



# JOURNALISM EDUCATION IN BRICS

COMPARATIVE (?) CASE STUDY OF INDIA

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IAMCR 2016 PRESENTATION FOR JRE SECTION

# COMPARATIVE APPROACH?

There have been few attempts comparative studies. [UNESCO's report on Building Sustainable Centres of Excellence in Journalism Education](#); [University Journalism Education: A global challenge](#), report to the Center for International Media Assistance; [Journalism Education in MENA by Ibrahim Saleh](#); These are indicative and not exhaustive.

The biggest problem and justifiably so is the issue of curriculum. The curriculum has been debated quite frequently on Journalism education within and without the context of higher education. Globally [UNESCO's model curricula](#) raised this . Responses to this document have been positive and critical. Should this be, part of our comparative research in BRICS is another aspect we need to discuss?

# HIGHER EDUCATION FRAMEWORK WITHIN WHICH JOURNALISM...COURSES ARE OFFERED

## UNIVERSITY GRANTS COMMISSION

Total No. of Universities in the Country as on 05.07.2016

<b>Universities</b>	<b>Total No.</b>
State Universities	350
Deemed to be Universities	123
Central Universities	47
Private Universities	239
<b>Total</b>	<b>759</b>

A TOTAL OF 310 UNIVERSITIES, INSTITUTES, COLLEGES WERE MAPPED DURING THIS STUDY USING A VARIETY OF SOURCES INCLUDING THE RESPECTIVE INSTITUTE WEBSITES AND THE AIU HANDBOOKS. THE VARIOUS TYPES OF COURSES THAT ARE OFFERED IN THESE UNIVERSITY DEPARTMENTS, COLLEGES AND INSTITUTES WAS ALSO REVIEWED.

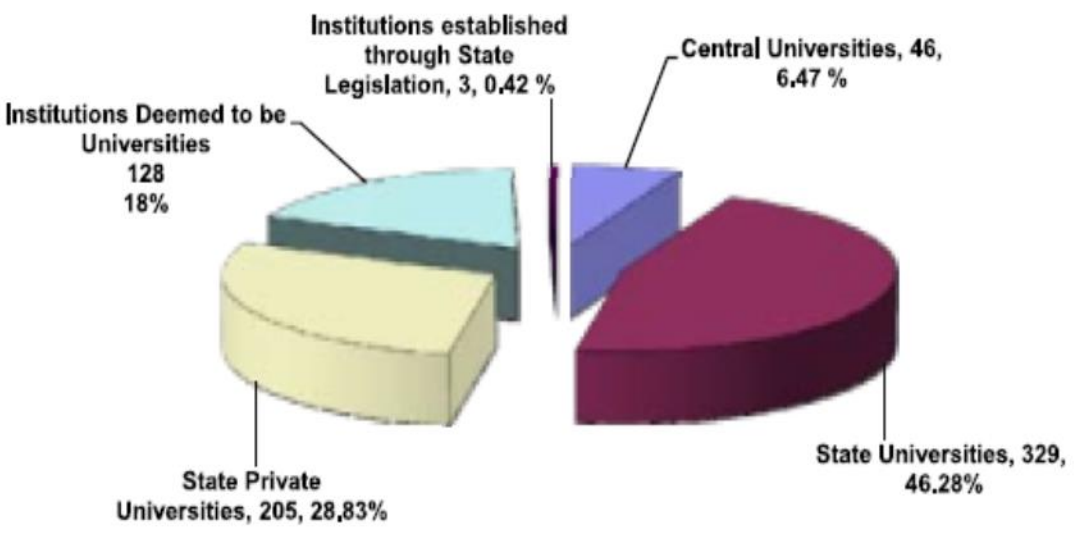
Institute/ University/ College	Number
Central University	25
State University	81
Private University	29
Distance Learning	54
Private Institutes	48
College affiliated to university	46
Deemed University	10
Media owned institute	11
<b>TOTAL</b>	<b>310</b>

[Failure Of Communication](#)

[India must face up to the rift between its newsrooms and classrooms](#)

