Journalism, which is totally wrong. All the journalism courses should be postgraduate. There is no agency that oversees the quality of education, which results in poor output.

Training is run by default. Students should have a basic understanding of all the platforms in media, and they should get hands-on training for at least a year. Simultaneously, having regional language skills is a must. Even though media professionals are involved in the design of the curriculum, it is not foolproof.

Interview Question 3: What are the topics /subjects you suggest are relevant to the professional industry?

Understanding of current affairs, understanding the system and institutions involved in reporting and editing. Also, an understanding of the geography and its civic system that the fresher is working on will help. I agree 50 per cent that journalism education is necessary for becoming a journalist.

Interview Question 4: According to you, what are the key challenges in Journalism Education?

Lack of good teachers, lack of good technology, lack of investment and lack of infrastructure. The subjects should be more practical-oriented and exercise-driven. For example, when the Prime Minister recently visited the city, not many journalism institutes encouraged their students to cover the event. So, this in itself is the biggest failure of the administration of those institutes.

Interview Question 5: What aspects of journalism are learnt better in a newsroom than in the classroom?

News writing skills are learnt better in a newsroom. Basic ethics and legalities can be learnt in the classroom, but the real-world application of these varies for every media organisation.

Interview Question 6: Should there be a uniform structure for journalism education across the country?

There should be a national curriculum for journalism for the country, which takes into account state-level variations, as the demography and the civic system will change from state to state.

Interview Question 7: What are your suggestions for the betterment of Journalism Education in Maharashtra?

As education comes under the concurrent list of the Constitution, the State should also be involved in designing the curriculum of the region. All stakeholders in the industry (both public and private) should form an agency at the state level, and it should put forth a comprehensive plan to make the UGC-recommended curriculum more industry and region-relevant.

4F.7 Mukund Potdar

Sub-editor, Sakal Newspaper

Work experience: 20 years+

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

I have not done any course in Journalism. So, I would not be a perfect judge. But yes, I can say that practical knowledge is very important in this field, and people who have completed this course have more knowledge of this field.

Interview Question 2: Are you satisfied with the performance of the fresh recruits?

The foundation of language is very poor among the students, so if you don't have a command over your mother tongue, then what can be done? The quality of news has deteriorated. Students don't have the appetite to learn and assume that they have become all-rounders after just getting a degree.

Interview Question 3: Do you provide any kind of training to the freshers?

The training period for early journalists was for more than a year so that they could get acquainted with the working environment of the newspaper. In Sakal, we had a training period for systematically grooming journalists, but now the newspapers don't have the time to groom people.

Interview Question 4: Do you think timely reviews through more involvement of industry professionals can help in arriving at a better curriculum?

There is no timely review present in our industry; you can choose any institute and do a survey based on that. There are no competent lecturers in the universities who even do the homework before taking the classes. A total revamp is needed in the industry as well as the education system.

Interview Question 5: What are your suggestions for the betterment of Journalism Education in Maharashtra?

The number of practical-oriented subjects can be increased. The students can be given exposure to the media industry right from the beginning of the course; they can learn the theoretical subjects in the classrooms and can directly do practical subjects in the newsrooms. Only then can they understand their limitations and the lacunae in the courses. In the end, the head of the department can take feedback from the students as to how their experience was. So, this kind of brainstorming can help the institutes to understand where they are lacking.

4F.8 Radheshyam Jadhav

Deputy Editor, The Hindu Business Line

Work experience: 20 years+

Interview Question 1: What are your thoughts on syllabi in Journalism institutions? Do you think that the course curricula of the universities are not meeting your required demands?

Broadly, yes. The theoretical science evolved in academia slowly. There is a complete disconnect between academia and journalism. When I recruit students, I find that they are still being taught old theories, news writing skills, the way field reporting is done, editing is done, the way data is used in a news story and the way perspectives are developed. So, every newspaper has evolved its own theories, we don't call them theories per se, because whatever is happening in the media is theorised into knowledge in academia. Journalists, reporters, and field reporters - they are all strategists; they have to develop ideas as to how to bring in more content and stories that are reliable as well. At every stage, a reporter is a researcher. This kind of research is not reflected in the media curriculum.

Interview Question 2: What are your expectations from a fresher recruit as an employer? Are you satisfied with the performance of the fresh recruits?

Not satisfied with the newcomers. They are not even able to write a simple lead. This is lacking because the teachers don't connect with the industries completely. We have to treat journalism and media education separately from other branches of education. It is a combination of both theory and practice; news cannot be developed in the classroom; you have to travel, meet different people, and you have to experiment with your writing and thinking process. It should be a combination of both because, in the end, you have to develop theories to build a rationale; otherwise, your ideologies will overpower you, and you will become a propaganda machine. But you also need to know how to apply these theories in the workplace. Industry experience should come into academia, and teachers who teach journalism should also be connected with the industry. They should be aware; they should be involved. It should be a give-and-take.

Interview Question 3: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

Getting a certificate does not necessarily mean you will become a good journalist. I think that when more institutes start these kinds of courses, it is because these courses are in demand or are getting more attention. Students are more attracted towards the anchoring part of the industry, and anchoring is not journalism. It's exploitation in the name of journalism. The institutes are only doing business.

Interview Question 4: Do you think Journalism Education is necessary to become a journalist?

Everyone who communicates is not necessarily a good communicator or a journalist; so we have to acknowledge the fact that Journalism and Communication are a science. And when we say that it is science, we have to theorise it and we have to research it. Journalism is not only about writing stories, but is more than that. It is an interdisciplinary field.

Interview Question 5: What aspects of journalism are learnt better in a newsroom than in academics?

Journalism is a profession, so obviously, one learns better in a newsroom. It is not something that you learn today and use tomorrow. So as a journalist, I have to evolve my style, my thinking, research abilities and today it has become more challenging because there is stiff competition. Every day is a learning process.

Interview Question 6: Should there be a uniform structure for journalism education?

No, because there is a difference between natural sciences and social sciences. We are dealing with people in the social sciences. There is positivism, interpretative, pragmatism and many other

dimensions in research itself. So, one syllabus across the nation is not going to help. The syllabus needs to be aligned with the region in which the student will be operating professionally.

Interview Question 7: What are your suggestions for the betterment of Journalism Education in Maharashtra?

Journalists should be more involved with the academicians, and the academicians should look more and more into the industry. The gap is because of the disconnect between the two parties. And this, in turn, is impacting the quality of the students.

4F.9 Shivani Pandhare

Journalist at ABP Majha,

Journalism Alumni (Pune University and TMV), Work Experience: 5+ years

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

Course curricula are not sufficient because what is taught in the course is completely different from what is expected in the industry. The most important thing is that writing news and formatting it are not the same. I feel practical subjects like writing, formatting and editing news, field reporting, etc., should be incorporated into the curriculum.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

The students should get into journalism education with the aim of reaching out to the system to bring in changes or some kind of development. The main drawback of learning journalism in a classroom structure is that, in the end, when we work in the industry, we fail in the basics like writing and editing the news due to improper language skills, and failure to understand different

perspectives of the various news beats. This primarily blocks the individual from having a voice that can make an impact. Hence, I believe, writing skills are the most important.

Interview Question 3: Should there be a uniform structure for journalism education?

There should be a fixed pattern with industry-oriented subjects. This will also help the students in terms of a fixed weightage and will also ensure that industry recruiters do not attach undue importance to a single or a handful of institutions, just because their respective curricula are more industry-relevant.

Interview Question 4: Do you think academia and industry should collaborate more?

Definitely. The involvement of industry experts will be really fruitful for designing the curriculum because it is necessary for the students to understand the experience that these professionals have had. As an example, there is an implementation of any government scheme based on a news report that has been covered by a professional full circle. So, these things would not be there in any books, nor can a teacher teach you these things in a classroom. You have to be on the field and then work firsthand.

4F.10 Prasanna Joshi

News Editor (National), Pudhari

Work experience:15+ years

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

There is a need for journalism education to keep pace with the latest developments in the industry.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

Journalism is seen as a profession where learning occurs primarily through hands-on experience in a newsroom. The ability to apply theoretical knowledge to real-world situations is crucial for developing competent journalists.

Interview Question 3: What are your thoughts on syllabi in Journalism institutions? Should it be theoretical, practical or a combination of both?

We need to take a more integrated approach, where theory and practice are combined to better prepare students for the realities of journalism. This includes updating teaching materials, incorporating modern reporting techniques, and integrating industry insights into the curriculum.

Interview Question 4: Do you think academia and industry should collaborate more?

Yes. Closer collaboration between academia and the journalism industry will educate teachers who are actively engaged in the field, as well as provide opportunities for students to interact with industry professionals and gain practical experience.

Interview Question 5: Do you think there should be a uniform syllabus structure in the country for Journalism education?

There cannot be a one-size-fits-all approach to journalism education. The socio-cultural diversity in the country, and for that matter, in the state, is too great. Hence, there is a need for flexibility in curriculum design to cater to different contexts and career paths.

Interview Question 6: What are your suggestions for the betterment of Journalism Education in Maharashtra?

Encouraging more interaction between journalists and academics can help bridge the gap between theory and practice. This could involve joint research projects, guest lectures by industry experts, and internships or work placements.

4F.11 Rafique Pathan

Senior Monetization & Operations Manager at Sakal Media Group (Digital Vertical)

Work experience: 5+ years

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

There's a mismatch between what the industry requires and what universities offer. The curriculum should focus on practical skills, understanding of current affairs, and the civic systems relevant to journalism.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

Expectations include not just language skills but also a deep understanding of the industry, practical training, and hands-on experience.

Interview Question 3: Do you provide any kind of training to the freshers?

We have to. This is because freshers lack knowledge from various angles. Only after the training can we get the freshers to perform. Besides, certain skills like news writing are better learned in the newsroom.

Interview Question 4: What are your suggestions for the betterment of Journalism Education in Maharashtra?

A uniform curriculum can be very valuable for the journalism industry. In my opinion, it can help address the industry's lack of skilled manpower. Regional language and general knowledge of the region should also be added to the curriculum. The contents should be revised and updated every three years, or value additions can be made every semester to align the curriculum more with industry standards.

4F.12 Sangram Jagtap

Sub editor, Sakal Media Group

Work experience- 20 years+

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

There is a huge discrepancy between what the industry requires and what universities offer. There is a need for journalism education to be dynamic, practical, and responsive to the changing demands of the industry.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

A deep understanding of the various issues without any prejudices or biases, an attitude to learn skills and knowledge, and adaptability to new technologies with good language skills are the basic requirements for freshers or newcomers.

Interview Question 3: Do you think there should be a uniform syllabus structure in the country for Journalism education?

A uniform curriculum across journalism institutions could ensure consistency and quality in education. While some may argue that certain subjects become irrelevant over time, I believe that nothing is truly irrelevant in journalism. We can, rather, change the weightage of subjects over time as the industry evolves.

Interview Question 4: Do you think the academia industry should collaborate more?

More involvement of industry experts in either curriculum design or in regular meetups with the students can benefit them in developing realistic expectations and adapting to the fast-paced nature of the industry.

Interview Question 5: What are your suggestions for the betterment of Journalism Education in Maharashtra?

The curriculum should be designed in a way that prioritises practical skills over theoretical knowledge and should provide students with a deep understanding of current affairs and the civic systems relevant to journalism. The curriculum contents should be revised and updated every three years or maybe even earlier to ensure that students are exposed to the latest trends, technologies, and practices in the field.

4F.13 Rachana Bhondave

Sub-editor at TV9 Marathi

Work experience: 5 years+

Interview Question 1: Do you think that the course curricula of the universities are not meeting your required demands?

I am afraid the present curricula followed by the universities are not in line with the industry standards. Empowering students with actual, practical knowledge of the industry is a significant challenge.

Interview Question 2: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

I would rate 6. There is a mix of good and average students, out of which some excel in Journalism skills while others struggle with the basics.

Interview Question 3: What are your expectations from a fresher recruit as an employer?

We expect students to be aware of current events as a bare minimum. They should also be aware of the 5 W's and 1 H of the journalism framework and demonstrate curiosity and enthusiasm for the profession.

Interview Question 4: Are you satisfied with the performance of the fresh recruits?

Many freshers lack practical knowledge, which impacts their performance in the industry.

Interview Question 5: Do you provide any kind of training to the freshers?

We do provide training to address the shortcomings of freshers. I must add that the balance between reality and business in journalism is more effectively learned in the newsroom than in an academic program.

Interview Question 6: Do you think Journalism Education is necessary to become a journalist?

Yes, I do. This is because the curriculum, despite its limitations, provides a fair view of the real work in media and builds perspectives.

Interview Question 7: Do you think academia and industry should collaborate more?

Timely reviews and deeper involvement of industry professionals in curriculum design can lead to better outcomes, which will benefit the students as a whole. Meetups of industry experts with students can also help in aligning their industry expectations towards reality.

Interview Question 7: What are your suggestions for the betterment of Journalism Education in Maharashtra?

More stress on practical skills aligned with Media Ethics and Laws can definitely go a long way in making students more industry-ready. The inclusion of subjects like Current affairs, Indian polity, mobile journalism, and news writing can add more value to the curriculum. If possible, there should be a uniform syllabus structure for journalism education across the country.

4F.14 Ganesh Mokashe

Sub Editorial Rajya Loktantra

Work experience: 5 years+

Interview Question 1: On a scale of 1- 10, how would you rate the employability of a fresher in the industry?

I would rate them 5 out of 10.

