



Published in the Slovak Republic
Media Education (Mediaobrazovanie)
Has been issued since 2005
ISSN 1994-4160
E-ISSN 1994-4195
2020, 60(2): 211-221

DOI: 10.13187/me.2020.2.211
www.ejournal53.com



Construct (Suggestive) Models for Media Education in India: A Connecting Threads of Media Academia and Media Industry

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Abstract

Media education in India facing the isolation from the media industry as well as stagnation of critical thinking and pedagogical development. On the one hand, there is a gap between media academia and media industry while on the other hand, media education in India has been expanded in numerical form, but not as qualitative, pedagogical. Also, non-uniform of curriculum that is not fulfilling the industry's demands. All the universities viz. public and private universities or institutions have failed to reshape of uniform curricula Hence, media educators in India faced the poor infrastructure, poor course of contents, lack of rigorous contents of theory, practices, critical thinking, pedagogical development as well. In India, the lack of connecting threads of media academia and media industry and that is the one of the major issues and challenges of media education. In this study, the researchers have tried to construct (suggestive) models for media education that connecting threads between media academia and media industry in India. Through these models media academia and media industry can be interconnected and it gives answers to the questions that how to bridge the gap between media academia and media industry. This study is based on the existing researchers' opinions, models and theories. To achieve the goal authors, use literature review, theoretical analysis and synthesis as well as followed abductive research approach (it is a form of logical inferences which starts with an observation and predict to construct models or theory) to understand the existing expert's opinions towards media education. This study is based on normative theory that utilizes the review strategy for knowing and portraying what exists Hence, on the basis of this study, authors have constructed models that will be helpful to uplift media education.

Keywords: media, media education, media education models, media academia, media industry, critical thinking, pedagogy.

1. Introduction

Media education in India has been completed almost ninety years. But it has not yet been freed from the duality whether it is considered technical education or ideological education. While the duality of technology and ideology is the cause of the marginalization of media education, on the other hand, the government neglected and also an apathetic attitude of media institutions is blurring the pictures of media education. On the basis of long journey of media education in India, it can be said that media education has not been able to progress as much as it should have done. There has been a quantitative growth in media education, but the lack of quality is enough. Lack of resources are another big issues and challenges towards media education in India. If seen, even

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today media education has not met the standards of education. If compare it to other subjects then this serious subject has not been given as much attention. In spite of the connection with human sensibilities and social responsibility, media education in India is not take place that it should actually get. There are many reasons behind this. Therefore, in this study researcher has tried to know the reason behind of this.

As we know that media education in India connects two sectors: media academia and media industry. If we look back in the history, then it found that in the eighties and nineties, there is a flourishing of media education in India (Desai, 2008). Despite the long journey of media education in India, it has not yet gained the status of professional education. Also, it is in duality whether it is a professional or traditional or vocational education. The lack of mutual support of media academia and media industry in India is one of the issues and challenges of media education in India. At the same time, media institutions are not preparing the syllabi as per the requirements of media industries and when students leave media institutions and go to a media house, the knowledge they learned in the institutions seems to incomplete. Today, there is a need to consider Interdisciplinary and Multidisciplinary model approach of media through which media education should be out from the Arts and Social Sciences and develop it as a separate discipline. Along with this, media education institutes should prepare syllabi and curricula as per actual needs of media industries.

2. Materials and methods

– Authors have constructed (suggestive) models for media education in India. To achieve the goal authors, use abductive research followed by normative theory that utilizes to construct some models of media education in India.

– Abductive research approach refers to know or deciding what the most likely inferences or prediction are that can be made from the set of data observation (Mangal, 2019). On the basis of abductive research approach authors have tried to construct ‘Media Education Models’.

– On the basis of aforesaid theory and approach these following models are constructed and issues and challenges of media education can have overcome.

– The purpose of the study is to justify theoretically and experimentally the methodology for the construction of media education models.

The method of research: theoretical analysis and synthesis on the problem of research, generalization and classification.

3. Discussion

The problem of media education and development in India are being studied by many researchers (Agrwal, 2006; Bagchi, et al., 2009; Bhattacharya, 2014; Das, 2009; Desai, 2008; 2017; Dutta et al., 2011; Eapen, 1982; Kuthiala, 2011; Muppidi, 2008; Murthy, 2011; Singh, 2011; 2017 and others).

The emergence of media education in the world is ‘the initial expansion of journalism has been mostly in Europe, hence the training of journalism at the global level has also been done in England, France and Germany.’ But the training of journalism grew rapidly in the United States, and today the world's most popular journalism and media training courses are mostly in Europe and America. Although there was no formal training available for journalists before these courses and they used to learn the art of journalism while working. It has been recognized across the world that journalism comes from birth and cannot be made a journalist. But today this illusory situation has ended and only the educated media workers get to enter in the most media organization. Western influence is gradually decreasing and now many universities and institutions of Asia and Africa have their place in the world (Kuthiala, 2011).