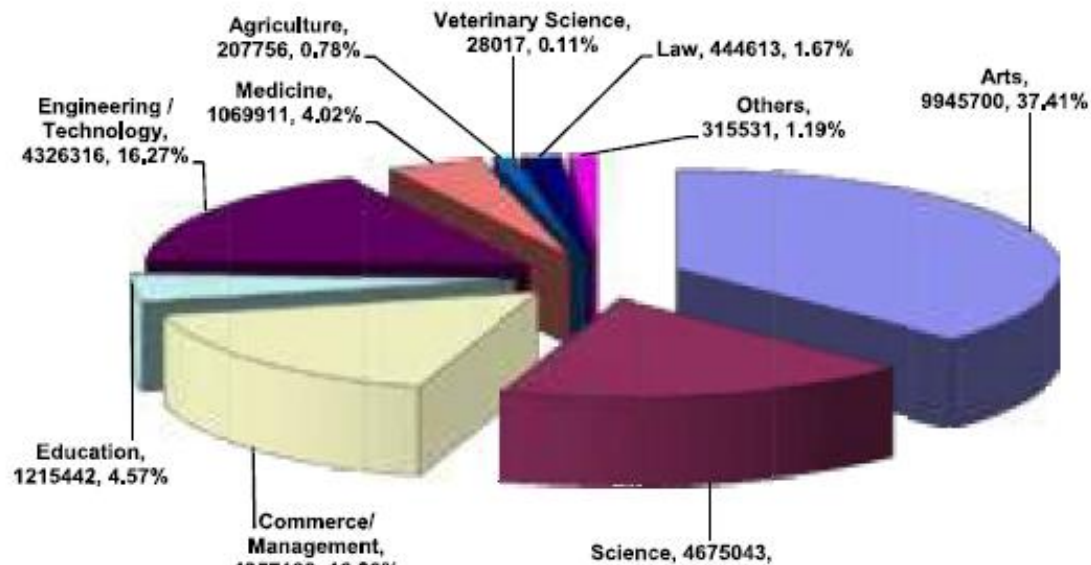
[USHA RAMAN notes in an article in December 2015](#)

**Graph : 2.1(a) Type-wise number of Universities as on 31.03.2015**



26.5 MILLION STUDENTS WERE ENROLLED LAST YEAR AND JOURNALISM COMES UNDER OTHERS CATEGORY SUCH AS PERFORMING ARTS ETC., AND ACROSS THESE DISCIPLINES THE ENROLMENT WAS 0.31 MILLION

Graph 2.2(d): Faculty-wise Students Enrolment : Universities and Colleges : 2014-15



Others include Library and Information Science, Music, Performing / Visual Arts, Journalism & Mass Communication, Physical Education, Social Work, etc.

This study (referred to earlier) found that there is no uniform curriculum followed for the various media courses offered in the variety of institutes and university departments. The University Grants Commission (UGC) that regulates and funds Universities does have a model curriculum drafted in 2001. Few (like courses offered in Amrita University and Chitkara University) follow or have adapted the UNESCO model curriculum (UNESCO Series on Journalism Education- Model Curricula for Journalism Education, 2007). However, most courses have designed their own curriculums.

# NOMENCLATURE OPTIONS FOR UNIVERSITY LEVEL PROGRAMMES

THE GAZETTE OF INDIA, JULY 5, 2014 (ASADHA 14, 1936)

UNIVERSITY GRANTS COMMISSION

SPECIFICATION OF DEGREES

NEW DELHI, March, 2014

Journalism/Mass Communication/Media:					
	Specified Degrees		Level	Minimum Duration (Years)	Entry Qualification
	Abbreviated	Expanded			
14.	BJ	Bachelor of Journalism	BACHELOR'S	1	BACHELOR'S
15.	MJ	Master of Journalism	MASTER'S	1	BJ
16.	BA(Journalism)	Bachelor of Arts (Journalism)	BACHELOR'S	3	10+2
17.	MA (Journalism)	Masters of Arts (Journalism)	MASTER'S	2	BACHELOR'S
	BJMC/BMC	be restructured as	BA (Journalism & Mass Communication)		
	MJMC/MMC	be restructured as	MA (Journalism & Mass Communication)		
	BMM	be restructured as	BA (Multimedia)/ B. Sc (Multimedia)		
	MMC	be restructured as	MA (Mass Communication)		



## University courses


Central University	25
State University	81
Private University	29
Distance Learning	54
College affiliated to university	46
Deemed University	10
Total	245

Source: the mapping exercise was done as part of a UKIERI study team including Myself, director of CMS that collaborated, a faculty member from a media Backed school, a former eminent CEO of discovery India and a senior journalist Of one of the largest Hindi newspaper groups in India. The mapping was actually done By the CMS team.