Interview Question 2: What are your expectations from a fresher recruit as an employer?

We expect recruits to be aware of current affairs and possess basic journalism skills of writing and analysing content without any prejudices.

Interview Question 3: Are you satisfied with the performance of the fresh recruits?

While some freshers are hard-working and are willing to learn things, others lack basic practical skills and struggle to meet industry standards. The primary shortcoming observed in freshers is a lack of practical knowledge.

Interview Question 4: Do you provide any kind of training to the freshers?

Yes, we do. Especially in the practical skills.

Interview Question 5: Do you think Journalism Education is necessary to become a journalist?

Yes. Theoretical subjects like Media Ethics and Laws hold an important place in the curriculum as well as in the industry.

Interview Question 6: Do you think academia and industry should collaborate more?

Yes, they should.

Interview Question 7: What are your suggestions for the betterment of Journalism Education in Maharashtra?

Equal weightage to theoretical and practical components while keeping the curriculum updated regularly to align with the changing industry needs is a must if we want to move towards a more industry-aligned syllabus. As I called out earlier, this cannot happen unless industry professionals are more involved in curriculum reviews.

4F.15 Thematic analysis of the Industry expert's interviews

These experts offer valuable insights into the state of journalism education and its alignment with industry needs. Here are some key takeaways from their perspectives:

1. **Mismatch Between Industry Needs and University Offerings**: Many experts observe a disconnect between what the industry requires and what universities provide in their journalism curricula. They emphasise the importance of practical skills, industry understanding, and hands-on experience for fresh graduates.

2. **Expectations from Newcomers:** Recruiters expect newcomers to have a deep understanding of current affairs, strong language skills, and the ability to adapt to the fast-paced nature of journalism. Some also stress the importance of basic journalistic skills like news writing and reporting.

3. **Practical Orientation**: There's a consensus among experts that journalism education should be more practical-oriented, focusing on skills like news writing, editing, and reporting. Hands-on experience in newsrooms is deemed crucial for developing competent journalists.

4. **Need for Curriculum Updates**: Experts advocate for regular updates and revisions to journalism curricula to keep them aligned with industry trends and practices. They suggest incorporating new technologies, evolving reporting techniques, and relevant subject matter into the coursework.

5. **Importance of Industry Involvement**: Collaboration between academia and industry professionals is seen as essential for designing relevant and effective journalism curricula. Experts stress the need for teachers who are actively engaged in the field and for students to have opportunities to interact with industry experts.

6. **Uniform Curriculum**: Some experts suggest the implementation of a uniform curriculum across journalism institutions to ensure consistency and quality in education. However, they also acknowledge the importance of adapting the curriculum to regional contexts and industry demands.

Overall, these insights underscore the importance of aligning journalism education with the evolving needs of the industry, prioritising practical skills and industry engagement to prepare students for successful careers in journalism.

4F.16 Questionnaire Data Interpretation

Below is an interpretation of the overall data collected against some of the important questions or topics from the questionnaire.

Data point 1: Does the curriculum meet the industry standards?

71.43% of respondents from Industry and 14.29 % from Academia feel that the curriculum does not meet the industry standards. The rest are divided in their opinions about whether the curriculum partially meets expectations or if it does not meet at all.

Data point 2: What is the average satisfaction score for Journalism Freshers based on industry feedback?

- 46.43% is the satisfaction score for freshers recruited from Media institutions.
- The score falls short of an average level of satisfaction for Freshers
- Some of the common problems that the recruiters faced were:
    - Insufficient practical skills
    - Inadequate language skills
    - Insufficient general awareness
    - Lack of learning appetite
    - Unfair expectations of recruits

Data point 3: Industry expectations from Freshers

- Command over language is the most highlighted expectation, which also happens to be the bread and butter of the journalism industry.
- This is closely followed by a requirement of basic Practical skills like News writing, editing, and field reporting, along with a good appetite to learn.

- Fair expectations of the workings of the industry, critical thinking and analysis skills, bias-free general awareness and cross-platform understanding are some of the other important expectations from the fresher.

Data point 4: Challenges faced by Academia in producing Industry-ready students

- Quality of the students enrolled on journalism courses is the most highlighted challenge, followed by students' expectations on the outcomes of the course. Unfair student expectations stemming from the glamour associated with anchoring positions can easily distract a student from developing the skills that matter.
- Even unfair industry expectations of a finished product to reduce professional training costs have been called out as another challenge by academia.
- Location constraints or proximity of institutions to industry hubs are pointed out as a hurdle in academia-industry alignment
- Other challenges brought up by academia mainly consist of: Shortage of Journalism textbooks with an Indian context, Faculty time constraints and Practical curriculum delivery

Data point 5: Challenges faced by Academia in designing an Industry-ready curriculum

- Outdated faculty knowledge and inability of the teachers to keep themselves constantly updated with the latest industry trends are the most highlighted challenges in this aspect.
- Better alignment of UGC guidelines with Industry standards and less flexibility in the implementation of the guidelines

- Tedious and complex curriculum design processes also pose a hurdle in keeping pace with the fast-changing industry
- Deeper Involvement of industry experts is more desirable for some institutions that have location constraints

Data point 6: Academia – Suggestions for improvement

- Closer collaboration with tenured industry experts for curriculum design, student industry meetups or guest lectures is one of the leading suggestions for improvement from the Academia.
- Skill enhancement of faculty members through industry-led refresher courses and refresher courses
- Frequent updates to curriculum (annually or half-yearly instead of every 3 years) to keep pace with industry
- Standardized curriculum with a shared core and localized adaptations
- Increased duration of internships for students and inclusion of subjects like current affairs, sociology and economics in the curriculum are also suggested.

Data point 7: Industry – Suggestions for improvement

- Effective delivery of a practical and industry-aligned curriculum is the foremost suggestion from the industry professionals.
- Closer collaboration with tenured industry experts for curriculum design, student industry meetups or guest lectures comes next.

- Timely updates to curriculum (annually or half-yearly instead of every 3 years) to keep pace with industry.
- Standardised curriculum with a shared core and localized adaptations
- Other important suggestions include employer-sponsored initiatives for skill enhancement of faculty, language skill improvement initiatives and inclusion of subjects to improve general awareness of students.

Data point 8: Relevance of Journalism Education – The Industry Perspective

The majority of industry professionals agree that freshers require hands-on training in the industry. At the same time, most of them also concur that Journalism Education provides a foundation for an aspiring journalist and is therefore a vital part of their professional journey.

4G: Comparison of different perceptions

This section presents a comparison of the preferences of the academic professionals with the priorities of the industry. It attempts to determine the gap between the demands of the journalism industry and the output of journalism education in the state of Maharashtra.

4G.1 Comparison between Journalism Industry experts' opinion and the Journalism faculty of the various universities in the state of Maharashtra:

After thoroughly interpreting opinions from both parties, it has been observed that both parties concur on the following points illustrated in the figure below:

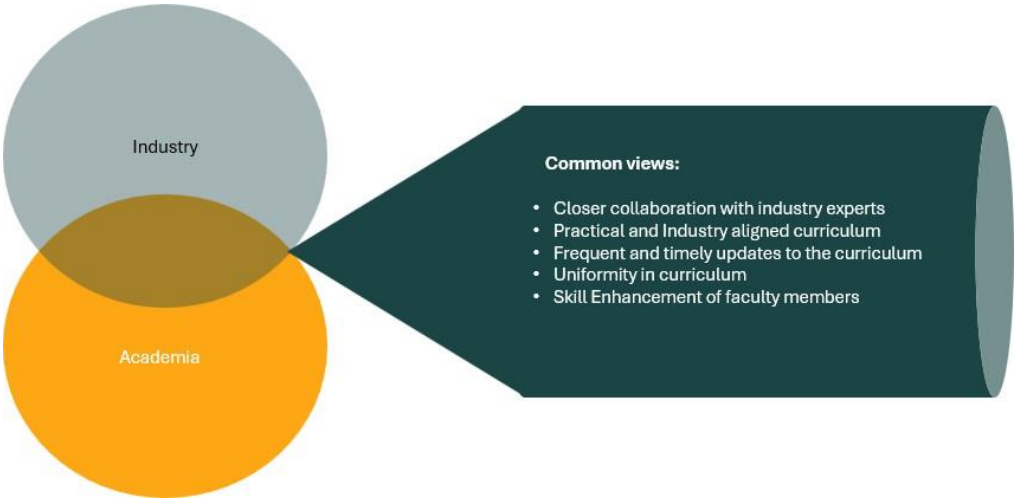


Figure 4G.1: Common views between Industry and Academia

1 Closer collaboration with Industry experts: Collaboration between academia and industry professionals is seen as essential for designing relevant and effective journalism curricula. Active engagement of teachers in the field and opportunities for students to interact with industry experts are emphasised.

2. **Practical and Industry-aligned Curriculum**: There's a recognised disconnect between what the industry requires and what universities provide in journalism curricula, emphasising the importance of practical skills, industry understanding, and hands-on experience. Experts also advocate for a more practical journalism education, focusing on skills like news writing, editing, and reporting. Hands-on experience in newsrooms is considered crucial for developing competent journalists.

3. **Frequent and Timely Curriculum Updates:** Regular updates and revisions to journalism curricula are required if students are to be aligned with industry trends and practices. Industry and academics alike demand that the curriculum be regularly revised to keep abreast of new tools, trends such as data journalism and AI in media, and the emergent issues that include ethics in a digital media age. An outdated curriculum risks putting students into an unprepared environment that cannot confront contemporary issues.

4. **Uniformity in Curriculum:** Uniformity in curriculum across journalism institutions can ensure consistency and quality in education and can also enable students to make education choices with more clarity. However, the importance of adapting the curriculum to regional contexts and industry demands is also underlined.

5. Skill Enhancement of Faculty Members: Faculty members play a pivotal role in shaping journalism education. To maintain relevance, it is crucial for educators to stay updated with the latest industry practices and technologies. Both stakeholders recommend regular faculty training programs, industry fellowships, and participation in media conferences to enhance their practical knowledge and teaching methodologies.

Overall, these insights underscore the importance of continuously evolving journalism education to meet the dynamic needs of the industry, prioritising practical skills, industry engagement, and curriculum updates to prepare students for successful careers in journalism.

4G.2 Conclusion

The comparison of views between the academic professionals and industry specialists highlights the large overlap in key priorities that will serve to guide reforms in journalism training in Maharashtra. By initiating closer interaction, developing workplace-aligned curricula with periodic refreshers, institutions shall be able to bridge the academic and journalistic worlds. Next, curricula standardisation together with faculty skill upgrade programs shall further strengthen the standards of journalism education, which can, in turn, empower graduates to perform in a competing media landscape.

References

1. Marshall, C., & Rossman, G. B. (1990). *Designing qualitative research*. SAGE Publications.
2. Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
3. Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.
4. Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.
5. Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
6. India Brand Equity Foundation. (2024). *Media and entertainment industry in India*. https://www.ibef.org/industry/media-entertainment-india
7. Thakurta, P. G. (2012). *Media ethics: Truth, fairness, and objectivity*. Oxford University Press.
8. FICCI & EY. (2023). *Media and entertainment sector report*.
9. CRISIL. (2023). *Industry outlook on print and OTT segments in India.* CRISIL Ratings.
10. Statista. (2022). *Employment in the print media industry in India from 2016 to 2022.* Statista Research Department.
11. GroupM. (2023). *This Year, Next Year: Global end-of-year forecast report.* GroupM TYNY Report.
12. Marshall, C., & Rossman, G. B. (1990). *Designing Qualitative Research.* Newbury Park, CA: Sage Publications.
13. India Brand Equity Foundation. (n.d.). *Media and Entertainment.* Retrieved from https://www.ibef.org/industry/media-entertainment-india
14. Risjord, M., Dunbar, S., & Moloney, M. (2001). Methodological triangulation in nursing research. *Philosophy of Science*, 68(3), S119–S128.
15. Dr. Babasaheb Ambedkar Marathwada University. (n.d.). *Department of Mass Communication & Journalism*. Retrieved May 17, 2025, from https://www.bamu.ac.in
16. University of Mumbai. (n.d.). *Department of Communication & Journalism*. Retrieved May 17, 2025, from https://mu.ac.in

17. Rashtrasant Tukadoji Maharaj Nagpur University. (n.d.). *Department of Mass Communication*. Retrieved May 17, 2022, from https://www.nagpuruniversity.ac.in.
18. *home*. (n.d.). Home > Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. https://nmu.ac.in/mass_communication_journalism
19. (n.d.). cache://dmcs.unipune.ac.in/ - Google Search. https://dmcs.unipune.ac.in/
20. *Department of communication journalism : Savitribai Phule Pune University*. (n.d.). Savitribai Phule Pune University, One of the Premier Universities in India - Official Website. https://www.unipune.ac.in/dept/mental_moral_and_social_science/communication_journalism/default.html
21. (n.d.). Savitribai Phule Pune University, One of the Premier Universities in India - Official Website. https://www.unipune.ac.in/Maha_Public_Uni_Act/pdf/Maharashtra%20Public%20University
22. (n.d.). Savitribai Phule Pune University, One of the Premier Universities in India - Official Website. https://www.unipune.ac.in/Maha_Public_Uni_Act/pdf/Maharashtra%20Public%20University

Chapter V: Conclusion

5A: Introduction

Similar to other research studies, this study also possesses its own set of outcomes, findings, and recommendations. The primary division of this chapter is into four parts. These sections include:

- 5B: Key Findings
- 5C: Limitations
- 5D: Recommendations & Suggestions
- 5E: Future Scope of the Study
- 5F: Conclusion

In Maharashtra, where diverse socio-political dynamics and a rich cultural heritage demand nuanced reporting, well-trained journalists are crucial for maintaining the integrity and quality of news. However, the diverse curriculum, programme patterns, nomenclature, and lack of alignment with industry standards across various universities in Maharashtra can pose a challenge and lead to disparities in the quality of education and the preparedness of graduates entering the industry.

