

Students' Choice and Motivation for Journalism Education in Indian Private Universities

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The study of journalism and Students' choice for learning has hardly recognised in the age of technology and proliferation of media industries. India has witnessed unprecedented growth of private vocational journalism institutes, where Students' choice for learning in journalism education remains inadequate attention. The paper brings an attempt to explore the Students' choice for learning and their future aspirations. The empirical survey results indicate that aspirations of the diverse Students' communities in private institutions can not only be met through interdisciplinary approach and cultural specific pedagogies, but social inclusiveness in media education can bridge the gap between supply and demand in the media sector.

Keywords: Media education, Students' choice, learning, aspiration, perception

Since 1990, the liberalization and privatisation in India sparked the growth and expansion of media institutions throughout the country. By and large, academic institutions engaged in producing trained journalists/media professionals to meet the requirement of media industries in India. Similarly, most privately owned media schools located in different parts of the country have largely targeted to train the people from both Hindi and regional language areas. Private institutions and universities also aim to train the middle and lower middle class population from these states in general, semi-urban regions in particular. Thus, these private institutions are largely oriented towards the Journalism education in India, but it has contributed in social and cultural exclusiveness (Roy, 2007). In which, the major focus of media aims to fulfil the requirement of market's choice and demand. In these days, greater expansion of mushrooming private media education throughout the country aims not only to provide the service to produce human resources but also to have larger share of profits. The draft report of the working group on higher education for the 12th five year plan (2012-17) reiterated the goals and vision enshrined in the National Policy for Education (enacted in 1986) to bring the inclusion and inclusiveness in education sector. Thus, private media education still strives to achieve the feet of inclusiveness.

The period (1990-91) of economic reforms has led to radical and significant changes in the journalism education in India. With the proliferation and expansion of Indian electronic media, journalism education and institution got expanded and established a base throughout the country (Karan, 2001). Considering the available sources on media outlets, it is found that there was a huge media markets and establishment for ensuring a large media landscape in India. Besides, huge number of television channels, FM radios,

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abundant newspapers and magazines, increasingly use of community radio sets, expansion of technological forms like internet, mobile, have enabled and widen the choice of people to reach 90 per cent of the population. Sainath (2001) and Sonwalkar (2002) highlighted since the '*Murdochization of Indian media*' about 50-60 per cent Indian population from rural India has equal access to media, which seems to be a greater achievement and bridge the gap between rural and urban in terms of information access. In addition to the national media scenario, there has been found a huge expansion of regional language channels as it is still increasing gradually each year. They have also highlighted that only Andhra Pradesh has nearly 44 regional language TV channels and 45 FM radio stations which has substantiated the media growth and have indirect influence on the expansion of media institutions in the state as well as in India. 'Similarly, no doubt, print media occupied a place for huge explosion where it is said to be "*Rural Newspaper Revolution*' in which many regional language newspapers have begun to publish (Ninan, 2007).

Not only the expansion of media outlets and houses, but the mushrooming private media institutions throughout the country has sought to provide media education to meet the markets professional requirement. Due to the growth of media industries, particularly since the period of liberalisation in 1990, the employment opportunities in professional journalism also have increased significantly. The greater establishment of media houses and the huge landscape of media industries outnumbered and further demanded the trained personnel. The introduction and expansion of journalism and mass communication institutions in different pockets of the country made an attempt and realised the need of the necessity. This paper also tries find out the state of journalism education since the most of the early curriculum and reasons for declining the quality has pondered the situation. With respect the students' motivation, choices and aspirations have been also taken into consideration due to large volume of private media education system. Thus, journalism education and it's strategies for students' learning has been questioned and suggested for the quality of course curriculum as a point of reference for journalism educators in India. The mushrooming growth of journalism education providers has also raised critical questions of the in-depth and quality syllabus, curriculum and teachers.

Review of Literature

In a democratic country like India, the role of media is crucial and important for formation of public opinion, mass awareness and providing information. It plays their normative role of mediating public sphere where public opinion is formed for the creation and reproduction of a healthy democracy. The introduction of multi-disciplines of media can ensure the diversity in media education (Ray, 2006: 6). 'As the journalism education requires to improve the training and practice of journalism, it will obviously help in producing trained media professional. Thus, journalism teaching also impinges on other areas of public life and illustrates critical social issues (Reese, 1999). It is generally accepted that university can educate and produce future leaders in this profession, and it's much more important to leave the teaching and provide on-the-job skills at the workplace. The role of the university is not only for skills training, but contributing knowledge in the society (Farrell, 2002).