There are two different wave of media education around the world-American and European wave of Media Education. The wave of Australia and Canada were also found later after American and European wave. In American tradition, the craft is more emphasizing in media teaching. It has emphasized on media production and how to produce journalists. While Europe is particularly related to the second wave of media education which was developed in the UK. This tradition emphasizes the study of media by combining other topics like sociology, political science, economics, psychology etc. This tradition has given critical thinking towards interdisciplinary courses like the sociology of the media, the psychology of the media and the economics of the media. Many years later Media Educators of India and neighbouring countries were on the way or followed of U.S. orientation of Media Education (Singh, 2017).

The first media education course in India offered in the 1920 with the efforts of Dr. A. Besant as a graduate degree in the department of English under the faculty of Arts at Adyar University. In 1930, Aligarh Muslim University started the media education as a 'certificate' course by Rahmat Ali (But Some other scholar argues that; in 1938 Aligarh Muslim University was initially started two years diploma in Journalism). Due to mutual differences, this course was closed in 1940. In 1936, Dr. J.P. Kumarappa established the 'American College of Journalism'. In the year 1941, Professor Prithavi Pal Singh who came from the famous Columbia University with a hope in the media education. He established the journalism department at Punjab University, Lahore, where initially one-year Part-time Diploma Courses were started. With the partition of the country in 1947, this department was established in Delhi. Finally, in 1962, this department was established under Punjab University, Chandigarh. After independence, Calcutta University started the course of journalism in 1948. After this, the University of Madras and Osmania University also started the course of the media. In addition, in 1965, the 'Indian Institute of Mass Communication' was established in collaboration with the then Central Government (Singh, 2011).

This is also a coincidence that the growth of media education in India is more along the lines of America. The result was that instead of media studies, craft-based education was more dominated. One of the reasons for this is because the expansion of media education is related to the expansion of radio, television, newspaper, cinema etc. At present, the courses at universities are taught by mixing all types of media-related materials. Currently, the purpose of the courses is not clear. Even among the teachers associated with media education, there is no clarity about the courses (Singh, 2017). By the 20th Century, some renowned private media sector started their own Media/Journalism education training institute. These institutes are MICA, Ahmedabad, Times Group's 'School of Journalism', New Delhi, The Asian College of Journalism (The Hindu Group), Chennai. At the beginning of the 21st Century, a large number of National-International Media education training institute were opened like Wigan and Leigh India (WLCI), Mumbai, Sri Sri Centre for Media Studies, Bangalore and many more. Besides this, by the establishment of *Indian Institute of Mass Communication (IIMC)*, New Delhi, *Film and Television Institute of India (FTII)*, Pune and others institutions give their contribution towards enriching media education in India (Desai, 2008). In India, Journalism education is mostly known as 'Mass Communication' or 'Media education', or it is seen as a subset of mass communication. Indian scholars have argued that the media industry has not made a significant investment towards media education (Eapen, 1982; Agrawal, 2006). After 1990, television news channels, new media and Broadcast Journalism have actively worked towards media education (Desai, 2017).

Media department is opening in New Central universities established in 2009. In many public universities where media department has opened or are now opening, competing can be seen to open a media department in private university also. Media education in India has been expanded in numerical form, but not as qualitative, pedagogical. Now, media education should have critical thinking in terms of pedagogy and professional, which is the demand of today (Singh, 2017).

Journalism and Mass Communication education in India facing the isolation from the media Industry as well as technological development. On the one hand, there is a gap between media academia and media industry while on the other hand, Non-uniform of curriculum that is not fulfilling the industry's demands. All the universities viz. public and private universities or Institutions have failed to reshape of uniform curricula. Hence, media educators in India are facing from the poor infrastructure, poor course of contents, lack of rigorous contents of theory, practices and research as well (Murthy, 2011). In context to the present state of journalism education in India and the relevance of journalism in the current scenario, the important point and concerned about the lack of regulations, lack of resources, poor infrastructure as well as the lack of consistent course curriculum (Muppidi, 2008).

The status of media education policies, media practices and issues that which facing by the media education particularly in India. Indian media sector does not recognize and consider traditional media education processes in the country seriously. In India 'Communication' understanding in terms of interpersonal and group communication while 'media' mean such as technology or audio-visual context and it is being taught under the aegis of different disciplines viz. Medicine to literature. However, this Journalism education or so-called media studies has passed the seven decades of journey. As we know that, this Journalism education at first followed by film, electronic media while at current scenario it has been shifted in 'New Media' and 'Media Management'. M. Desai also highlighted the issues in terms of curriculum, pedagogy, Media

educator and learner profiles as well as at present time mapping the media courses etc. have been discussed in this paper. Apart from aforesaid M. Desai has also explored the issues related to nomenclature. At one hand some universities or institutions are using as 'Journalism', 'Journalism and Mass Communication' while on the other hand some universities or institutions are using media courses as 'Mass Communication and Journalism', 'Media Studies', 'Communication Studies', 'Mass Communication' and so on. These day media institutions or universities being offered as one-liner course such as 'Advertising', 'Public relations', 'Broadcast Journalism', 'Brand Management' and so on (Desai, 2008). It must be considered as a serious and diversifies discipline not only to train students in a form of Vocational training programs. It must not be concentrated on 'Hands-On Training' only. Continuously M. Desai has raised questions here that how media education is different from the other disciplines. M. Desai also argue that media education should be based on the nature of 'interdisciplinary, process-centric and self-experiential'. It demands both conceptual and theoretical and practical approach (Desai, 2008).