Despite these challenges, the significance of journalism education remains paramount. A robust and consistent journalism education is indispensable for sustaining a vibrant and credible news industry in Maharashtra and beyond. Standardizing curriculum and programme patterns, while respecting institutional autonomy and regional context, could enhance the overall quality and coherence of journalism education in the state. Such improvements would ensure that all journalism graduates, regardless of their alma mater, are equally equipped to contribute to informed public discourse and uphold democratic values by holding power to account.

5B: Key Findings

The study attempts to understand the significance of journalism education in the professional news industry in Maharashtra and its challenges in producing industry-ready students. The state of Maharashtra is the largest news industry of India and is blessed with the city of Mumbai, often described as the media catalyst of India. With the rapid growth of the journalism industry, there is a constant demand for skilled professionals. However, it has been observed that most of the students who graduate from the universities, both public and private, do not meet the skill standards of the journalism industry. In some cases, students need to go through additional courses to fill in the gaps required by their employers.

Based on the in-depth interviews with journalism faculty, academicians with industry experience, education experts, and senior industry experts in Maharashtra, the researcher has organised the findings concerning the aim, objectives and research questions into the following 3 categories:

1. Curriculum Design
2. Curriculum delivery
3. Student Quality

5B.1 Findings on Curriculum Design

A) Diversity in Curriculum across institutes

Nearly all the universities have a unique journalism program, and there is no consistent pattern. The inconsistency has been brought about by having too many regulations from multiple governing bodies, like the Higher Education Council, state universities, private universities, and central bodies. The freedom that has been afforded to each university to develop its own curriculum also has a role to play in this regard. This is in addition to other factors like the need to offer specializations and regional orientation. This diversity, ranging from the name of the programme

to the subjects included, creates challenges, especially when it comes to standardization, credit transfer or inter-university collaboration. A sample curriculum for training in journalism was proposed by the University Grants Commission (UGC) in 2001, but comparatively fewer institutions adopt it in full. There are even some educational institutions that follow the UNESCO model curriculum of 2007. The researcher comprehends that the socio-economic diversity of a region may not allow it to have a journalism curriculum that is similar in all respects to other regions. However, the differences do not stay limited to the regional aspects only. After going through the curriculum of 24 universities, the researcher has observed variations in:

1) Programme names: The following are some of the programme names of the Master's programmes of the universities. *M.Sc. in Media and Communication Studies, MA in Communication & Journalism, Master of Journalism, MA in Mass Communication, MA in Media and Communication, etc.*

2)Department names: The names of departments are also found to vary accordingly. *Department of Media and Communication Studies, Department of Communication and Journalism, Department of Mass Communication, School of Media Studies, Department of Journalism & Mass Communication, Department of Extension & Communication*, etc., are some examples of the same.

3) Faculty: Even the faculty of the university to which a department belongs is different from university to university. Some departments belong to Science & Technology; some are associated with interdisciplinary studies, while others are associated with humanities or social sciences.

Apart from these differences at a higher level, the researcher has also observed differences in the course content. Purely for the sake of comparison, if the UGC curriculum is used as a base to tally the curriculum contents of the universities, it is found that the percentage of subjects across curricula of different universities varies from 30% to 75% across universities. Likewise, the theory-to-practical ratio also varies from 40:60 to 80:20 in individual university curricula, as opposed to a UGC recommended ratio of 50:50.

B) Curriculum updates and related challenges

Across both academic and professional circles, it is widely accepted that the journalism curriculum needs regular updates to keep pace with the changing trends of the industry.

Above all, the curriculum's inclusion of digital media, multimedia narrative, and emerging technology is vital to journalism education's relevance. However, most journalism programmes are not regularly revised to reflect the fast-evolving media landscape, especially in areas like digital journalism, multimedia storytelling, and data-driven reporting. Some universities don't have the processes to update their programme in a time-efficient manner, while some require involvement of multiple stakeholders to bring any updates to the curriculum. An outdated curriculum has the potential to create a gap between what is learned in the classrooms and the skills required in today's newsrooms. This could render the students incapable of meeting the professional requirements of today.

UGC guidelines also recommend the inclusion of industry experts in the curriculum design, and a majority of the private institutes are found to be aligned with this practice. Most respondents across academia and industry also agree that there needs to be active participation of industry experts in the design stage to make the curriculum complete. However, public institutions in Maharashtra still have limitations with respect to including industry professionals in their curriculum design processes as per the Maharashtra Public Universities Act 2016. Some other institutions cite location constraints or distance from media hubs as a hurdle to better industry interactions. This gap limits opportunities for students to engage in internships, fieldwork, and real-world journalism experiences, which are critical for building professional skills. Without such collaboration, journalism programs may struggle to stay updated with industry trends and needs, making it harder for students to transition smoothly into the professional news industry after graduation.

However, things may not necessarily be smooth even if industry experts are onboarded for curriculum design. Few academic institutions expressed the need for establishing ground rules for cooperation on curriculum design. Some academicians believed that increasing stakeholders in

curriculum design makes the revision process complex and time-consuming. Others felt that some industry experts are quite aggressive in putting forward practical subjects over important theoretical subjects, which can derail the course from its objectives.

Another aspect that needs to be considered is the ease of updating the curriculum. Keeping pace with the rapidly evolving media industry also depends on the frequency and ease of curriculum revision. While curriculum revisions for the majority of institutions happen through a well-defined process involving all the important stakeholders, the frequency of updates varies. For some universities, the processes require at least 3 years to make the revisions effective, while some can manage the same in a year.

The curriculum design process should adhere to the UGC guidelines, and around 70% of the surveyed academicians felt that these guidelines are sufficiently flexible and add value to the curriculum design process. However, a few felt that these guidelines are not aligned with industry trends, and this resulted in the inclusion of certain subjects in the curriculum that are redundant as per current industry standards. The last updated guidelines, which came out in 2001, have no mention of present-day relevant subjects like media equipment, data journalism, social media content creation, podcasting and so on.

C) Missing aspects in the curriculum

One of the shortcomings highlighted by the industry experts on journalism freshers is a lack of general knowledge. While the academia and industry experts were unanimous in their opinion that the curriculum needs to align more towards practical, they were also in agreement that for journalists to understand or analyze any event happening in their surroundings, they need context. This context can only come through a knowledge of current affairs, sociology, civics and economics of a particular region, which is missing in most of the curricula across the universities in Maharashtra.

5B.2 Findings on Curriculum Delivery

A) Faculty skills and relevant experience

Any research on improving journalism education emphasizes faculty attributes. Besides conveying theoretical knowledge, journalism teachers are supposed to demonstrate to students how to apply the classroom knowledge in practice to be relevant to the functioning of the industry. Hence, the greatest practice is having teachers with professional experience, but in reality, such professionals are not easily available in the job market. Granting deserving media personnel permanent posts as faculty is debilitated by the stipulations of the UGC regarding the appointment of associate professors, which insist on a master's degree or NET/SLET certification. And, in some cases, a specific institution may not be in a position to afford full-time industry professionals who may have aspirations for higher remuneration. Consequently, some universities invite visiting faculty for certain mass communication courses to completely run their programme.

There is, therefore, a wide variation in faculty quality and expertise across the different universities in Maharashtra. These differences play a part in the education students receive, leading to differences in delivery, which in turn lead to disparities in practical skills, theoretical understanding, and professional preparedness of the students. This also has a bearing on the perception of the industry of the students coming from different universities and impacts their integration into the professional news industry.

Faculty skill upgradation is crucial to the effective delivery of the curriculum, which underscores the need for faculty members to update their skills from time to time. The impact of the gaps in practical knowledge for faculty members spills over to assignments and project dissertations given to students. These theoretically heavy exercises fail to provide a complete understanding of the practical application of the topics at hand.

During the interviews, faculty members felt that keeping pace with the rapidly changing trends of the industry is not a piece of cake, given their preoccupation with other academic responsibilities.

Attending the student industry meetups from the sidelines also doesn't help the faculty members much in delivering their teaching responsibilities. Below is an example of an instance quoted by one of the faculty members, which gives an idea of the challenges faced by educational institutes in simulating practical scenarios.

"At MGM University, we have complete liberty to design the curriculum, keeping in mind the new trends and technologies that are prevalent in the industry. However, challenges arise in the delivery of the practical. For example, it is impossible to replicate the workings of an entire news channel in any educational institute, as most faculty members are not aware of the transmission process in depth."

B) Shortage of resources

A shortage of practical skills in freshers is one of the leading complaints from journalism industry professionals and is also somewhat linked to the previous point on Faculty skills. Imbibing these skills in students calls for effective practical delivery, which in turn depends on state-of-the-art equipment. It is a widely accepted view that most private and deemed-to-be universities have better infrastructure on their campuses, as compared to state and central universities, which are found to be lagging in this aspect. Insufficient access to modern facilities like multimedia labs, digital equipment, etc., does affect the practical experience of the students, but having good infrastructure partially solves the problem.

Faculty members with a general knowledge of the workings of the equipment struggle to take the practical delivery to a level that can benefit the students in terms of developing their skills. Handling advanced equipment also requires personnel with specialized knowledge and experience. Besides, the rapid rate at which this equipment becomes obsolete also calls for the availability of servicing facilities. While UGC guidelines mandate the incorporation of technical personnel with industry experience, it has been observed that some institutions do not even have such positions in the department, or these positions stay vacant.

C) Insufficient Industry exposure

For students to get a realistic picture of the workings of the industry, experts have recommended regular meetups or even classroom interactions with journalism professionals. However, the researcher has observed that in most universities, these meetups do not happen systematically. These interactions, which are supposed to occur at regular intervals, either happen at random times or do not happen at all. On top of that, several universities lack a dedicated placement cell for the journalism department that can prepare a roadmap for collaboration through MOUs and tie-ups with the media industry and provide a functioning interface between academia and industry. Few academicians and industry experts believe that students do not get to spend sufficient time on internships. Besides, there is rarely any evaluation of the student's performance during the training that they receive during the internship.

5B.3 Findings on Student Quality

A) Unfair Student Expectations

With the growth of media and the advancement of technology in the 21st century, handheld devices like mobile phones serve as a portal to the world, providing access to the never-ending resources of information. The more popular forms of content that are advertising and consumer-focused create a larger-than-life impression of media professionals while masking the actual day-to-day struggles going on behind the scenes. This often leads to unfair expectations of the workings of the industry from some of the students, which distracts them from actual skill development. Some aspire for roles under constant limelight and are disappointed with entry-level backend positions, which are fundamental for any fresher starting out in the journalism industry. Below is a quote from an industry expert on student expectations:

Many of them (students) think that journalism is about appearing on screen. Girls with fairly good looks assume that they also have anchoring skills and can become the next Barkha Dutt. They fail to understand that they must have some (basic)skills(to start with).

B) Lack of foundational skills

Content writing is fundamental to Journalism, and with this comes an expectation of a good command over language, be it in English or any other regional language. One of the common complaints from the industry experts was that the language skills of the freshers, both written as well as verbal, were found to be not up to the mark for Journalism students. Most of the freshers were found to be lacking in analytical and critical thinking skills, pointing to an absence of a research culture in the universities.

The conclusions of this study reaffirm the utility of a multidimensional theoretical framework that synthesises constructivist theory of learning, professionalization theory, theory of social responsibility, experiential theory of learning (ELT), and theory of human capital. Each theoretical perspective has helped unravel the complexities of journalism education in Maharashtra. While Human Capital theory and ELT addressed the gaps between academic training and job-readiness, Professionalization and Social Responsibility Theory illuminated the normative and ethical roles of journalism education. Constructivist theory has provided a pedagogical lens to assess active learning and student engagement.

5C: Limitations of the study

The research faces the following limitations:

1. The study is limited to the state of Maharashtra. The researcher selected only the news media of Maharashtra and the universities that offer Journalism education.

2. Correctly comparing the quality of the faculty can be difficult since the study may not have access to the full data on the credentials and work experience of the faculty at every university. At the time of the interviews, the researcher had to face the reluctant and reserved attitude of some

academicians, which delayed the data collection process. Subsequently, deeper discussions around infrastructural and financial constraints, especially in the developing regions, had to be skipped.

3. Data collection for this research was done mostly during the time of the COVID-19 pandemic. Henceforth, face-to-face interviews had to be skipped in view of the prevailing restrictions. The researcher had to rely on online collaboration tools for interaction and had to bear with intermittent technical glitches arising due to network instability. Visits to some universities for data collection and understanding of course structures also had to be skipped.

4. The study is limited to only universities providing journalism education. Other institutions in the state offering various journalism skill-based courses are out of the scope of this study.

5. The researcher has considered only the postgraduate programmes for comparison with the UGC-proposed curriculum. As the UGC-proposed programme (2001) suggests a yearly pattern for the undergraduate programmes, comparison with the current semester pattern in most Universities is not feasible.

6. The impact of faculty on student outcomes can be subjective, as the effectiveness of teaching methods or mentorship may differ based on individual student experiences. Besides, some universities have reservations about sharing their placement records.