The media educators and teachers are heterogeneous community who can provide diverse ideas, knowledge and bring inclusiveness as teaching serves and creates new knowledge rather with moral responsibilities (Sainath, 2001). Journalism teachers also wish to make their Students' responsible to serve the society through different media

platforms. Journalism teachers can realise they are training their Students' not only for public service, but they have sense of social obligation towards the society. He argues that Students' ideas, pre occupied knowledge need to be cultivated in which their rigours training may help others or society or deprived community to be part of mainstream society. Other scholars argued that due to the educational institutions serve, produce media professionals and meet the demand for media industries, in which they term as 'corporatization of media industry' in India. Similarly the course curriculum is being designed for journalism education in such a way that the basic skills required can be met for media industry (Sonwalkar, 2002).

Journalism education faces growing pressure to either to adopt or abandon the ideology of academic value since media industries are at the hand of corporate. Thus, it seems to be impossible to avoid the corporate interests by the institute which are run by the corporate (Reese, 1999). He argues that academic institutions either private or public must emphasize on grooming their students' in terms of to build analytical abilities, making awareness on diverse socio, cultural and economic problems. They need to also focus on different skills and training which only may cater to the industry based on the requirement. However, most of the media institutions either private or public in India have played a key role in contributing human talents and become the crucial aspect in providing journalism education and training even after greater expansion of media industries in post globalization period (Thomas, 2010).

Research Problem

Despite the technological developments, the need of industries has been hardly fulfilled even if the expansion of private media institutions. It is also observed that there has been the widen gap and distance between the media industries and media institutions in the country in terms of the courses and subjects offered based on the Students' choices. Although, educationists, in the past have attempted to fulfil the gap over a period of time for linking with media industries, but still the perceived deficiencies need to be met even after the post globalisation period.

India is a diverse country which has different states and regions, different communities, languages and ethnicities etc. All these states have both public and private educational institutions irrespective of its regions, economy, and politics. Although post liberalisation period not only has influenced in establishing the number of private media institutions or universities but also the public institutions such as state and central universities get emerged throughout the country. But these institutions have designed and formulate a common curriculum and syllabus to satisfy the need of media industries. Thus, media education continues to suffer from poorly designed courses, poor teaching learning processes, lack of relevant contents in practice and research and lack of attention towards the students' need for their active participation and learning. This paper examines the health of journalism education in India emphasizing the students' choices for learning, relevant syllabus and aspirations and perceptions of students' towards media education. In the age of information society, new media, digital media, convergent media have gained momentum in general, India in particular. It has also created new opportunities for academia, industries and students'. Those opportunities require to be taken as an important means for media institutions, media markets, but also for one of the key stakeholder (students'). To strengthen media markets and widening the scope of employment opportunities in emerging media sector appropriate relevant media contents, syllabus

and appropriate teaching learning process required to be embedded in media education, particularly, by private intuitions. To keep intact of students' learning and interest towards diverse field, interdisciplinary education may find a place for further exploration since media markets has expanded from mainstream hardcore media industries to diverse research and developmental sector.

Realising the need of differences and gap between journalism education and teaching learning environment over the years in India, the students' aspiration, attitude and perception are equally important to be understood since it may fulfil with market's need and demand, may create a lot of employment opportunities. Thus, this paper intended to examine the diverse backgrounds, different opinions, aspirations and interests among students', teachers and as well as media markets. In this context, the journalism education scene in India need to be critically interrogated and requires to be thoroughly investigated. Media institutions are the important means for foundation, by and large, who can ensure budding journalists, media professionals based on market's requirement and to meet these new trends in a digital society like India. Does academic content and syllabus adopted by media institutions meet the demands of hardcore media industries and designed based on the students' choice for learning? How the students' aspiration, attitude and perceptions are taken care by private institutions and universities in India to ensure budding media professionals?