Are more media houses getting into the business of journalism courses?



—  —

**ejs**  
means

Eenadu Journalism School

— by [acronymsandslang.com](http://acronymsandslang.com) —



- Times school of Journalism
- India today Media Institute
- Express Institute of Media studies
- iTV school of Media and Management
- Calcutta Media Institute (Ananda bazar group)
- Sakal International Learning Centre (Marathi)
- Sakshi School of Journalism
- Eenadu Journalism School

- Manorama School of Communication
- MBL Media School (Madhyamam Broadcasting Limited)
- International School of Media & Entertainment studies
- NDTV Media Institute

“WE MAY END UP TAKING AS MANY AS 25 STUDENTS, OR AS LESS AS 10 STUDENTS,” MENTIONS NANJUNDAIAH (DEAN OF MEDIA BACKED SCHOOL)

THE TOTAL NUMBER OF STUDENTS COMING THROUGH THE COLLEGE EVERY YEAR IS 80. ALSO MENTIONS THAT A DEGREE FROM THE INSTITUTE IS NOT UGC-APPROVED AND THE STUDENTS THAT LOOK TO JOIN ARE MOSTLY “PLACEMENT DRIVEN”.

- SOME OF THE MOST WELL-KNOWN AND WIDELY RESPECTED JOURNALISTS IN THE COUNTRY TODAY ARE NOT JOURNALISTS BY EDUCATIONAL QUALIFICATION.
- ACROSS INDIA, SOME OF THE BEST STORIES HAVE BEEN DONE BY RURAL REPORTERS, WHICH ARE LATER PICKED UP BY THE REGIONAL OR NATIONAL MEDIA, THUS GETTING COUNTRY-WIDE ATTENTION.  
IN RECENT YEARS, THE NEWS ORGANIZATIONS HAVE SHOWN A PREFERENCE FOR HIRING PEOPLE WITH A DEGREE OR DIPLOMA IN JOURNALISM,
- BUT THAT WASN'T THE CASE SOME DECADES AGO. AT LEAST, THE REGIONAL MEDIA ARE FAR MORE DIVERSE IN THIS REGARD. WHAT JOURNALISM SCHOOLS ESSENTIALLY DO IS ALLOW PEOPLE TO BUILD NETWORKS – A CRUCIAL PART OF ANY JOB.

## Indicative model of one media backed course-PG diploma

- Module I - Media Basics (2 months)
- Module II - Working across Platforms and Advanced Media Studies (4 months including 1 month winter training)
- Module III – Projects and subject specialization (3 months).  
Students have to choose any one out of the following four –  
Business - which includes Applied Communications/PR  
Sports  
General - which includes various areas like reporting on conflicts, developmental and environmental issues, civic issues, politics, etc.  
Entertainment and Lifestyle - including fashion, food, travel, art and culture, etc.
- Module IV – Placements/Final Internship (3 months)