7. Differences in faculty expertise may be influenced by the university's location (urban vs. rural) and its resources, leading to generalizations that may not account for specific regional or institutional factors.

8. The data for the study has been collected from 2020 to 2022, and therefore, the NEP applications for Journalism courses have not been covered for this study.

5D: Recommendations & Suggestions

5D.1 Recommendations

The researcher has put forward the following recommendations for the research:

1. **Uniformity in the curriculum:** A standardized curriculum can not only bring about consistency in the quality of the students but can also greatly help their employers in better assessing their academic performance. Through a smooth transfer of credits, students can have more flexibility in moving to another institution or course of their choice. This can also facilitate the efficient sharing of faculty expertise and teaching materials among institutes. Having a uniform curriculum will also pave the way for institutions to achieve accreditation and recognition from professional bodies, which can, in turn, enhance the credibility and reputation of the programs offered. The theory-to-practical ratio in the curriculum is recommended to be at least 50:50.

2. **Industry-Relevant Courses:** The study advocates the inclusion of courses that reflect current trends in journalism, such as digital media, multimedia storytelling, data journalism, and media ethics. Skill-based training is also an important recommendation of this study. To ensure that students are ready for the industry upon graduation, there needs to be more hands-on training for news writing, reporting, editing, and relevant software usage. In order to develop an industry-relevant curriculum, it is important that it is reviewed from time to time in consultation with industry professionals.

3. **Faculty Development:** Institutions need to sponsor workshops by industry partners, faculty development programs, and orientation courses. The programs should be conducted in an industry environment to provide an opportunity for scholars to interact with professionals at liberty, enhance their understanding of how the business works, and extend their knowledge of cutting- edge technologies or trends in the journalism industry. Such workshops or conferences should be held at least annually and be made mandatory for all faculty members. Equipped with this exposure

to media experiences, academicians can better integrate issues in real life into classroom discussions. An aware faculty member will then be in a better position to get deeply involved with students in meaningful, practical exercises like community journalism and field trips.

4. **Research and Development:** Inculcating a research culture in journalism students is absolutely vital for them to develop analytical and critical thinking skills. Encouraging research projects that address local issues relevant to Maharashtra can foster a sense of community engagement while providing them with a good context and practical experience in reporting. Again, topics that require interdisciplinary research connecting journalism with other fields, such as sociology, political science, and technology, need to be promoted.

5. **Student Engagement and Empowerment:** Publishing institute-level newspapers at a comfortable frequency, preferably online, is an exercise that is not reliant on advanced infrastructure and is already followed by certain renowned journalism universities. Engaging journalism students in such exercises not only empowers them with the knowledge of the day-to-day workings of a journalist but can also help in refining their communication skills and developing critical thinking abilities. Participation of students in national and regional media conferences should be encouraged to broaden students' perspectives and professional contacts.

6. **Dedicated placement cell:** While many experts advocate the adoption of the teaching hospital concept in Journalism education, having a "teaching hospital" in reality may prove to be challenging from an infrastructural or financial standpoint. However, if students, industry professionals and academicians can collaborate and work together under a single roof, either through joint research projects or community reporting, Journalism Education will benefit as a whole. To improve the relationship between the student and academia to the industry, it is strongly recommended that the department of journalism be provided with its own placement cell. Besides placement, the cell can also facilitate MOUs and tie-ups with industry partners for mentoring, training and research opportunities for students and academia, which can set the stage for healthy collaboration without compromising individual interests. The cell can also ensure the regular occurrence of meetups or workshops with industry experts.

7. **Alumni networking:** There needs to be tracking of the career paths of journalism graduates to measure the effectiveness of their education in securing employment in the news industry. This could involve longitudinal studies to assess long-term career growth, gathering testimonials and success stories from alumni to highlight how their education shaped their careers and the impact they have had on journalism. Some other recommendations include providing industry networking and mentorship opportunities, and also coordinating with the placement cell to create opportunities for alumni to engage with existing students. These recommendations aim to enhance journalism education's relevance and effectiveness in Maharashtra, ultimately strengthening the professional news industry in the region.

5D.2 Suggestions for the study

Here are some suggestions from the study:

1. There should be more research on how current journalism curricula in Maharashtra align with the evolving needs of the news industry. This can be achieved through various means, like exploring whether programs incorporate emerging technologies, digital media, and multimedia storytelling, and conducting surveys or interviews with industry professionals to identify the skills and competencies they seek in journalism graduates. This data can help tailor educational programs to meet these demands.

2. Administrators of an institution should ensure that all necessary steps are taken to streamline and reduce the time taken in reviewing the curriculum. Again, this is one area where journalism institutes can collaborate with peer departments to understand gaps or inefficiencies, which can help in making processes more streamlined and less time-consuming.

3. For public institutions, the involvement of media professionals in curriculum design can only happen through government intervention, which may call for amendment of existing acts (specifically for Mass Communication and Journalism). In order to facilitate the involvement of

media experts within public institutions in remote areas, adequate measures should be taken by the Government authorities. Institutions that are located further from industry hubs should continue with their attempts to collaborate with industry experts through tie-ups and leverage virtual meetups if physical interactions are constrained by time.

4. As a Confucian philosopher once said:

> *"I hear and I forget; I see and I remember; I do and I understand."*

Utmost importance needs to be given to developing the practical skills of journalism students. They should spend at least a year in internships after completing their courses. This will ensure that adequate focus is given to practical delivery without compromising on important theory subjects like Media Ethics and Laws. Faculty members can take input from their industry counterparts on the internship performance through a formal feedback process.

5. As education comes under the concurrent list of the Constitution, the state should also be involved in designing the curriculum of the region. All stakeholders in the industry (both public and private) should form an agency at the state level, and it should put forth a comprehensive plan to make the UGC-recommended curriculum more industry and region-relevant. Current affairs, sociology, civics and economics of the region should be a mandatory part of the curriculum. UGC guidelines also need to be revised on a regular basis after consultation with the Press Council of India or with a recognised group of Industry experts so that it can keep pace with industry standards.

6. There needs to be a neutral body to oversee the results of journalism institutions and enforce adherence to the UGC guidelines.

7. UGC criteria for inducting industry professionals into journalism education universities can be relaxed to ensure easier integration of industry experience into the academic spheres. If we draw a

parallel to fully functioning democratic countries like the United States of America, we observe that a majority of the journalism faculty hold Ph.D. degrees with professional media experience.

8. While UGC guidelines have called out the importance of rigorously filtering candidates based on their language proficiency, general awareness and communication skills, the onus of enforcement or relaxation of these criteria at the entrance level completely lies with the university administration. Better screening of candidates while keeping aside commercial considerations can contribute towards having a more motivated group of students, which can be an asset to the university.

9. Effective counselling of the students in the initial days of the journalism course should be enforced to provide a fair picture of the workings of the industry and address their expectations and aspirations. The placement cell can organize orientation programmes for students with industry experts to help and guide them in understanding ground realities.

10. There needs to be more research on how journalism departments in Maharashtra are integrating technology into their teaching methods through an investigation on the use of tools like social media, data journalism, and multimedia production in the curriculum. Through assignments, the usage of social media for reporting can be encouraged among budding journalists.

11. Comparison of journalism education in Maharashtra with other states or countries can be undertaken to identify best practices and areas for improvement. Faculty exchange programs can also help increase the awareness of a program's pros and cons, thereby helping in bringing improvements to Journalism Education as a whole.

12. There can be exploration on how journalism programs address diversity and inclusion in their curricula. An assessment of whether students are being prepared to report on diverse communities and issues can help in this regard.

13. Journalism programs should ensure students engage with local communities and address regional issues. This can enhance the relevance of journalism education and promote social responsibility among students. Community journalism can also help bring to light stories that are not covered by the traditional media.

14. There should be more surveys or focus group discussions conducted with current students and employers to gather feedback on the strengths and weaknesses of journalism education in Maharashtra. This can provide valuable insights for curriculum development.

The above suggestions can help bring in necessary improvements in Journalism Education to better prepare students for the challenges of the industry.

5E: Future scope of the study

The future scope of research on the significance of journalism education in the professional news industry in Maharashtra can encompass several dimensions. The following are some of the potential research areas:

1. Emerging Technology and Journalism: Researchers can examine how new technologies, such as blockchain, virtual reality, and artificial intelligence, influence journalism education. It can be explored how journalism programs can adapt to prepare students for these advancements and their implications for news reporting and dissemination.

2. **Changing Media Landscapes:** More research can be done on how shifts in media consumption habits, particularly among younger audiences, influence journalism education. Research could focus on the effectiveness of teaching methods that incorporate social media, podcasts, and online platforms.

3. **Cross-Disciplinary Approaches:** Researchers can also explore the integration of journalism education with other disciplines, such as communication studies, data science, and sociology and determine how such interdisciplinary approaches can enrich journalism training and better equip students for complex reporting tasks.

4. **Global Journalism Standards:** The alignment of journalism programs in Maharashtra with global standards and practices can be another topic for research. The study could focus on curriculum development to ensure that students are not only prepared for local contexts but also understand international journalistic norms. This can also highlight best practices, challenges, and innovative approaches that can be adapted to Maharashtra's context.

5. **Impact of Media Literacy Programs:** The role of media literacy initiatives in enhancing the understanding of journalism among students and the general public can be investigated. Research

could assess how these programs complement traditional journalism education and their effectiveness in fostering critical thinking.

6. **Diversity and Representation:** Researchers can study the impact of diversity in journalism education on reporting practices and media representation. Research could explore how inclusive curricula and diverse faculty can better prepare students to cover a variety of social issues.

7. **Impact of Professional Development Opportunities:** Further research is required on the need for ongoing professional development in journalism. Research could explore the effectiveness of refresher courses, workshops, and online training for journalists to adapt to industry changes.

8. **Impact of Policy Changes:** It is also feasible to study how the rules and regulations of Maharashtra's and India's media have evolved, and the impact of these alterations on journalism education. Research could assess the need for curricula that address legal issues, media ethics, and press freedoms.

9. **Longitudinal Studies on Career Progression:** Longitudinal studies to track the career trajectories of journalism graduates over time can be conducted. This research could provide insights into how education impacts job placement, career advancement, and contributions to the media landscape.

10. **Community-Based Journalism:** The role of journalism education in promoting community-based journalism initiatives can be further explored. The study could focus on how programs can prepare students to engage with and serve their local communities effectively.

By exploring these areas, future research can significantly contribute to understanding and enhancing the role of journalism education in shaping a robust and ethical news industry.

5F: Conclusion

In conclusion, journalism education plays a pivotal role in shaping the professional news industry, particularly in regions like Maharashtra. It equips aspiring journalists with essential skills, ethical standards, and a deep understanding of the media landscape. By fostering critical thinking, investigative acumen, and digital proficiency, journalism education ensures that professionals can navigate the complex and rapidly evolving media environment effectively. In Maharashtra's professional news industry, journalism education plays a significant role in many ways and is essential for the growth of a strong media ecosystem. This research underscores the vital role that well-structured journalism programs play in preparing students for the challenges and opportunities within the rapidly evolving news industry.

Journalism education must continuously adapt to align with the dynamic needs of the news industry. By integrating emerging technologies, multimedia storytelling, and data journalism into the curriculum, educational institutions can ensure that graduates possess relevant skills that meet the demands of modern journalism. Emphasizing practical training, including internships and hands-on projects, enhances students' readiness for the professional environment and can help them navigate the complexities of the news sector. The research highlights the importance of instilling a strong ethical foundation in journalism education. As media landscapes become more complex, equipping students with the tools to make ethical decisions is essential for fostering responsible journalism that upholds public trust. A focus on diversity within journalism education is necessary to reflect the varied voices and perspectives within society. By promoting inclusive practices, programs can prepare students to cover a broad spectrum of issues, ensuring that underrepresented communities receive adequate media attention. Continuous evaluation of curriculum effectiveness, faculty expertise, and industry engagement is essential to maintain high standards of education and ensure that students are prepared for the evolving demands of the profession.

As the journalism landscape continues to evolve, ongoing research is vital to assess the impact of educational practices and adapt them to new realities. Areas such as the influence of technology,

media literacy initiatives, also the mental well-being of the journalists warrant further exploration to enhance the effectiveness of Journalism education. For the majority of the universities, it has been observed that efforts are being put into regularly updating the curriculum and improving the practical aspects of the curriculum. However, this is a journey of continuous improvement in itself and is not an end goal.

Despite the challenges and the limitations that journalism education faces, close to 80% of the industry experts felt that Journalism education is very important for laying the foundation of a journalist, which needs to be complemented with on-the-job training. The researcher believes that the gap between the journalism curriculum and the industry demands can be narrowed, but it may not be eliminated. The Industry's expectations of receiving a "finished product" from universities may not materialize, and onboarding training for freshers may still be required. At the same time, academia needs to ensure that adequate steps are taken to ensure that graduates are aligned with the workings of the professional industry.

The potential of institutions towards the formation of responsible journalists who are better equipped to handle the challenges facing the present media environment cannot be underestimated. Journalism education in Maharashtra will continue to play a crucial role in helping shape the future of the news industry and adding value to society while upholding democratic values.

References

1. Confucius. (n.d.). *Study the past if you would define the future*. BrainyQuote. https://www.brainyquote.com/quotes/confucius_136802
2. Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
3. Kolb, David. (1984). Experiential Learning: Experience As The Source Of Learning And Development.
4. Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.
5. Bromley, M., Tumber, H., & Zelizer, B. (2001). Journalism education. *Journalism*, *2*(3), 251-254.