Research Questions

- How private institutions provide or shape media education to ensure the fulfilment of students' choices and their aspirations?
- Does teaching learning process in terms of syllabus and curriculum accommodate the students' need and perceptions?

Research Objectives

- To understand the media students' choice and need for learning, perception and perception in private institutions/universities?
- To explore the process of shaping media education in terms of teaching learning process, syllabus, curriculum in private universities?

Methodology Adopted

This paper is analysed based on empirical evidences where it has adopted qualitative and quantitative methods and approaches of examining the responses from 200 students' and 30 media educators from different private universities in Delhi-NCR region in India. NCR has become the education hub in the country in terms of private educational institutions is concerned. Thus, few private institutions have been selected for study. The statistical test i.e. Likert scale has been used to measure the attitude and perception of media student towards media education. Apart from these qualitative analysis has been done to describe how media students from three selected private institutions such as Galgotias University, ISOMES (News 24) and Jagaran Institute of Media Studies (JIMS) located in Film city, Noida and Greater Noida and their attitude and perceptions were met through teaching learning process in the class room transaction. The questions were carried and asked multiple choices based on the order of preferences. It was an attempt to measure the perception and aspirations towards the education provided at private universities in India. Syllabus of

these institutes were critically reviewed whether those have been met the expectations as per the students' choice and market demand. Interviews technique was adopted among few academicians and media professionals, it was an attempt to understand the market's demand and use of different techniques by academicians for effective teaching learning processes. Focus group discussion (FGD) also was conducted from graduate and post graduate students to know the social reality, individual's choice, teaching learning process, their socio-economic background and reasons for opting media education. Both qualitative and quantitative techniques were followed to have in-depth analysis based on the diverse views from different stakeholders.

Analysis and Findings

Growing the student-academic-industry link has become the core idea of how journalism education can be reformed based on the needs of students and fulfils their aspirations. To rejuvenate journalism education in India, it is more required to follow and plan accordingly based on the finding of the results. For ensuring effective learning, media practitioners from the industry are invited to deliver lectures to the students, inviting academicians and arrangement of extra lectures for the students to facilitate teaching learning process in the private universities set up. Occasional lectures on a special issue can be a unique idea in the classrooms, where student can actively participate for shaping better journalism education in India. But, they hardly cover the theoretical aspect and consider the students need rather university only focus more on practical training. Further, for better journalism education, it has been observed that media education considered to be an academic discipline, often requires theoretical application and orientation. Other than, to meet the gap between industry link and academic disciplines, the journalism teachers requires hands on media experience rather than theoretical understanding of the subjects they teach. The following discussion and critical inputs based on filed survey and interview results from teachers, Students' and media fraternity are given below as under.

Course Preference

At present, most of the private institution do provide varieties and diverse courses for graduate and post graduate courses. They do simply offer the course which seems to be more or less irrelevant for number of students'. Students' joining the course initially does not have any choice for selecting the courses being provided under compulsory subjects. Rather they have rare options to select an elective subject which may not be interesting for them. The students' choice of courses and subjects for learning is also equally important for the consideration by the media institution to provide and ensure quality media education in the country. The course preferred by the students' and offered by the private universities has to be tied up and balanced, otherwise it may lead to delink and gap between the academia and Students'.

Table.1 Courses preferred by Students'

Course preference	Not at all Preferred	Less Preferred	Moderate	Preferred	Highly Preferred
Print Media	14%	18.5%	24%	26%	17.5%
TV	8.5%	5%	17%	37%	32.5%
Radio	7%	14%	36%	25%	18%
New media	4.5%	8.5%	23.5%	42.5%	21%
PR and corporate com	8%	13.5%	31%	22.5%	25%
Communication research	8%	18.5%	34%	27%	12.5%
Dev communication	8.5%	17%	37%	22%	15.5%
Advertising	7%	9%	23%	28%	33%
Film appreciation	5%	9%	15%	31%	40%
Event management	6%	10.5%	23.5%	18.5%	41.5%
Photography	8.5%	18%	25.5%	22%	26%
Graphics and animation	9.5%	13%	23.5%	29%	25%