## **1.INTRODUCTION TO COMMUNICATION**

Models

## **2. MEDIA BUSINESS**

Model of a Media Company Audience Research

## **3. INTRODUCTION TO JOURNALISM AND NEWS**

for Print,Television, Radio and Online

## **4. TV NEWS GATHERING AND NEWS REPORTING**

## **5. NEWS WRITING**

## **6. NEWS PRODUCTION**

### **EDITING:**

Need and Basics of Editing

Types of Editing

## **7. MEDIA LAWS AND ETHICS**

## **8.AUDIO-VISUAL COMMUNICATION/MEDIA TECHNIQUES AND TECHNOLOGIES**

## **9. RADIO BROADCASTING**

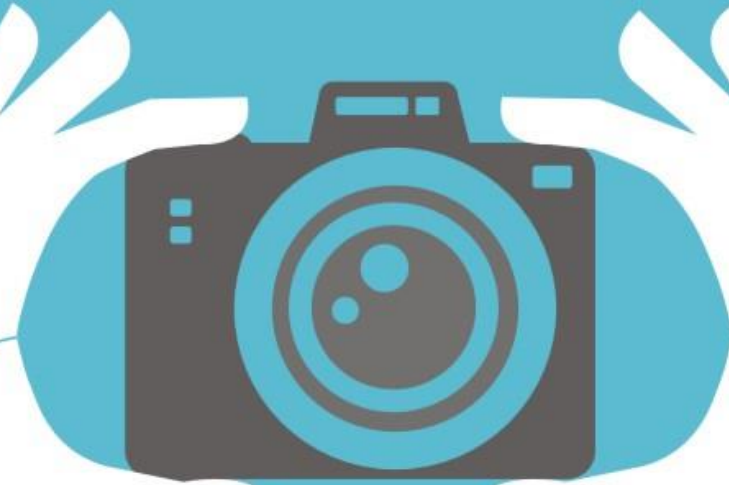
For broadcasting diploma.

# DIVERSITY OF MEDIA COURSES

Bachelor	17
Masters Course	40
PG Diploma	40
Diploma	23
Certificate	16
PhD	6
M Phil	2
<b>TOTAL</b>	<b>144</b>



Read a lot of newspapers and editorials to be able to do well as a journalist. (imagesbazaar)



## INVITING APPLICATIONS FOR THE EXIMS PHOTOGRAPHY COURSE

- Short term programme
- Outdoor sessions
- A chance to intern with The Indian Express
- On-field assignments
- Classroom lectures

### Course Duration:

- 8 - week programme
- 2 days a week @ 3hrs/day (Sat & Sun)

### Equipment required by students for enrolment:

- Digital SLR camera

### Course Content:

- Photo Journalism
- Visual Story— creating a photo story
- Portraiture
- People & Places
- The Editing Process
- The Digital Darkroom
- Indoor Photography exercise
- One weekend of Outstation Photography workshop

### Course Dates:

Mar 14, 2015 to May 03, 2015

**Apply before:** Mar 10, 2015

**Fees:** Rs. 60,000 + Taxes

For enquiries mail to [veronica.john@expressindia.com](mailto:veronica.john@expressindia.com) or call 011 23465510 / +91 8527444223 (Mon to Fri between 10am to 5pm).

For registration log on to [www.exims.in](http://www.exims.in).



Modules in one of the Media backed schools

Fundamentals of Media

News Flow and News Management

Covering various beats (Politics, Business, Sports, Entertainment, Judicial, Crime, Metro

The Business of Media

Media and Other Laws

Writing for Broadcast

Digital Media

Camera

Production & Editing

Anchoring, voice-over, piece-to-camera, diction

Hands-on:

Practical Exercises: ENG and production

Projects and Seminars

Field Visits

One 6-month internship with TV Today Network

Masters programme in the University is a 16-20 course framework and also depends on choice of tracks such as Journalism (print and broadcast), Advertising and Public Relations together or separately, introduction and theory courses in communication and social change, digital society, media law and ethics, radio, television and new media production courses and study paper/dissertation based on introduction course to media and communication research

## Universities of Journalism in India

### Makhanlal Chaturvedi Journalism University

- Department of Electronic Media.
- Department of Computer Science and Applications.
- Department of Journalism.
- Department of Management.
- Department of Mass Communication.
- Department of New Media Technology.
- Department of Public Relations and Advertising Studies.
- Department of Publications.
- Department of Communication Research.
- Department of Short Term Training Programmes.
- Department of Text Book Writing.