- Akintoye, A. (2015). Developing Theoretical and Conceptual Frameworks. Retrieved from https://jedm.oauife.edu.ng/wp-content/uploads/2023/03/AkintolaAkintoye_Developing-Theoretical-and-Conceptual-Frameworks.pdf
- Ali, Wahab. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. Higher Education Studies. 10. 16. 10.5539/hes.v10n3p16
- Anderson, C. W. (2013). Rebuilding the news: Metropolitan journalism in the digital age. Temple University Press.
- Aristovnik, Aleksander & Keržič, Damijana & Ravšelj, Dejan & Tomaževič, Nina & Umek, Lan.
- Azad, M. A. K. (2022). Development of journalism education in India: Problems and prospects. International Journal of Research and Innovation in Social Science, 6(7), 814–818.
- Babbie, E. R. (2020). The practice of social research (15th ed.). Cengage Learning.
- Bagchi, G. and Rath, P.K. (2009). Media Education in the era of globalization: A study of India, Media Mimansa, 68-71.
- Barthur, S. P., IAMCR, & Journalism Research and Education Section. (2016). Journalism education in the BRICS countries: Journalism and mass communication in India through the BRICS framework. In Abstracts of Papers Presented at the Annual Conference of the International Association for Media and Communication Research. Retrieved from https://iamcr.org/sites/default/files/JRE-abstracts-2016.pdf
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.
- Belavadi, V. (2002). What ails media education in India?—A teacher's perspective.
- Bockino, J. (2016). A curriculum that matters: Teaching journalism in the digital age. Journalism & Mass Communication Educator, 71(3), 297–308. https://doi.org/10.1177/1077695815624840
- Boram, W. A. (1962). Scholastic journalism in the U.S.: Problems and prospects. Journalism Quarterly, 39(4), 545–552.

- Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input. Pathfinder International.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
- Bromley, M., Tumber, H., & Zelizer, B. (2001). Journalism education. *Journalism, 2*(3), 251-254.
- Buckingham, D. (2001). Media Education: A Global Strategy for Development: A policy paper prepared for UNESCO, Institute of Education, University of London, England. Retrieved from http://portal.unesco.org/ci/en/files/5681/10346129690 Policy_paper_by_Pr_David_Buckingham.rtf/Policy%2Bpaper%2Bby%2BPr%2B David%2BBuckingham.rtf Camp, W. G. (2001).
- Carey, J. (2000). Some personal notes on U.S. journalism education. Journalism, 1(1), 12–23. Retrieved from https://doi.org/10.1177/146488490000100103
- Central Universities Act, 2009. Retrieved from n.d.). प्रमुख पहल | भारत सरकार, शिक्षा मंत्रालय. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/CentralUniversitiesAct.pdf
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE Publications.
- Confucius. (n.d.). *Study the past if you would define the future*. BrainyQuote. https://www.brainyquote.com/quotes/confucius_136802
- CRISIL. (2023). Industry outlook on print and OTT segments in India. CRISIL Ratings.
- Dayal, M. and Goyal, Kreeti (2009). Media institutes and Regional Media. Media Mimansa. October-December 2009.pp 76-79
- Department of communication journalism : Savitribai Phule Pune University. (n.d.). Savitribai Phule Pune University, One of the Premier Universities in India - Official Website. Retrieve from https://www.unipune.ac.in/dept/mental_moral_and_social_science/communication_journalism/default.html
- Denzin, N. K. (1978). The research act: A theoretical introduction to sociological methods (2nd ed.). McGraw-Hill.
- Desai, M. K. (2008). Reviewing communication/media education in India. Journal of Global Communication, 1(2), 118–131.

- Desai, M. K. (2017). Journalism education in India: Maze or mosaic. In Global Journalism Education in the 21st Century: Challenges and Innovations (pp. 113–136).
- Desai, M. K. (2019). Taking stock of communication/media studies in India: North-South divide.Sndtunivsped. Retrieved from https://www.academia.edu/20319735/Taking_stock_of_Communication_media_studies_in_India_North_South_Divide
- Deuze, M. (2006). Global journalism education: A conceptual approach. Journalism Studies, 7(1), 19–34. Retrieved from https://doi.org/10.1080/14616700500450293
- Donsbach, W. (2014). Journalism as the new knowledge profession and consequences for journalism education. Journalism, 15(6), 661-677.
- Dr. Babasaheb Ambedkar Marathwada University. (n.d.). Department of Mass Communication & Journalism. Retrieved May 17, 2025,Retrieved from https://www.bamu.ac.in
- Dua, M. R., & Gupta, S. (2001). Mass Communication education in India: A critical appraisal of curriculum and structure. New Delhi: IIMC Publications.
- Dutta, A., & Ray, A. (2011). Media education in India: Peer perspective. In S. Hirtz, K. Kelly, & BC Campus (Eds.), Education for a Digital World 2.0 (pp. 191–212).
- Dutta, A. (2024). 100 years of media education in South Asia (1920–2020). Gauhati. Retrieved from https://www.academia.edu/120396751/100_Years_of_Media_Education_in_South_Asia_1920_2020_
- Eapen, K.E. (1970). Communicologists-they also need training!, Vidura, Vol. 7, No. 3
- Eapen, K.E. (1977). Wanted: A Three-Tier Thrust, Communicare, Vol II-III, pp 7-10
- Eapen, K. E. (1982). Education for Communication: The Indian Scenario, Media Asia; Vol. 9, No. 2
- Eapen, K. E. (1984). Current Trends in Journalism/Communication Training Programmes in India: Where do we go from here?, Communication Social Year Book, Vol. III, pp 73-84

- Eapen, P. (1991). Journalism education in the USA: An overview. Media Asia, 18(4), 235–240. Retrieved from https://doi.org/10.1080/01296612.1991.11726256
- Eapen, P., et al. (1991). Journalism education and textbook use in SAARC countries: An IACMR report. International Association for Media and Communication Research.
- Emerging Trends in Media Education, Retrieved from
- Media mantra by mrinal Chatterjee [Web log post]. (n.d.). Retrieved from https://mediamantrabymrinalchatterjee.blogspot.com/search?q=How+Media+Education+can+keep+pace+and+pilot+the+emerging+trends+in+Media
- FICCI & EY. (2022). Tuning into consumer: Indian M&E rebounds with a customer-centric approach. Retrieved from https://frames.ficci.in/2022.pdf
- FICCI & EY. (2022). Tuning into consumer: Indian media and entertainment sector. Federation of Indian Chambers of Commerce and Industry. Retrieved from https://www.ey.com/en_in/media-entertainment/tuning-into-consumer
- FICCI & EY. (2023). Media and entertainment sector report. Retrieved from https://www.ey.com/en_in/newsroom/2024/03/indian-m-e-sector-crossed-inr-2-point-3-trillion-in-2023-expected-to-reach-inr-3-point-1-trillion-by-2026-reveals-the-ficci-ey-report
- Formulating and Evaluating Theoretical Frameworks for Career and Technical Education Research. Journal of Vocational Educational Research, 26 (1), 27-39.
- Frith, S., & Meech, P. (2007). Becoming a journalist: Journalism education and journalism culture. Journalism, 8(2), 137–164 Retrieved from https://doi.org/10.1177/1464884907074802
- Functionalist perspective education: For a level sociology. (2015, January 26). ReviseSociology. Retrieved from https://revisesociology.com/2015/01/26/functionalist-perspective-education/
- Ghode, D. R. Career opportunities in Indian Media and Entertainment Industry. Retrieved from: https://www.academia.edu/12343168/Career_opportunities_in_Indian_Media_and_Entertainment_Industry

- Greenberg, S. (2007). Theory and practice in journalism education. Journal of Media Practice, 8(3), 289–303.
- Gonzalez T, de la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, et al. (2020) Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE 15(10): e0239490. doi:10.1371/journal.pone.0239490T. Gonzalez
- Goodman, R. S., & Steyn, E. (2017). Global journalism education in the 21st century: Challenges & innovations. Knight Center for Journalism in the Americas at the University of Texas at Austin. (book)
- GroupM. (2023). This Year, Next Year: Global end-of-year forecast report. GroupM TYNY Report.
- Guo, K. (2016). Journalism education in China: Current trends and future directions. Asian Journal of Communication, 26(5), 1–15.
- Hanna, M., & Sanders, K. (2007). Journalism Education in Britain: Who are the students and what do they want? Journalism Practice, 1(3), 404–420.
- Hirst, M. (2010). Journalism education "Down Under": A tale of two paradigms. Journalism Studies, 11(3), 297–312.
- home. (n.d.). Home > Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. Retrieved from https://nmu.ac.in/mass_communication_journalism
- https://www.ibef.org/archives/industry/media-and-entertainment- reports/entertainment-presentation Thompson.Author Karl. (Aug 12.2021) Retrieved from
- https://www.investindia.gov.in/sector/media. (n.d.). Retrieved from
- IAMCR. (n.d.). Journalism Research and Education Section. International Association for Media and Communication Research. Retrieved fromhttps://iamcr.org/s-wg/section/jre
- IBEF. (n.d.). Media and Entertainment Industry in India. India Brand Equity Foundation. Retrieved from https://www.ibef.org/industry/media-entertainment-india
- India Brand Equity Foundation. (n.d.). *Media and entertainment*. Retrieved from https://www.ibef.org/industry/media-entertainment-india
- India Brand Equity Foundation. (2024). Media and entertainment industry in India. https://www.ibef.org/industry/media-entertainment-india

- India Brand Equity Foundation. (n.d.). Media and Entertainment. Retrieved from https://www.ibef.org/industry/media-entertainment-india
- International Federation of Journalists (IFJ). (n.d.). IFJ Principles on the Conduct of Journalists. Retrieved from https://www.ifj.org
- Jeffrey, R. (2000). India's newspaper revolution: Capitalism, politics and the Indian-language press. Oxford University Press.
- Jha, A., & Gangwar, R. (2020). Construct (suggestive) models for media education in India. Media Education, 2, 211–221. Retrieved from https://doi.org/10.13187/me.2020.2.211
- Jindal, N. (2020). The drift in journalism education in India vis-à-vis new media. Asia Pacific Media Educator, 30(1), 28–43. Retrieved from https://doi.org/10.1177/1326365X20945430
- Johnston, M. P. (2014). Secondary data analysis: A method of which the time has come. Qualitative and Quantitative Methods in Libraries, 3, 619–626.
- Josephi, B. (2019). Journalism education. In The handbook of journalism studies (pp. 55-69). Routledge.
- Kishor, D (2013). Handbook of Communication Research, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.
- Kolb, David. (1984). Experiential Learning: Experience As The Source Of Learning And Development.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.
- Krueger, R. A., & Casey, M. A. (2014). Focus groups: A practical guide for applied research (5th ed.). SAGE Publications.
- Krippendorff, K. (2018). Content analysis: An introduction to its methodology (4th ed.). SAGE Publications. Krueger, R. A., & Casey, M. A. (2014). Focus groups: A practical guide for applied research (5th ed.). SAGE Publications.
- Krippendorff, K. (2018). Content analysis: An introduction to its methodology (4th ed.). SAGE Publications.
- Kumar, N. (n.d.). UGC_curriculum_for_mass_com. Retrieved from https://www.scribd.com/doc/52049676/UGC-curriculum-for-mass-com

- Kumar, K. J. (1988). Media education, communications and public policy: An Indian perspective. Retrieved from https://figshare.com/articles/thesis/Media_Education_Communications_and_Public_Policy_An_Indian_Perspective/10104236?file=18213746
- Karan, K. (2001). Journalism education in India: Problems and prospects. Media Asia, 28(1), 35–39. Retrieved from https://doi.org/10.1080/01296612.2001.11726701
- Kumar, K. J. (2010). Mass communication in India (4th ed.). Jaico Publishing House.
- Kumar, R. (2017). Media education in North-East Indian central universities: A study of media programs and its nomenclature. Journal of Content, Community & Communication, 6(3), 93–100.
- Kumar, A., Kumar, A., & Kumar, N. (n.d.). Media education in Haryana: An analysis. From the Chief Editor's Desk, 82.
- Marshall, C., & Rossman, G. B. (1990). Designing Qualitative Research. Newbury Park, CA: Sage Publications.
- Mensing, D. (2010). Rethinking (again) the future of journalism education. Journalism Studies, 11(4), 511–523. Retrieved from https://doi.org/10.1080/14616701003638376
- Mensing, D., & Franklin, D. (2011). Journalism education, technology, and social change: What journalism educators need to know about how journalists use technology. Journalism & Mass Communication Educator, 66(3), 297–308. Retrieved from https://doi.org/10.1177/107769581106600304
- Ministry of Education, Government of India. (2020). All India Survey on Higher Education (AISHE) 2019-20 Report. Department of Higher Education. Retrieved from http://aishe.gov.in
- Mishra, R. (2021). A brief review of hundred years of media education in India (with special reference to NEP-2020). Prof. Raghavendra Mishra, 15, 55–63.
- Muppidi, S. R. (2008). Journalism education in India. Media Asia, 35(2), 67–83.
- Murthy, D. (2011). New media and journalism education in the USA. Journalism Practice, 5(3), 336–347. Retrieved from https://doi.org/10.1080/17512786.2010.542137

- Murthy, D. (2011). New media and journalism education in the USA. Retrieved from https://doi.org/10.1080/17512786.2010.542137
- Murthy, C. S. (2011). Dilemma of course content and curriculum in Indian journalism education: Theory, practice and research. Asia Pacific Media Educator, (21), 24–42.
- Nagaraj, K. V., & Guha, S. (2012). Policy of inclusiveness and social angst of journalism education in India. Asia Pacific Media Educator, 22(1), 143–150
- Parihar, T. S. (2012). Journalism education at crossroad in India: A SWOT analysis. IMS Manthan, 7(2), 201–209.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. Administration and Policy in Mental Health and Mental Health Services Research, 42(5), 533–544. Retrieved from https://doi.org/10.1007/s10488-013-0528-y
- Pawar, A. (2021). Journalism education in Maharashtra: Achievements, challenges, and the way forward. Media Mimansa, 15(1), 45–53.
- Prakash, S. (2009, November). Media Education at the Cross Roads: Opportunities & Challenges. This Paper Titled, "Media Education at the Cross Roads? Reflections of a University Teacher", Was Presented at the Symposium on "Challenges and Opportunities in Media Education in India", Organized by IGNOU and UNESCO in Delhi, November 20-21, 2009. Paper presented at IGNOU and UNESCO , Delhi.
- Ray, A. (2012). Rethinking journalism education in India: The missing link between theory and practice. Journal of Media Studies, 27(2), 81–93.
- Reese, S. D., & Cohen, J. (2000). Educating for journalism: The professionalism of scholarship. Journalism Studies, 1(2), 213–227.
- Reese, S. D., & Cohen, J. (2013). Educating for journalism in a changing media environment. Journalism & Mass Communication Educator, 68(3), 195–210.
- Risjord, M., Dunbar, S., & Moloney, M. (2001). Methodological triangulation in nursing research. Philosophy of Science, 68(3), S119–S128.