As the field study reveals that the different and diverse courses such as print media, TV, radio, new media, public relation and corporate communication, communication research, development communication, advertising, film appreciation, event management, photography, graphics and animation which are more or less preferred by the students from different private institution in Delhi-NCR. But the course such as sociology, political science, economics, anthropology, history, psychology and culture which are not at all preferred by students since they believe that this may not fetch job for them in the market being part of social science subjects. Although there is a gap between students, academic institutions in terms of providing relevant courses under graduate and post-graduate courses, but it needs to be intervened based on the markets requirement and students' choice. There needs to maintain balance and coherence in selecting these subjects based individual's choice. It is clearly found that students prefer hardcore media related courses since they don't want to invest their time in studying other subjects. Among these, few courses like graphics, designing, advertising, photography, film making and acting are mostly preferred by the students. Since there is a high demand which is significantly growing from the interdisciplinary field need to be linked with media industries. But none of the selected institutes under this study have forcefully made an attempt to implement the policies. Although, there is a growing requirement and demand of students to become professionals from the field of electronic media i.e. film, photography, film making, academic industries have to take care of this and accordingly they need to strategies to achieve and can ensure participate in media academia as well as media industries.

It is also observed that the syllabus at private university for the master's and bachelor's level cover the topics to meet basic technical skills such as writing and editing to video documentary, film, television and radio and few topics related to journalism history law, and media theories. In the view of producing budding reporter and journalists, they are hurry with making their students ready for industry oriented job in a technological friendly media environment. Digital media such as computers and the internet play a major role in attracting job in the media industries. Thus, private institutions included learning of new technology in their courses or they have started the new course like new media, online journalism, multimedia, graphics, animation etc. As we know the survival in the competitive markets, it is necessary for graduates to know from disciplinary to inter disciplinary studies in the field of mass communication for ensuring the job and contributing knowledge in the society.

Job Preference

In these days, student find easy to select their job in the media sector. Although it is a tough task to decide, still they are preoccupied and takes the decision before getting admission into the course. Irrespective of the course such as print, electronic, new media, developmental and corporate sector has seen to be mostly preferred by the students' before the joining course. Before getting admission in to these courses, few students' are either influenced from media industries; through consumption of mass media; motivation from parents or relatives in terms of media preference to join the media. Few students also get confused to decide whether they do normally have to wait till course completion or not. Mere patience among the students in this generation has influenced their decision to prefer job preference in media sector. Due to technological and intervention of new media, easily available of online media, students don't spend time to think and decide. It was evident that most of the few Students' interviewed are already in the job before completion of the course, even if at bachelor's degree level.

Table.2 Job preference by students at private institutions

Course preference	Not at all Preferred	Less Preferred	Moderate	Preferred	Highly Preferred
News gathering	6%	15.5%	32%	30%	16.5%
News writing	4%	14%	35.5%	27%	19.5%
Still or video camera handling	7%	17.5%	21%	23.5%	31%
Acting and direction	4%	8.5%	18.5%	30.5%	38.5%
Voice over	1.5%	20%	25.5%	25%	28%
TV anchoring	3%	14%	23%	23.5%	36.5%
Software handling	11%	19%	26%	26.5%	17.5%
Script writing	11.5%	17%	29%	19.5%	23%

It is evident that job preference among students has become static. The choices or job preference in the areas of media sector like news gathering, news writing, still or video camera handling, acting and dancing etc are more or less preferred by students at private universities. Apart from these, students' are more interested in acting and direction, photography and TV anchoring. As they find that media sector is so glamorous and charming to work for in which they should become part of this. Very few students are hardly interested in reporting, editing for both print and electronic media in these days. As students' are motivated by other media professionals who have already become part of media industries. It is also evident that students belong to middle class families are more interested in glamour business or glamour media industries. Poor background or lower class Students' do prefer to make their career in hard core media job such as reporting, editing and writing for both print and electronic media. Thus, there is a strong relationship between parent's family income and the job preference of the students. The culture of the students also does influence in taking decision of the job that they would like to have in near future.

Students' Motivation and Aspirations

Students' motivation and aspirations should remain the key concern for the private media institutions. They still try to maintain and create the interest among the students so that they can successfully continue and complete the course by the time. Students' joining the

media course for both graduate and post graduate courses have either their own interest or influence/pressure from their parents. Few of them have also gone through counselling process influenced from media professionals. But it will certainly help to increase the motivation level of the students in accessing media education so that private universities or institutions can design their programs accordingly and can create an ambience atmosphere to create interest level among the students. To understand the motivation level among the students irrespective of disciplines, caste, family backgrounds and choices, it is much important for a media educator or institutions to know the details of student background and motivation before designing the program or courses. It can be ensured that motivation level and aspirations can be met through the course structure, class room transaction and curriculum etc.