**Kushabhau Thakre Patrakarita Avam Jansanchar Vishwavidyalaya**

University of Journalism & Mass Communication

**Haridev Joshi University Of Journalism and Mass Communication**

**हरिदेव जोशी पत्रकारिता और जनसंचार विश्वविद्यालय**

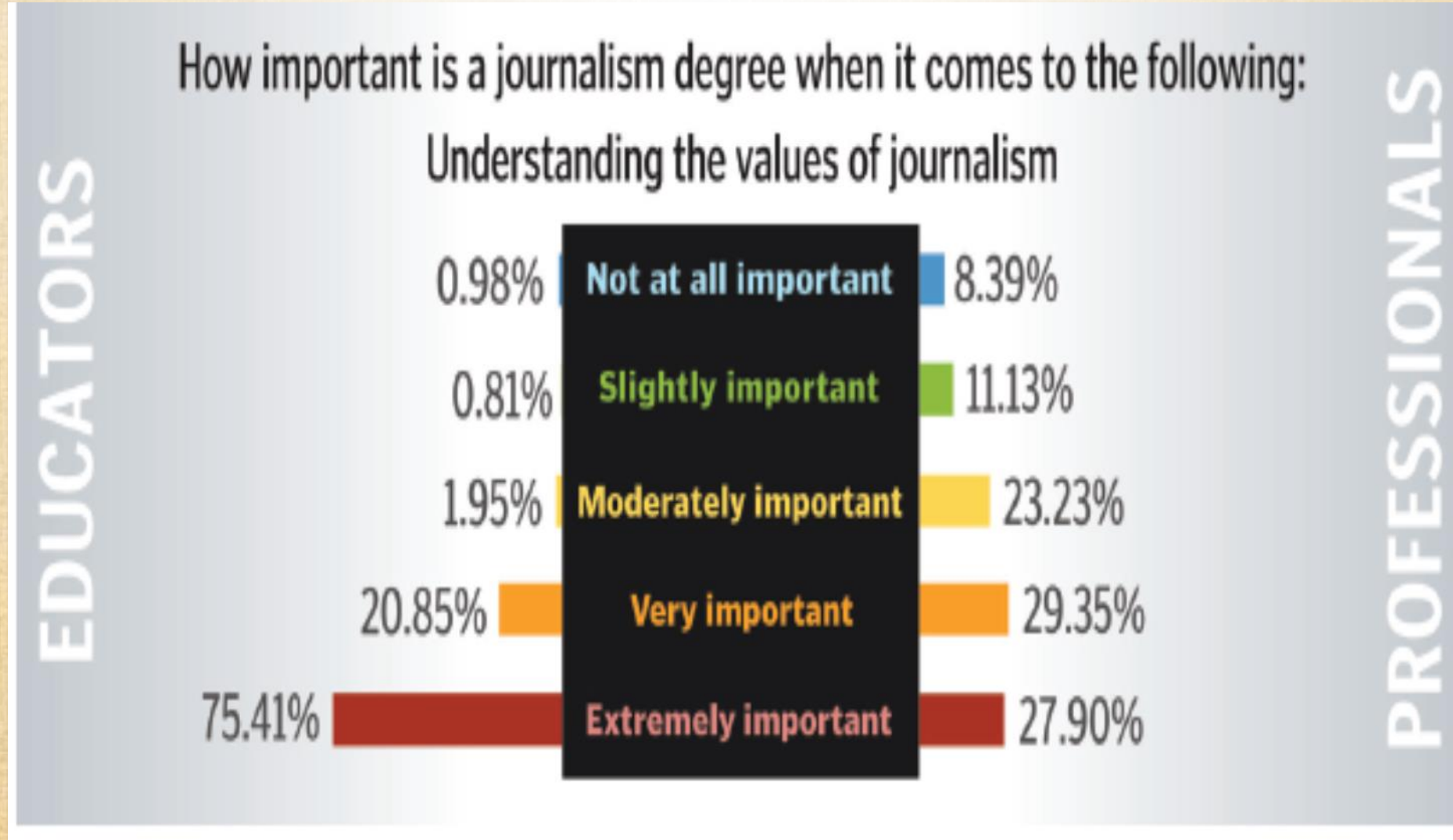
*(Established under Rajasthan Assembly Act 2012)*

# ERIC LOO INTERVIEW FOR A STUDY

**What aspects of journalism in India are more effectively learned in the newsroom than in an academic journalism program?**

There is this ongoing debate whether a journalist needs an academic degree or just newsroom grooming. It may be true that one can pick up essential skills and tools more effectively in a newsroom than in the classroom. But given the role and responsibility of a journalist in a society, it is essential that a journalist is academically sound and well educated about his profession and its challenges and responsibilities. The crises of ill-informed journalism have exposed us to a situation today where entertainment and yellow journalism rules, because we have not sufficiently invested in knowledge-based journalism. I think university education is far better for journalists - and for journalism. It expands perspectives, intellectual growth and personal transformation.