- Rashtrasant Tukadoji Maharaj Nagpur University. (n.d.). Department of Mass Communication. Retrieved May 17, 2022, Retrieved from https://www.nagpuruniversity.ac.in.
- Sahoo, J. R., & Panda, M. (2016). Journalism education and professionalization: An empirical study of student's aspiration, attitude and perception in Delhi-NCR. In Abstracts of Papers Presented at IAMCR. Retrieved From https://iamcr.org/sites/default/files/JRE-abstracts-2016.pdf
- Sahoo, J. R., & Srivastava, A. (2017). Students' choice and motivation for journalism education in Indian private universities. Media Watch, 8(1), 107–121.
- Sanjay, B. P. (2012). Journalism and mass communication education: An assessment. Asia Pacific Media Educator, 22(1), 115–126.
- Sanjay, S. (2017). Challenges in Indian journalism education: The gap between industry and academia. Global Media Journal – Indian Edition, 8(2). [Available from GMJ archives or institutional access]
- Sanyal, M. (2022). Educational Psychology. International Journal of English Learning & Teaching Skills, 5(1), 3207–3211. Retrieved from https://doi.org/10.15864/ijelts.5102
- Sinha, A., & Basu, D. (2020). Journalism education in India: The widening gap between research and practice. Asia Pacific Media Educator, 30. Retrieved from https://doi.org/10.1177/1326365X20970419
- Self, C. C. (2015, June). The global impact of UNESCO's Model Curriculum in journalism education. Paper presented at the International Communication Association Annual Conference
- Skinner, D., Gasher, M. J., & Compton, J. (2001). Putting theory to practice: A critical approach to journalism studies. Journalism: Theory, Practice & Criticism, 2(3), 341–360.
- Solkin, L. (2022). Rethinking journalism education: A thematic review of twenty years of academic discourse. Journalism & Mass Communication Educator, 77(1), 5–28.
- Spiel C, Schwartzman S, Busemeyer M, et al. The Contribution of Education to Social Progress*. In: Rethinking Society for the 21st Century: Report of the International Panel on Social Progress. Cambridge University Press; 2018:753-778.

- Statista. (2022). Employment in the print media industry in India from 2016 to 2022. Statista Research Department.
- SYLLABI, A. C. O. N. (2013). Model curricula for journalism education.
- (n.d.) Savitribai Phule Pune University, One of the Premier Universities in India - Official Website. Retrieved from https://www.unipune.ac.in/Maha_Public_Uni_Act/pdf/Maharashtra%20Public%20University
- Tandon, A. (2009). A case of standardization of journalism, media education in India. Media Mimansa, Oct–Dec, 63–67
- Thakurta, P. G. (2012). Media ethics: Truth, fairness, and objectivity. Oxford University Press.
- The Maharashtra Public Universities Act, 2016 Retrieved from https://htedu.maharashtra.gov.in/Main/DocMasters/Website/Media/1/MPU%20Act%202016%20Updated.pdf
- Tere, N. S. (2012). Commentary: Expanding journalism education in India—Concern for quality. Asia Pacific Media Educator, 22(1), 127–133.
- Tere, N. S. (2012). Bridging the gap between media education and media industry. International Journal of Multidisciplinary Educational Research, 1(6), 123–132.
- UNESCO. (2007). Model curricula for journalism education. United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000156354
- UNESCO. (2013). Model curricula for journalism education: New specialized syllabi. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000223504
- University of Mumbai. (n.d.). Department of Communication & Journalism. Retrieved May 17, 2025,Retrieved from https://mu.ac.in
- United Nations. (n.d.). Journalism education and sustainable development. Retrieved from https://www.un.org/sustainabledevelopment/
- Narasimhan, S., & Philipose, P. (2015). Study finds many gaps in journalism education.

- Varghese, N.V. (2013a): “Private higher education: The global surge and Indian concerns” , in India Infrastructure Report 2012: Private sector in education, London and New Delhi, Routledge Taylor and Francis Group (IDFC).
- Viktorovich, M. V. (2019). The status of journalism and journalist education in India. Geopolitical, Social Security and Freedom Journal, 2(2), 101–107. Retrived from https://doi.org/10.2478/gssfj-2019-0019
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- World Journalism Education Council (WJEC). (2013). World Journalism Education Census Report. Retrieved from Retrived from https://wjec.net
- Wimmer, R. D. and Dominick, J. R. (2009). Mass Media Research Processes, Approaches and Applications. CENGAGE Learning.
- Willings, J. et al. (1969), Television Development and Training in India (UNESCO), First Edition, Paris, pp. 35-36, 174. Retrieved from
- Welcome to UGC, New Delhi, India. https://www.ugc.gov.in/universitydetails/university
- Wikipedia contributors. (n.d.). Maharashtra. Wikipedia. Retrieved May 17, 2022, from https://en.wikipedia.org/wiki/Maharashtra
- Wolseley, R. E. (1943). Journalism education in junior colleges. The English Journal, 32(4), 209–216.
- Wolseley, R. E. (1963). The development of journalism education: A comparative survey. Journalism Quarterly, 40(3), 371–378.
- Wimmer, R. D., & Dominick, J. R. (2006). Mass media research: An introduction (8th ed.). Wadsworth Publishing.

Annexure

1. In-depth interview questions (Academia)

Basic information:

- Name of the Expert from Academia
- Designation/ Position
- Years of experience
- Name of the Department & university

1. What are the key challenges faced in designing a curriculum that aligns with the evolving needs of the journalism and media industry?

2. How effectively does the current curriculum prepare students for the practical demands of the media industry?

3. Can you identify specific areas where you feel the current curriculum is outdated or misaligned with industry practices?

4. In your view, what role should media professionals and industry stakeholders play in curriculum development?

5. How do you perceive the balance between theoretical knowledge and practical training in existing Journalism and Mass Communication programs?

6. Do you believe that UGC or other regulatory guidelines constrain innovation in Journalism and Mass Communication curriculum design? Please elaborate.

7. How much academic autonomy do institutions realistically have when it comes to revising or updating their curricula in this field?

8. What challenges do universities face in implementing curriculum changes in response to industry feedback?

9. What pedagogical methods do you find most effective for teaching Journalism and Mass Communication in the digital era?

10. How well-equipped are current faculty members in terms of skills and industry exposure needed to train an industry-ready workforce?

11. Do you think there is a need for continuous professional development or industry immersion programs for Journalism faculty? Why or why not?

12. What core competencies and skills should students acquire during their Journalism and Mass Communication studies to be considered 'industry-ready'?

13. How can internships, live projects, or industry collaborations be better integrated into the academic structure to enhance practical exposure?

14. Do you support the idea of a standardized or uniform curriculum across Indian universities for Journalism and Mass Communication, similar to professional courses like Engineering or Medicine? Why or why not?

15. What specific reforms or innovations would you recommend to ensure Journalism and Mass Communication education remains future-oriented and industry-relevant?

2. In Depth interview questions (Industry)

Experts from Journalism industry

Basic information:

- Name of the Expert from Industry
- Designation/ Position
- Years of experience
- Name of the Media House

1. On a scale of 1 to 10, how would you rate the overall employability of fresh graduates entering the media industry? Please elaborate on your rating.

2. Based on your experience, how satisfied are you with the performance and preparedness of fresh recruits from Journalism and Mass Communication programs?

3. What key skills, attributes, or competencies do you expect from entry-level recruits in journalism or media roles?

4. Do fresh graduates generally meet these expectations? If not, where do you see the most significant gaps?

5. Do you provide structured training or mentorship programs for freshers once they join your organization? If yes, what do they typically cover?

6. How long, on average, does it take for a new graduate to become fully productive or independent in your work environment?

7. What are your views on the existing syllabus in Journalism and Mass Communication institutions? Does it reflect the current needs of the media industry?

8. Do you believe that the current academic curriculum focuses too much on theory, or too little on practical, real-world application? What balance would you recommend?

9. Can you point out any major themes, technologies, or trends that you feel are missing from university-level journalism education?

10. Which specific topics, tools, or techniques do you think are crucial for preparing students for the modern media workplace (e.g., data journalism, mobile reporting, social media analytics)?

11. In your opinion, is formal Journalism education essential to become a successful journalist in today's media landscape? Why or why not?

12. Have you observed any significant performance differences between journalism graduates and individuals from other academic backgrounds working in the media field?

13. Would you support the development of a nationally standardized curriculum for Journalism and Mass Communication across universities? Why or why not?

14. What kinds of collaborations (e.g., internships, guest lectures, co-designed courses) between media organizations and academic institutions would you consider most beneficial?

15. What specific suggestions or reforms would you propose to improve Journalism education and make it more aligned with professional demands?

3. List of Academicians interviewed

1) Dr. Sudhir Gawhane (BAMU)
2) Dr.Keval J. Kumar (Senior Academician)
3) Daivata Patil (Mumbai University)
4) Dr.Ravindra Chincholkar (Solapur University)
5) Dr.Moiz Mannan Haque (Nagpur University)
6) Hemant Rawate (MGM university)
7) Dr.Sanjay Tambat (Pune University)
8) Dr.Keshav Sathaye (TMV)

9) Vasundhara Kashikar (TMV)
10) Krishnamurthy Thakur (MIT)
11) Anamika Halder (TMV)
12) Dr.Riya Mukhopadhyay (MIT)
13) Sanika Kulkarni (TMV)
14) Dr.Chaitanya Shinkhede (Gharchiroli University)
15) Dr.Sagar Gokhale (Symbiosis University)
16) Dr. Nutan Kanengaokar (TMV)

3. List of Industry experts interviewed

1) Nikhil Gajendragadkar
2) Ramdas Nehulkar
3) Swapnil Pore
4) Kedar Wagh
5) Amitabh Dasgupta
6) Chandrasekhar Patwardhan
7) Mukund Potdar
8) Radheshyam Jadhav
9) Shivani Pandhare
10) Prasanna Joshi
11) Rafique Pathan
12) Sangram Jagtap
13) Rachana Bondhave
14) Ganesh Mokashe

A STUDY ON THE SIGNIFICANCE OF JOURNALISM EDUCATION IN PROFESSIONAL NEWS INDUSTRY (WITH REFERENCE TO VARIOUS UNIVERSITIES OF MAHARASHTRA)

A THESIS

SUBMITTED TO

TILAK MAHARASHTRA VIDYAPEETH, PUNE

FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN JOURNALISM & MASS COMMUNICATION UNDER

THE BOARD OF MODERN SCIENCES & PROFESSIONALSKILLS



BY

DEBAHUTICHAKRAVORTY
PRN-25618004202

UNDER THE GUIDANCE OF

DR. GEETALI TILAK

DEPARTMENT OF JOURNALISM & MASS COMMUNICATION
OCTOBER 2025

80_ Recommendation

Conclusion

5A: Introduction

Similar to other research studies, this study also possesses its own set of outcomes, findings, and recommendations. The primary division of this chapter is into four parts. These sections include:

- 5B:KeyFindings
- 5C:Limitations
- 5D:Recommendations&Suggestions
- 5E:FutureScopeoftheStudy
- 5F:Conclusion

In Maharashtra, where diverse socio-political dynamics and a rich cultural heritage demand nuanced reporting, well-trained journalists are crucial for maintaining the integrity and quality of news. However, the diverse curriculum, programme patterns, nomenclature, and lack of alignment with industry standards across various universities in Maharashtra can pose a challenge and lead to disparities in the quality of education and the preparedness of graduates entering the industry.