Table 3. Source of motivation of the students

Source of motivation	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
Family orientation/influence	12%	22%	23%	30%	15%
Own individual interest	3%	13%	17%	32%	37%
Orientation through Counselling Process	17%	24%	25%	24%	10%
Influence from media	14%	17%	25%	28%	17%

As it is evident from the above Table that around 15 per cent students have strongly agreed and 30 per cent agreed that they get motivated from their families. 37 per cent students have strongly agreed that they have their own interest towards access to media education. Only 10 per cent students strongly agreed that they came across through orientation process and around 17 per cent students have strongly agreed that they get influenced from media person. Since the students are from different socio-economic background irrespective of religion, gender, caste and region, they have different opinion and choices for their higher studies in general, mass media education in particular. It is evident that students having individual and keen interest or motivated from media professionals do have high enthusiasm compare to the students those who are influenced from their parents, media professionals and counselling process.

Students' Affiliations Prior to Joining the Course

Since there is a direct relation between pre course affiliation and the students' choice for selecting the course, it has been made an attempt to explore whether the previous professional career has any influence on the attitude of the Students' to opt media education. The students aspiration and future goal, being a media professional, could be influenced from previous affiliated organisations and experience. Students coming to pursue to private universities either are affiliated with any NGOs, communities, political parties, media or any religious organisations. From the survey results, it is evident that most of the students have been affiliated with political parties, charitable organisation and media units.

Table 4. Pre-joining course affiliation

Affiliation	Strongly disagree	Disagree	Moderate	Agree	Strongly agree
NGOs/social group	20.5%	46.5%	16%	11%	6%
Political parties	11.5%	26.5%	38%	15%	9%
Media industries	6.5%	6%	26.5%	29.5%	31.5%

Table-4 clearly indicates the trends which the students have more or less affiliation with NGOs, political parties and media industries before getting admission into BA (JMC) or MJMC in private universities. Although, majority of the student had involvement with media previously, they have shown their interest towards the media for their future endeavour. Politics and social service is not only far from the feet from the Students', but that have extensively influenced also to opt the course despite having diverse educational background from non media stream like commerce and science.

Aspiration of the students remain confined not only to the media sector, rather they prefer to hold back to their parent organization. Those who are keenly interested to build up their career in media industries have had strong affiliation with either media industries or they used to be part of the media fraternity. It is also evident that few Students' those who are motivated to pursue media course as they wanted to join politics after the completion of the course.

Table 5. Reasons for joining media education

Affiliation	Strongly disagree	Disagree	Moderate	Agree	Strongly agree
Become media professional	5.5%	7%	20%	42.5%	25%
Get media education only	3%	34%	27.5%	26.5%	9%
Job assurance/secure	3%	8%	24%	40.5%	24.5%
Get handsome salary/package	3.5%	6.5%	18.5%	34%	37.5%
Be part of glamour business	2.5%	10%	26.5%	32.5%	28.5%
Get social recognition	1%	5.5%	24%	38%	31.5%
Hold power/build own reputation	1.5%	4.5%	11.5%	42.5%	40%
Serve the people/society	1.5%	2.5%	28.5%	38%	29.5%
Contribute knowledge through media research	2.5%	3.5%	24.5%	40%	29.5%

Students' aspiration remains not only confined in the hardcore media industries, rather they have shown keen interest to be serving the society, contributing knowledge and hold power or earn reputation. Apart from these, students also are interested in media sector to be part of glamour business or service like photographer, TV anchor, film making, fashion designer etc. Students pursuing media education since liberalization period has sparkly seen a greater change in comparison to the contemporary media education. It is evident that students want to become not only media professionals, but also want to have diverse interests such as research and knowledge contribution, development communication etc. Although, students having various expectation from the course as they can earn more and can become the part of media industries as they consider it as a glamour business. Few students are interested in pursuing the media course as they can hold the power in which they can influence the society through media and politics as well.