According to Poynter [news university survey](#)





The Indian Institute of Mass Communication's (IIMC) bid's to be counted as a media university — which can award degrees instead of diplomas — has received a shot in the arm with the information and broadcasting (I&B) ministry giving it a go-ahead to apply for a deemed university status. According to ministry sources, IIMC, an autonomous institute under the ministry, can now seek permission from University Grants Commission (UGC) for a change in status. A deemed university status means the institute does not have to seek consent from Parliament for its elevation.

# INDIA WANTS TO HAVE A NEW JOURNALISM UNIVERSITY

- “THE NARENDRA MODI ADMINISTRATION PLANS TO SPEND RS200 CRORE (\$32 MILLION) TO SET UP A NEW JOURNALISM UNIVERSITY” , MODELLED ON THE BEIJING’S MASSIVE GOVERNMENT-RUN COMMUNICATION UNIVERSITY OF CHINA”, OFFICIALS FROM THE CENTRAL GOVERNMENT SAID.
- “MEDIA INSTITUTES IN THE WEST ARE BASICALLY SCHOOLS OF JOURNALISM,” AN UNNAMED OFFICIAL FROM THE MINISTRY OF INFORMATION AND BROADCASTING TOLD THE ECONOMIC TIMES, EXPLAINING, SORT OF, WHY CHINA WAS THE MODEL. “WE WANTED AN OVERARCHING UNIVERSITY, AND THE BEIJING MODEL APPEALED THE MOST TO US.” (TIMMONS, 2015). THE AUTHOR POINTS OUT THAT WHILE CHINESE STATE-RUN MEDIA SCHOOLS LIKE THE COMMUNICATION UNIVERSITY OF CHINA TEACH SKILLS LIKE VIDEO EDITING AND TELEVISION BROADCASTING, BUT ARE ALSO A FUNDAMENTAL PART OF CHINA’S CENSORSHIP MACHINE

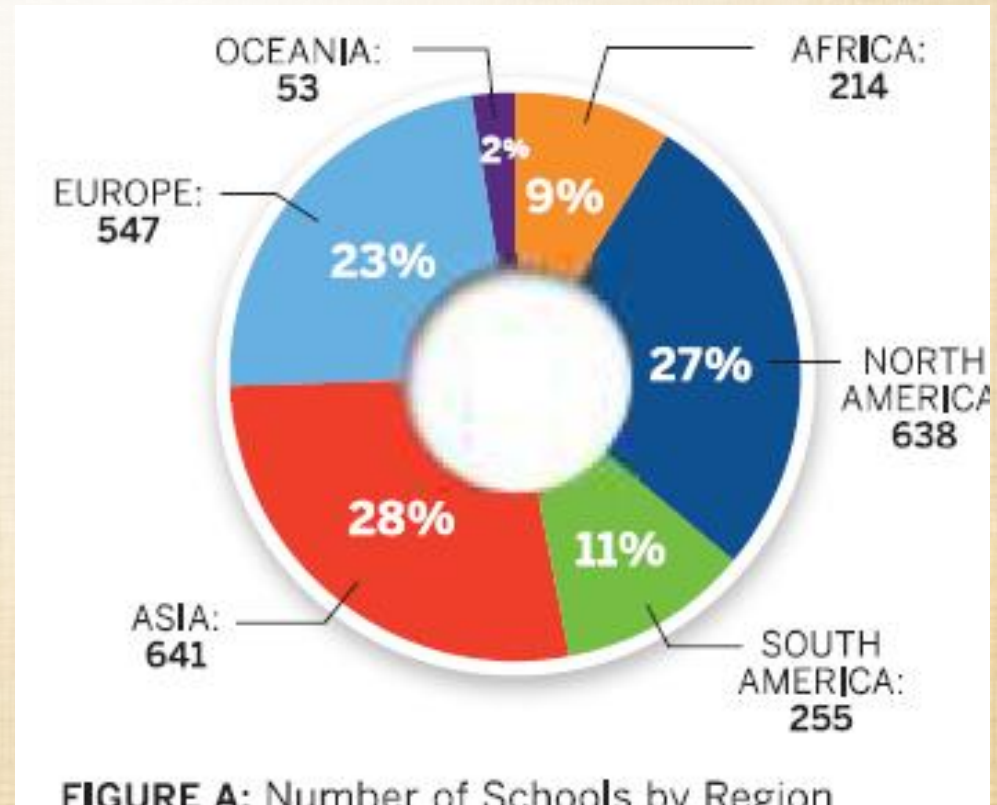
## BRICS:

- BRAZIL-615 COURSES IN 133 FEDERAL AND PUBLIC INSTITUTIONS & 482 IN PRIVATE SECTOR
- RUSSIA-134 PROGRAMMES, 105 ARE STATE AND 29 PRIVATE
- CHINA-637 COLLEGES AND UNIVERSITIES
- SOUTH AFRICA-?

## COMMON ISSUES

- MEDIA INDUSTRY CHANGES AND ORIENTATION AND PERCEPTION OF EDUCATION
- NON TRAINED YET PROFESSIONALS
- CURRICULUM DYNAMICS AND SCOPE AND SYNERGY FOR COLLABORATION
- SHOULD EDUCATION BE LED BY INDUSTRY
- IF YES WHAT ARE THE CONSEQUENCES FOR SOCIETY THAT PLACES FAITH IN THE MEDIA AS A PUBLIC SPHERE SPACE.
- VOCATIONAL VS CRITICAL APPROACHES

GLOBAL JOURNALISM  
EDUCATION:  
A MISSED OPPORTUNITY  
FOR MEDIA  
DEVELOPMENT?





## Comparison of UNESCO and CLAEP standards

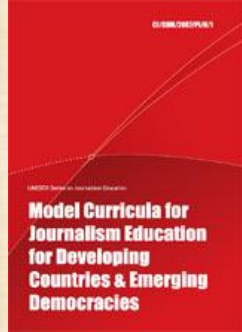
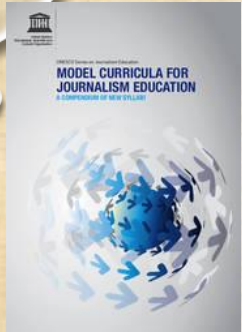
### UNESCO

- 1. An ability to think critically, ... and a basic understanding of evidence and research methods.
- 2. An ability to write clearly and coherently...
- 3. A knowledge of national and international political, economic, cultural, religious, and social institutions.
- 4. A knowledge of current affairs and issues, and a general knowledge of history and geography.

### CLAEP

- 1 The opportunity to learn how, why and what to communicate.
2. A balance between journalism courses in the different media and other fundamental disciplines...
3. A balance between teaching of practical skills and theoretical aspects of journalism...





## BRIDGING THE CULTURAL GAPS IN JOURNALISM TRAINING AND EDUCATION IN ASIA

- THE SYLLABI (UNESCO) HEREIN CONTAINED MAKE A CASE FOR ENVISIONING JOURNALISM EDUCATION AS A CONSTANTLY CHANGING PRACTICE OF A PARTICULAR TYPE OF COMMUNICATION IN THE PUBLIC INTEREST. IN PARTICULAR, THEY SIGNAL THE ONGOING DEBATE ABOUT THE ACADEMIC POSITIONING OF JOURNALISM EDUCATION GLOBALLY, THE CONTEXTUAL APPLICATIONS OF THE UNESCO MODEL CURRICULA AND THEIR IMPLICATIONS FOR THE FUTURE, AND THE CONTINUING SEARCH FOR NEW SPECIALIZED SYLLABI THAT RESPOND ORGANICALLY TO A PLETHORA OF EMERGING SOCIETAL ISSUES.