Despite these challenges, the significance of journalism education remains paramount. A robust and consistent journalism education is indispensable for sustaining a vibrant and credible news industry in Maharashtra and beyond. Standardizing curriculum and programme patterns, while respecting institutional autonomy and regional context, could enhance the overall quality and coherence of journalism education in the state. Such improvements would ensure that all journalism graduates, regardless of their alma mater, are equally equipped to contribute to informed public discourse and uphold democratic values by holding power to account.

5B:Key Findings

The study attempts to understand the significance of journalism education in the professional news industry in Maharashtra and its challenges in producing industry-ready students. The state of Maharashtra is the largest news industry of India and is blessed with the city of Mumbai, often described as the media catalyst of India. With the rapid growth of the journalism industry, there is a constant demand for skilled professionals. However, it has been observed that most of the students who graduate from the universities, both public and private, do not meet the skill standards of the journalism industry. In some cases, students need to go through additional courses to fill in the gaps required by their employers.

Based on the in-depth interviews with journalism faculty, academicians with industry experience, education experts, and senior industry experts in Maharashtra, the researcher has organised the findings concerning the aim, objectives and research questions into the following 3 categories:

1. Curriculum Design
2. Curriculum delivery
3. Student Quality

5B.1Findings on Curriculum Design

A) Diversity in Curriculum across institutes

Nearly all the universities have a unique journalism program, and there is no consistent pattern. The inconsistency has been brought about by having too many regulations from multiple governing bodies, like the Higher Education Council, state universities, private universities, and central bodies. The freedom that has been afforded to each university to develop its own curriculum also hasaroletoplayinthisregard.Thisisinadditiontootherfactorsliketheneedtooffer specializations and regional orientation. This diversity, ranging from the name of the programme

to the subjects included, creates challenges, especially when it comes to standardization, credit transfer or inter-university collaboration. A sample curriculum for training in journalism was proposed by the University Grants Commission (UGC) in 2001, but comparatively fewer institutions adopt it in full. There are even some educational institutions that follow the UNESCO model curriculum of 2007. The researcher comprehends that the socio-economic diversity of a region may not allow it to have a journalism curriculum that is similar in all respects to other regions. However, the differences do not stay limited to the regional aspects only. After going through the curriculum of 24 universities, the researcher has observed variations in:

1) Programme names: The following are some of the programme names of the Master's programmes of the universities. *M.Sc. in Media and Communication Studies, MA in Communication & Journalism, Master of Journalism, MA in Mass Communication, MA in Media and Communication, etc.*

2) Department names: The names of departments are also found to vary accordingly.*DepartmentofMediaandCommunicationStudies,DepartmentofCommunicationand Journalism,DepartmentofMassCommunication,SchoolofMediaStudies,Departmentof Journalism & Mass Communication, Department of Extension & Communication*, etc., are some examples of the same.

3) Faculty: Even the faculty of the university to which a department belongs is different from university to university. Some departments belong to Science & Technology; some are associated with interdisciplinary studies, while others are associated with humanities or social sciences.

Apart from these differences at a higher level, the researcher has also observed differences in the course content. Purely for the sake ofcomparison, ifthe UGC curriculum is used as a base to tally the curriculum contents of the universities, it is found that the percentage of subjects across curriculaofdifferentuniversitiesvariesfrom30%to75%acrossuniversities.Likewise,thetheory- to-practical ratioalsovaries from 40:60to 80:20inindividual university curricula,as opposed toa UGC recommended ratio of 50:50.

A) Curriculum updates and related challenges

Across both academic and professional circles, it is widely accepted that the journalism curriculum needs regular updates to keep pace with the changing trends of the industry.

Above all, the curriculum's inclusion of digital media, multimedia narrative, and emerging technology is vital to journalism education's relevance. However, most journalism programmes are not regularly revised to reflect the fast-evolving media landscape, especially in areas like digital journalism, multimedia storytelling, and data-driven reporting. Some universities don't have the processes to update their programme in a time-efficient manner, while some require involvement of multiple stakeholders to bring any updates to the curriculum. An outdated curriculum has the potential to create a gap between what is learned in the classrooms and the skills required in today's newsrooms. This could render the students incapable of meeting the professional requirements of today.

UGC guidelines also recommend the inclusion of industry experts in the curriculum design, and a majority of the private institutes are found to be aligned with this practice. Most respondents across academia and industry also agree that there needs to be active participation of industry experts in the design stage to make the curriculum complete. However, public institutions in Maharashtra still have limitations with respect to including industry professionals in their curriculum design processes as per the Maharashtra Public Universities Act 2016. Some other institutions cite location constraints or distance from media hubs as a hurdle to better industry interactions. This gap limits opportunities for students to engage in internships, fieldwork, and real-world journalism experiences, which are critical for building professional skills. Without such collaboration, journalism programs may struggle to stay updated with industry trends and needs, making it harder for students to transition smoothly into the professional news industry after graduation.

However, things may not necessarily be smooth even if industry experts are onboarded for curriculum design. Few academic institutions expressed the need for establishing ground rules for cooperation on curriculum design. Some academicians believed that increasing stakeholders

in curriculum design makes the revision process complex and time-consuming. Others felt that some industry experts are quite aggressive in putting forward practical subjects over important theoretical subjects, which can derail the course from its objectives.

Another aspect that needs to be considered is the ease of updating the curriculum. Keeping pace with the rapidly evolving media industry also depends on the frequency and ease of curriculum revision. While curriculum revisions for the majority of institutions happen through a well-defined process involving all the important stakeholders, the frequency of updates varies. For some universities, the processes require at least 3 years to make the revisions effective, while some can manage the same in a year.

The curriculum design process should adhere to the UGC guidelines, and around 70% of the surveyed academicians felt that these guidelines are sufficiently flexible and add value to the curriculum design process. However, a few felt that these guidelines are not aligned with industry trends, and this resulted in the inclusion of certain subjects in the curriculum that are redundant as per current industry standards. The last updated guidelines, which came out in 2001, have no mention of present-day relevant subjects like media equipment, data journalism, social media content creation, podcasting and so on.

B) Missing aspects in the curriculum

One of the shortcomings highlighted by the industry experts on journalism freshers is a lack of general knowledge. While the academia and industry experts were unanimous in their opinion that the curriculum needs to align more towards practical, they were also in agreement that for journalists to understand or analyze any event happening in their surroundings, they need context. This context can only come through knowledge of current affairs, sociology, civics and economics of a particular region, which is missing in most of the curricula across the universities in Maharashtra.

5B.2 Findings on Curriculum Delivery

A) Faculty skills and relevant experience

Any research on improving journalism education emphasizes faculty attributes. Besides conveying theoretical knowledge, journalism teachers are supposed to demonstrate to students how to apply the classroom knowledge in practice to be relevant to the functioning of the industry. Hence, the greatest practice is having teachers with professional experience, but in reality, such professionals are not easily available in the job market. Granting deserving media personnel permanent posts as faculty is debilitated by the stipulations of the UGC regarding the appointment of associate professors, which insist on a master's degree or NET/SLET certification. And, in some cases, a specific institution may not be in a position to afford full-time industry professionals who may have aspirations for higher remuneration. Consequently, some universities invite visiting faculty for certain mass communication courses to completely run their programme.

There is, therefore, a wide variation in faculty quality and expertise across the different universities in Maharashtra. These differences play a part in the education students receive, leading to differences in delivery, which in turn lead to disparities in practical skills, theoretical understanding, and professional preparedness of the students. This also has a bearing on the perception of the industry of the students coming from different universities and impacts their integration into the professional news industry.

Faculty skill upgradation is crucial to the effective delivery of the curriculum, which underscores the need for faculty members to update their skills from time to time. The impact of the gaps in practical knowledge for faculty members spills over to assignments and project dissertations given to students. These theoretically heavy exercises fail to provide a complete understanding of the practical application of the topics at hand.

During the interviews, faculty members felt that keeping pace with the rapidly changing trends of the industry is not a piece of cake, given their preoccupation with other academic responsibilities.

Attending the student industry meet ups from the sidelines also doesn't help the faculty members much in delivering their teaching responsibilities. Below is an example of an instance quoted by one of the faculty members, which gives an idea of the challenges faced by educational institutes in simulating practical scenarios.

"At MGM University, we have complete liberty to design the curriculum, keeping in mind the new trends and technologies that are prevalent in the industry. However, challenges arise in the delivery of the practical. For example, it is impossible to replicate the workings of an entire news channel in any educational institute, as most faculty members are not aware of the transmission process in depth."

B) Shortage of resources

A shortage of practical skills in freshers is one of the leading complaints from journalism industry professionals and is also somewhat linked to the previous point on Faculty skills. Imbibing these skills in students calls for effective practical delivery, which in turn depends on state-of-the-art equipment. It is a widely accepted view that most private and deemed-to-be universities have better infrastructure on their campuses, as compared to state and central universities, which are found to be lagging in this aspect. Insufficient access to modern facilities like multimedia labs, digital equipment, etc., does affect the practical experience of the students, but having good infrastructure partially solves the problem.

Faculty members with a general knowledge of the workings of the equipment struggle to take the practical delivery to a level that can benefit the students in terms of developing their skills. Handling advanced equipment also requires personnel with specialized knowledge and experience. Besides, the rapid rate at which this equipment becomes obsolete also calls for the availability of servicing facilities. While UGC guidelines mandate the incorporation of technical personnel with industry experience, it has been observed that some institutions do not even have such positions in the department, or these positions stay vacant.

C) Insufficient Industry exposure

For students to get a realistic picture of the workings of the industry, experts have recommended regular meet ups or even classroom interactions with journalism professionals. However, the researcher has observed that in most universities, these meetups do not happen systematically. These interactions, which are supposed to occur at regular intervals, either happen at random times or do not happen at all. On top of that, several universities lack a dedicated placement cell for the journalism department that can prepare a roadmap for collaboration through MOUs and tie-ups with the media industry and provide a functioning interface between academia and industry. Few academicians and industry experts believe that students do not get to spend sufficient time on internships. Besides, there is rarely any evaluation of the student's performance during the training that they receive during the internship.

5B.3 Findings on Student Quality

A) Unfair Student Expectations

With the growth of media and the advancement of technology in the 21st century, handheld devices like mobile phones serve as a portal to the world, providing access to the never-ending resources of information. The more popular forms of content that are advertising and consumer-focused create a larger-than-life impression of media professionals while masking the actual day-to-day struggles going on behind the scenes. This often leads to unfair expectations of the workings of the industry from some of the students, which distracts them from actual skill development. Some aspire for roles under constant limelight and are disappointed with entry-level backend positions, which are fundamental for any fresher starting out in the journalism industry. Below is a quote from an industry expert on student expectations:

Many of them (students) think that journalism is about appearing on screen. Girls with fairly good looks assume that they also have anchoring skills and can become the next Barkha Dutt. They fail to understand that they must have some (basic)skills(to start with).

B) Lack of foundational skills

Content writing is fundamental to Journalism, and with this comes an expectation of a good command over language, be it in English or any other regional language. One of the common complaints from the industry experts was that the language skills of the freshers, both written as well as verbal, were found to be not up to the mark for Journalism students. Most of the freshers were found to be lacking in analytical and critical thinking skills, pointing to an absence of a research culture in the universities.

The conclusions of this study reaffirm the utility of a multidimensional theoretical framework that synthesises constructivist theory of learning, professionalization theory, theory of social responsibility, experiential theory of learning (ELT), and theory of human capital. Each theoretical perspective has helped unravel the complexities of journalism education in Maharashtra. While Human Capital theory and ELT addressed the gaps between academic training and job-readiness, Professionalization and Social Responsibility Theory illuminated the normative and ethical roles of journalism education. Constructivist theory has provided a pedagogical lens to assess active learning and student engagement.

5C: Limitations of the study

The research faces the following limitations:

1. The study is limited to the state of Maharashtra. The researcher selected only the news media of Maharashtra and the universities that offer Journalism education.

2. Correctly comparing the quality of the faculty can be difficult since the study may not have access to the full data on the credentials and work experience of the faculty at every university. At the time of the interviews, the researcher had to face the reluctant and reserved attitude of some

academicians, which delayed the data collection process. Subsequently, deeper discussions around infrastructural and financial constraints, especially in the developing regions, had to be skipped.

3. Data collection for this research was done mostly during the time of the COVID-19 pandemic. Henceforth, face-to-face interviews had to be skipped in view of the prevailing restrictions. The researcher had to rely on online collaboration tools for interaction and had to bear with intermittent technical glitches arising due to network instability. Visits to some universities for data collection and understanding of course structures also had to be skipped.

4. The study is limited to only universities providing journalism education. Other institutions in the state offering various journalism skill-based courses are out of the scope of this study.

5. The researcher has considered only the postgraduate programmes for comparison with the UGC- proposed curriculum. As the UGC-proposed programme (2001) suggests a yearly pattern for the undergraduate programmes, comparison with the current semester pattern in most Universities is not feasible.

6. The impact of faculty on student outcomes can be subjective, as the effectiveness of teaching methods or mentorship may differ based on individual student experiences. Besides, some universities have reservations about sharing their placement records.

7. Differences in faculty expertise may be influenced by the university's location (urban vs. rural) and its resources, leading to generalizations that may not account for specific regional or institutional factors.

8. The data for the study has been collected from 2020 to 2022, and therefore, the NEP applications for Journalism courses have not been covered for this study.