Job assurance and secure is also the sole aim by the most of the students, they believe that media is a kind of profession which one can further help in engaging more than one media industries at a time. It is very interesting to note that students have also shown their keen diverse interest in interdisciplinary media studies. They believe that through research, they can contribute knowledge and help in framing the developmental policy and programs enacted by the state. The students' interest and motivation towards media education is the product of not only influenced from parents but modern education too. The multidisciplinary approach in early education and the motivation from peer group have been playing a key influential role in creating a keen interest among students in these days.

Attitude Students towards Media Education

The attitude and perception of the media students towards current media education provided by the private universities in Delhi and NCR is examined whether students do continue the course or get dropped from the course after getting admission. Most of the Students are still taking decisions to join the course and selecting the elective subjects. During the continuance of course and finding jobs through placement activities at the end of final semester, it seems that they are not consistent in taking decisions and remains undecided. Attitudes of the students remain unchanged if media education fails to influence in taking decisions further for their future career. Few students do also perceive the media education and course differently. It is evident that they have flexible and shown different attitude towards media education provided by private universities which are given as under.

Table 6. Attitude of media students towards media education

Statements	Mean	Sd
Media education will help me to get job	3.76	0.980
The syllabus are easy to understand at your institution/university	3.74	0.822
Teaching process followed at your institute/university is good in understanding subject	3.62	0.853
Media education provided to me is helping to understand broader aspects of social sciences	3.72	0.879
Media education may help in getting employment in research and development sector also	3.66	0.964
Curriculum designed and followed do not help in learning a chievement	3.04	1.048
Media education is not required for one to be a journalist/media professionals	2.96	1.335
Media education provided at your institute/university is well designed as per the requirement of media industries.	3.18	1.077

Table 6 indicates the positive and negative statements about how media education can helps students for effective learning and to measure the attitude of the students. These statements hav been stated by the selected students based on ratings from high to low order. Likert scale has been used to measure the attitude of students towards media education based on the above positive and negative statements. There are total 8 statements were asked with 5 rated scale i.e. (i) strongly agree (ii) partial agree (iii) moderate (iv) partial disagree (v) strongly disagree. The table represents and calculates of average values and standard deviation across all the statements. Considering all 8 points, average

mean score was found to be 3.5. Thus it is evident that mean score of few statements found to be below mean average and few points found to be above mean average score. Thus, the attitudes has been measured based on the both negative and positive statements and the minimum and above average score. Those statements have higher mean value in comparison to average mean score (3.5) considered that it has shown positive attitude. Similarly, those statements have lesser mean value in comparison to average mean score (3.5) considered that it has shown negative attitude. In case of the negative statement, the results have been analyzed in reverse way.

It is evident from Likert scale technique that the following statements are in favour of students decision i.e., media education helps me to get job; the syllabus are easy to understand at your institution/university; teaching process help in understanding the subject; media education in general helps to understand broader aspects of social sciences, media education also helps in getting employment in research and development sector also. It can be interpreted that the media education provided in these days at private university likely to help students in getting job and it has also been designed based on market requirement. But for few of the courses have not been designed based on market's demand.

There are other negative and positive statements which have gone against the students decision that curriculum designed helps in learning achievement; media education is required for one to be a journalist/media professionals; Media education provided at your university is not well designed as per the requirement of media industries. It is evident that although the course structure is well designed but not well implemented effectively in teaching learning processes as per market requirement. It may create a hindrance for students to meet the demands or fulfil the job requirement. To address such challenges in private institution, it is an urgent need to address such problems.

It is clear from the both positive and negative statements that the syllabus and curriculum designed may have less effect in learning achievement of the students'. Selection of the course by the students at initial level is fine but to keep learning level high among the diverse students, the teaching methods and the Student friendly syllabus is required to be effectively embedded in the course structure. Since students' hailed from diverse socio-economic background and have also different previous qualification like science, arts and commerce, therefore, their aspiration and attitudes are diverse and flexible. The learning level and capacity of each individual students' is also different, thus, to keep intact and to maintain effective teaching learning process in the classroom, it can only be possible to deal with appropriate course structure.