5D: Recommendations & Suggestions

5D.1 Recommendations

The researcher has put forward the following recommendations for the research:

1. **Uniformity in the curriculum:** A standardized curriculum can not only bring about consistency in the quality of the students but can also greatly help their employers in better assessing their academic performance. Through a smooth transfer of credits, students can have more flexibility in moving to another institution or course of their choice. This can also facilitate the efficient sharing of faculty expertise and teaching materials among institutes. Having a uniform curriculum will also pave the way for institutions to achieve accreditation and recognition from professional bodies, which can, in turn, enhance the credibility and reputation of the programs offered. The theory-to-practical ratio in the curriculum is recommended to be at least 50:50.

2. **Industry-Relevant Courses:** The study advocates the inclusion of courses that reflect current trends in journalism, such as digital media, multimedia storytelling, data journalism, and media ethics. Skill-based training is also an important recommendation of this study. To ensure that students are ready for the industry upon graduation, there needs to be more hands-on training for news writing, reporting, editing, and relevant software usage. In order to develop an industry-relevant curriculum, it is important that it is reviewed from time to time in consultation with industry professionals.

3. **Faculty Development:** Institutions need to sponsor workshops by industry partners, faculty development programs, and orientation courses. The programs should be conducted in an industry environment to provide an opportunity for scholars to interact with professionals at liberty, enhance their understanding of how the business works, and extend their knowledge of cutting- edge technologies or trends in the journalism industry. Such workshops or conferences should be held at least annually and be made mandatory for all faculty members. Equipped with

this exposure to media experiences, academicians can better integrate issues in real life into classroom discussions. An aware faculty member will then be in a better position to get deeply involved with students in meaningful, practical exercises like community journalism and field trips.

4. **Research and Development:** Inculcating a research culture in journalism students is absolutely vital for them to develop analytical and critical thinking skills. Encouraging research projects that address local issues relevant to Maharashtra can foster a sense of community engagement while providing them with a good context and practical experience in reporting. Again, topics that require interdisciplinary research connecting journalism with other fields, such as sociology, political science, and technology, need to be promoted.

5. **Student Engagement and Empowerment:** Publishing institute-level newspapers at a comfortable frequency, preferably online, is an exercise that is not reliant on advanced infrastructure and is already followed by certain renowned journalism universities. Engaging journalism students in such exercises not only empowers them with the knowledge of the day-to-day workings of a journalist but can also help in refining their communication skills and developing critical thinking abilities. Participation of students in national and regional media conferences should be encouraged to broaden students' perspectives and professional contacts.

6. **Dedicated placement cell:** While many experts advocate the adoption of the teaching hospital concept in Journalism education, having a "teaching hospital" in reality may prove to be challenging from an infrastructural or financial standpoint. However, if students, industry professionals and academicians can collaborate and work together under a single roof, either through joint research projects or community reporting, Journalism Education will benefit as a whole. To improve the relationship between the student and academia to the industry, it is strongly recommended that the department of journalism be provided with its own placement cell. Besides placement, the cell can also facilitate MOUs and tie-ups with industry partners for mentoring, training and research opportunities for students and academia, which can set the stage for healthy collaboration without compromising individual interests. The cell can also ensure the regular occurrence of meetups or workshops with industry experts.

7. **Alumni networking:** There needs to be tracking of the career paths of journalism graduates to measure the effectiveness of their education in securing employment in the news industry. This could involve longitudinal studies to assess long-term career growth, gathering testimonials and success stories from alumni to highlight how their education shaped their careers and the impact they have had on journalism. Some other recommendations include providing industry networking and mentorship opportunities, and also coordinating with the placement cell to create opportunities for alumni to engage with existing students. These recommendations aim to enhance journalism education's relevance and effectiveness in Maharashtra, ultimately strengthening the professional news industry in the region.

5D.2 Suggestions for the study

Here are some suggestions from the study:

1. There should be more research on how current journalism curricula in Maharashtra align with the evolving needs of the news industry. This can be achieved through various means, like exploring whether programs incorporate emerging technologies, digital media, and multimedia storytelling, and conducting surveys or interviews with industry professionals to identify the skills and competencies they seek in journalism graduates. This data can help tailor educational programs to meet these demands.

2. Administrators of an institution should ensure that all necessary steps are taken to streamline and reduce the time taken in reviewing the curriculum. Again, this is one area where journalism institutes can collaborate with peer departments to understand gaps or inefficiencies, which can help in making processes more streamlined and less time-consuming.

3. For public institutions, the involvement of media professionals in curriculum design can only happen through government intervention, which may call for amendment of existing acts (specifically for Mass Communication and Journalism). In order to facilitate the involvement of

media experts within public institutions in remote areas, adequate measures should be taken by the Government authorities. Institutions that are located further from industry hubs should continue with their attempts to collaborate with industry experts through tie-ups and leverage virtual meetups if physical interactions are constrained by time.

4. As a Confucian philosopher once said:

> *"I hear and I forget; I see and I remember; I do and I understand."*

Utmost importance needs to be given to developing the practical skills of journalism students. They should spend at least a year in internships after completing their courses. This will ensure that adequate focus is given to practical delivery without compromising on important theory subjects like Media Ethics and Laws. Faculty members can take input from their industry counterparts on the internship performance through a formal feedback process.

5. As education comes under the concurrent list of the Constitution, the state should also be involved in designing the curriculum of the region. All stakeholders in the industry (both public and private) should form an agency at the state level, and it should put forth a comprehensive plan to make the UGC-recommended curriculum more industry and region-relevant. Current affairs, sociology, civics and economics of the region should be a mandatory part of the curriculum. UGC guidelines also need to be revised on a regular basis after consultation with the Press Council of India or with a recognised group of Industry experts so that it can keep pace with industry standards.

6. There needs to be a neutral body to oversee the results of journalism institutions and enforce adherence to the UGC guidelines.

7. UGC criteria for inducting industry professionals into journalism education universities can be relaxed to ensure easier integration of industry experience into the academic spheres. If we draw

a parallel to fully functioning democratic countries like the United States of America, we observe that a majority of the journalism faculty hold Ph.D. degrees with professional media experience.

8. While UGC guidelines have called out the importance of rigorously filtering candidates based on their language proficiency, general awareness and communication skills, the onus of enforcement or relaxation of these criteria at the entrance level completely lies with the university administration. Better screening of candidates while keeping aside commercial considerations can contribute towards having a more motivated group of students, which can be an asset to the university.

9. Effective counseling of the students in the initial days of the journalism course should be enforced to provide a fair picture of the workings of the industry and address their expectations and aspirations. The placement cell can organize orientation programmes for students with industry experts to help and guide them in understanding ground realities.

10. There needs to be more research on how journalism departments in Maharashtra are integrating technology into their teaching methods through an investigation on the use of tools like social media, data journalism, and multimedia production in the curriculum. Through assignments, the usage of social media for reporting can be encouraged among budding journalists.

11. Comparison of journalism education in Maharashtra with other states or countries can be undertaken to identify best practices and areas for improvement. Faculty exchange programs can also help increase the awareness of a program's pros and cons, thereby helping in bringing improvements to Journalism Education as a whole.

12. There can be exploration on how journalism programs address diversity and inclusion in their curricula. An assessment of whether students are being prepared to report on diverse communities and issues can help in this regard.

13. Journalism programs should ensure students engage with local communities and address regional issues. This can enhance the relevance of journalism education and promote social responsibility among students. Community journalism can also help bring to light stories that are not covered by the traditional media.

14. There should be more surveys or focus group discussions conducted with current students and employers to gather feedback on the strengths and weaknesses of journalism education in Maharashtra. This can provide valuable insights for curriculum development.

The above suggestions can help bring in necessary improvements in Journalism Education to better prepare students for the challenges of the industry.

5E: Future scope of the study

The future scope of research on the significance of journalism education in the professional news industry in Maharashtra can encompass several dimensions. The following are some of the potential research areas:

1. **Emerging Technology and Journalism:** Researchers can examine how new technologies, such as blockchain, virtual reality, and artificial intelligence, influence journalism education. It can be explored how journalism programs can adapt to prepare students for these advancements and their implications for news reporting and dissemination.

2. **Changing Media Landscapes:** More research can be done on how shifts in media consumption habits, particularly among younger audiences, influence journalism education. Research could focus on the effectiveness of teaching methods that incorporate social media, podcasts, and online platforms.

3. **Cross-Disciplinary Approaches:** Researchers can also explore the integration of journalism education with other disciplines, such as communication studies, data science, and sociology and determine how such interdisciplinary approaches can enrich journalism training and better equip students for complex reporting tasks.

4. **Global Journalism Standards:** The alignment of journalism programs in Maharashtra with global standards and practices can be another topic for research. The study could focus on curriculum development to ensure that students are not only prepared for local contexts but also understand international journalistic norms. This can also highlight best practices, challenges, and innovative approaches that can be adapted to Maharashtra's context.

5. **Impact of Media Literacy Programs:** The role of media literacy initiatives in enhancing the understanding of journalism among students and the general public can be investigated. Research

could assess how these programs complement traditional journalism education and their effectiveness in fostering critical thinking.

6. **Diversity and Representation:** Researchers can study the impact of diversity in journalism education on reporting practices and media representation. Research could explore how inclusive curricula and diverse faculty can better prepare students to cover a variety of social issues.

7. **Impact of Professional Development Opportunities:** Further research is required on the need for ongoing professional development in journalism. Research could explore the effectiveness of refresher courses, workshops, and online training for journalists to adapt to industry changes.

8. **Impact of Policy Changes:** It is also feasible to study how the rules and regulations of Maharashtra's and India's media have evolved, and the impact of these alterations on journalism education. Research could assess the need for curricula that address legal issues, media ethics, and press freedoms.

9. **Longitudinal Studies on Career Progression:** Longitudinal studies to track the career trajectories of journalism graduates over time can be conducted. This research could provide insights into how education impacts job placement, career advancement, and contributions to the media landscape.

10. **Community-Based Journalism:** The role of journalism education in promoting community-based journalism initiatives can be further explored. The study could focus on how programs can prepare students to engage with and serve their local communities effectively.

By exploring these areas, future research can significantly contribute to understanding and enhancing the role of journalism education in shaping a robust and ethical news industry.

5F: Conclusion

In conclusion, journalism education plays a pivotal role in shaping the professional news industry, particularly in regions like Maharashtra. It equips aspiring journalists with essential skills, ethical standards, and a deep understanding of the media landscape. By fostering critical thinking, investigative acumen, and digital proficiency, journalism education ensures that professionals can navigate the complex and rapidly evolving media environment effectively. In Maharashtra's professional news industry, journalism education plays a significant role in many ways and is essential for the growth of a strong media ecosystem. This research underscores the vital role that well-structured journalism programs play in preparing students for the challenges and opportunities within the rapidly evolving news industry.

Journalism education must continuously adapt to align with the dynamic needs of the news industry. By integrating emerging technologies, multimedia storytelling, and data journalism into the curriculum, educational institutions can ensure that graduates possess relevant skills that meet the demands of modern journalism. Emphasizing practical training, including internships and hands-on projects, enhances students' readiness for the professional environment and can help them navigate the complexities of the news sector. The research highlights the importance of instilling a strong ethical foundation in journalism education. As media landscapes become more complex, equipping students with the tools to make ethical decisions is essential for fostering responsible journalism that upholds public trust. A focus on diversity within journalism education is necessary to reflect the varied voices and perspectives within society. By promoting inclusive practices, programs can prepare students to cover a broad spectrum of issues, ensuring that underrepresented communities receive adequate media attention. Continuous evaluation of curriculum effectiveness, faculty expertise, and industry engagement is essential to maintain high standards of education and ensure that students are prepared for the evolving demands of the profession.

As the journalism landscape continues to evolve, ongoing research is vital to assess the impact of educational practices and adapt them to new realities. Areas such as the influence of technology,

media literacy initiatives, also the mental well-being of the journalists warrant further exploration to enhance the effectiveness of Journalism education. For the majority of the universities, it has been observed that efforts are being put into regularly updating the curriculum and improving the practical aspects of the curriculum. However, this is a journey of continuous improvement in itself and is not an end goal.

Despite the challenges and the limitations that journalism education faces, close to 80% of the industry experts felt that Journalism education is very important for laying the foundation of a journalist, which needs to be complemented with on-the-job training. The researcher believes that the gap between the journalism curriculum and the industry demands can be narrowed, but it may not be eliminated. The Industry's expectations of receiving a "finished product" from universities may not materialize, and onboarding training for freshers may still be required. At the same time, academia needs to ensure that adequate steps are taken to ensure that graduates are aligned with the workings of the professional industry.

The potential of institutions towards the formation of responsible journalists who are better equipped to handle the challenges facing the present media environment cannot be underestimated. Journalism education in Maharashtra will continue to play a crucial role in helping shape the future of the news industry and adding value to society while upholding democratic values.

Tilak Maharashtra Vidyapeeth

Declared as a Deemed to be University Under Section 3 of UGC Act 1956
Reaccredited by NAAC with'B++'Grade
ISO21001 : 2018 Certified

Plagiarism Report ***Ph.D.*** *Date- 03/07/2025*

Debahuti Chakravorty

Department – Journalism and Mass Communication

PRN - 25618004202

Title – "A study on the significance of Journalism education in Professional news industry (with reference to various universities of Maharashtra)"

Chapter 1 **INTRODUCTION**	24%
Chapter 2 **REVIEW OF LITERATURE**	12%
Chapter 3 **RESEARCH METHODOLOGY**	16%
Chapter 4 **ANALYSIS & INTERPRETATION**	13%
Chapter 5 **CONCLUSION/FINDINGS/RECOMMENDATIONS**	7%

Head, Ph.D. Department