Students' Learning and Professionalism

Given the life cycle of knowledge and information, it is more important for media students to cultivate their abilities in identifying, analyzing, and expressing the new ideas. As long as they have such abilities, they will more easily adapt to the constantly changing demands in their careers. Life is a continuous learning process. An ideal student is one that has high analytical power, profound knowledge in communication including other subjects, and high expressiveness. Learning in communication and social science plays a critical role to produce students to have varied knowledge which is also required to be important for a journalist or media professionals. Thus, it becomes important for a teacher to encourage students to opt different courses at graduate level to learn the subjects other than media studies. One may have specialisation in any subject of mass communication at post

graduate level. But, in the age of technology and new media, emphasis may be placed on professional training whose primary purpose is to express themselves proficiently with the conventional media and interactive multimedia. The effectiveness of professional learning can be enhanced by using the exemplary and practical based approaches. Professional courses on communication studies can also be redesigned to give students' a theoretical aspect, analytical abilities and critical approach to secure better learning rather than only emphasizing the practical approach. Private institutions and universities need to adopt this approach for sustainable learning and professional goals. As communication plays a crucial role in society, it is very important for students' to be ethical and to have a keen sense of social responsibility. Ethical concerns have to be taken considerably for this generation because they may face the pressures of commercialization and competition.

Technology and Students Learning

Digitization and expansion of technology have led to the convergence of media. The print media seemed to be proficient and practical in the past, it may also prove to be too inflexible in the days to come. There is a growing demand among the students' for greater choice in audio-visual medium. The communication curriculum should therefore allow or require students' to have professional training in audio visual medium and multi-media courses. Globalizing and regionalizing the curriculum are on the agenda of Asian communication education, but the focus need to remain the demand and requirement of students aspiration and choice for learning. The forthcoming generations of communication practitioners have to have a wide scope in the areas of technological invention where it may cross or extend the idea beyond the national boundaries. Taking the international, regional, and sub regional elements into communication programs can be hardly entertained and incorporated (UNESCO, 2007).

For effective learning in media education, the scholarship, internships and exchange programs require to be set up to cater to the growing needs of the students. The collaboration with the international universities need to have primary focus and first hand destination for student exchange programs. At result, students can cope with the technological inventions and software required for media industries. It also may help students for international placements and internships. Although regional collaboration is taking place and other forms of transactions are rapidly increasing, academic programs in media and communication may boom and enjoy with the abundance of resources.

Many private universities have expanded or have plans to expand into schools of communication at international arena, in which the students will get a chance to learn the course which they might fulfil the international requirement. If this collaboration and transactions can be recycled in every academic year, it may hit media education with a grand success. We can achieve this by putting the resources to more effective use. One important way is to avoid overbuilding educational institutions, such as building media schools and offering traditional courses and other courses which students don't want to opt. If the systems will be adopted, it may save the resources, allow utilisation of proper resources, and facilitate multi-media education based on the students requirement. At a result, private institutions can have maximum utilisation on the return of their investment and reduce the pain of possible downsizing media education. Given the history of media education in India, educators can play a more active role in shaping the traditions of media education in the coming years but one need reinvent the media education and

learning techniques for the needs of the students in India. At the same time, we should also seize time to make greater theoretical understanding of the linking between media education and media markets and media education and Students' choice for learning. In which, there will be an advancement of knowledge in the field of media and communication that would enable communication education to command greater respect from the academia and to stand a better chance of playing a central role, as it should, in the formation of a better information society.

In terms of use of technology in media education and class room transactions, it is important to note that there need to be inclusion of new form of communication to create students interest and facilitate the learning materials. Social networking sites, google search, use of WhatsApp and other online media sources will be helpful for the media students for better teaching learning processes (Gill, 2009; Tere, 2012). Similarly, video conferencing and use of audio-visual aids may and facilitate to have effective teaching learning process and it also may capture the attention and concentration of the students as well. That the use of technology helped journalism educators made a distance from conventional approaches to a quality and diverse teaching and brings critical self-reflection (Shelat and Desai, 2011). It is argued that in the age of technology and studentstechnological practices in everyday life also bring a necessity of technology in a classroom set up so that teacher can acquaint and involve the Students' in teaching learning processes.

Strengthen Graduate and Research Programmes

Universities are an important avenue for preparing journalism students to get them ready for entry level jobs in media industries. Hence, assistance and major focus need to have improvement in journalism curriculum and syllabus, pedagogic methods, and teacher training by providing technical and infrastructural support. Universities are not only the educational institutes to cultivate the knowledge and education but it is an extension of next generation to create teachers and researchers (Karan, 2001). Instead of expanding the private institutes, it is better to concentrate on quality programme which should be designed based on the students choice and requirement. Thus, the focus needs to be on integrating and collaborating journalism education so that private university education can remain intact and accord at par with the public university.

In terms of contribution of knowledge, media academics have not been little success as compare with other social science disciplines. The quantum of knowledge in the communication and media exists today has been the great effort by few individuals and effort of universities (UGC, 2011). In fact, all the leading private universities are recognised by the UGC but are they fostering the critical research tradition in India? Do they promote communication and media research? As earlier discussed that student are also much curious to know and conduct research, where their aspiration remains not confined to only media industries, but they have keen interest also in research. Thus, it is a greater challenge for private media institution to initiate the research program with a grand success. Few state universities do provide and have made a compulsory subject for writing dissertation where students get engaged in knowledge contribution, the quantum of knowledge contribution is hardly recognised. Master's and MPhil program are for short duration, where research methodologies and theories are taught to students to undertake a dissertation with this limited knowledge (Tere, 2012). Thus, these universities are also required to provide at least PhD programs for ensuring the sustainability and enhancement of knowledge. Even today, few PhD Students' get enrolled in state and central universities in

India. The lack of research has led to the minimal growth of journalism education and its knowledge contribution not only the disciplinary, but inter disciplinary field also. Media and communication is closely associated with other disciplines like politics, law, economics, sociology, culture, history and psychology etc (Tere, 2012; Ray, 2012). Similarly, journalist needs to possess knowledge of many other aspects of the society to cover news and feature, for example even media industries need the people who well-informed to other disciplines as well. This may increase the competition among journalism graduates in both the private and public universities.

Media Education in Public Sector

In comparison to the public sector, the private institutes emphasize more on practical skills rather than adopting relevant theories. In the world of competitive market, students are considered to be as product in which it can be sold immediately through placement activities or own efforts. In the long run, they forget about the basic or core idea of journalism education rather they run or select the course which can immediately fetch them job (Nagaraj and Guha, 2012). Also it is evident that few institutions or universities have collaboration with media industries, in which the course is designed based on their requirement. To meet out these challenges, knowledge and theoretical aspects are being ignored. In this competitive market, students also are able to adjust in this process of competition. For instance, school of journalism institutes run by non-media houses such as Amity University, Galgotias University, Sharda University and Manav Rachana University, Noida International University, etc. does have similar idea of running the courses with a view to have more placement at graduate level in each academic year. These institutions are charging high fee, so that the students hailed from poor socio-economic background are unable to access the media course they want. Although, they provide scholarship to the talent ones but they don't follow the policies of social inclusiveness. There is a little social relevance in offering these courses by these institutions where public institutions follow with the policy of reservation in admission as well (Nagaraj and Guha, 2012). Keeping link with corporate sector, the placement of students in the industries is a further making benefit and advantage for them. Since the financial viability is a key for entry into these private institutions for Students' who can afford, the under-privileged sections are excluded in accessing the education and benefits.

Conclusion

In a democratic country like India, the role of media is equally important to bring equality, the diversity and pluralism. Similarly, the private institutions, engaged in providing media education, are also equally important to provide media education with diverse ideas, knowledge based on the students requirement, choices and aspirations. The important stakeholders of media education like students need to be provided professional education and training to meet the market's demand and requirement, but one cannot compromise with quality education. Nevertheless, this paper has sparked more critical discussions on the necessity of a common core curriculum, changes in syllabus in order to bring back academics in the fold of democracy. Availing media education from private institutions and universities do fulfil the requirements of media industries in these days. New innovation and technology has forced educational institutions to imbibe the journalism education in such a way so that students not only get placed in media industries but also accommodated

in other than media like corporate, development, service and technology sector. Therefore, study suggest for adopting cross disciplinary or inter-disciplinary approach along with new innovations like teaching learning process based on cultural and social aspect of Students' in private journalism education in India

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