The problem behind the understanding of media education that we consider it yet as a 'Vocational training course'. As we know, students of political science background, but in actual they do not end up with becoming a politician. Same thing lies behind for the Sociology, who opted sociology, but they do not end up with a sociologist. Similarly, it can't be said that a philosophy background student ends up with a philosopher. But, unfortunately in media education, it is projected and focuses upon to creating media professionals only. As we know that political science and sociology is creating a sensible thinker who shape the society. Same thing should be applied behind media education. It works not only to produce media professional, also creating and aware from the media sensibility (Bhattacharya, 2014).

Media education facing with absence of quality teachers, lack of practical orientation, lack of trained teachers, syllabus and quality books, passiveness in adopting new technologies related to media education (Bagchi, Rath, 2009). Even in 2001, UGC has constructed a model curriculum for Mass Communication and Journalism, but unfortunately it has been failure due to showing passiveness of implementation by the universities or institutions while some universities or institutions have followed or adapted the UNESCO model curriculum (UNESCO..., 2007). In India, there is a clear distinction between the terms "*media education*", "*Educational technology*" and "*Professional education in media*". According to B. Das, the term Educational technology includes all teaching techniques as well as the use of media in school curriculum whereas Professional education in India refers to a mixture of school of Journalism and film. Das also argue that media education is not just about how to apply media, but also knowing how to apply critical learning regarding media (Das, 2009).

The challenges and prospects of media education in India such as (1) Explain the relationship between media literacy and media education, (2) The Statues and Challenges of the media education in India and (3) Describe the model of media education in India. Media literacy ensures knowledge of how mass media works. In the age of media saturation, a wide range of media channels are available. So, media literacy is now more than the matter of reading and writing. In short, media literacy is to help people learn how to communicate, access, create, care and contribute for the wellness of society (Dutta, Ray, 2011). Apart from Indian researcher who highlighted the status and challenges of media education in India. But some other researcher who highlighted the status and challenges of media education around the world. In particular, A. Fedorov highlighted and come into sight of status of media education and its issues and challenges around the world. A. Fedorov has constructed models of media literacy and media education that could bridge the gap between media academia and media industry as well as problem related to critical thinking of students and media pedagogy (Fedorov, 2014). A.K. Jha and R. Gangwar (Jha, Gangwar, 2018) have constructed pedagogical graphical model of media education which is also based on Fedorov's media literacy education model.

4. Results

To achieve goal and try to mitigate the gap between media academia and media industry authors have implemented the following models and theory.

(1) *Experiential Learning Model:*

In the 1970, David A. Kolb developed Experiential Learning Model with colleagues Kurt Lewin, John Dewey and Jean Piaget. This model is basically the process of learning through

experience. It may understand by Learning by Doing or Learning by Experience. It emphasises on Hands-on Learning approach (Kolb, 1984).

Through this model media educators may teach media students about what skills/ knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators and implement/ reflect the previous learned skills/knowledge in the media professional field.

(2) *Critical Pedagogy Approach:*

Paulo Freire has coined the term 'Critical Pedagogy'. This approach basically helps students to gain Critical Consciousness (Freire, 1984). A critical pedagogic educator Ira Shor has defined the critical pedagogy in deep. According to Ira Shor Critical pedagogy is based on dialogic relationship of teaching and learning (Shor, 1992). It may understand as: "Habits of thought, reading, writing, and speaking with go beneath surface meaning, first impression, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology and personal consequences of any actions, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse (Empowering Education: 129)".

It is a progressive teaching method that makes students better thinker and better people. This approach can make students philosophically better. Through this approach media students may understand the conflicts of media and society.

(3) *Teaching Hospital Model for Media Education:*

According to Eric Newton (Senior Advisor to the president, S. John and J.L. Knight Foundation) "A model of learning-by-doing that includes media students, media educators (media academician) and media professionals working together and produce community driven contents under the one roof". It is an idea that builds the model for Journalism/Journalism Education (Newton, 2013). According to this idea, Media Education should work like a medical profession. It produces or train media students to become a journalist same like a doctor.

(4) *Construct Media Education Models:*

For this study, the researchers have tried to construct(suggestive) Models for Media Education in India that will be helpful to uplift media education and also can be overcome the issues and challenges. On the basis of these following model the gap between media academia and media industry can be bridging.

(5) *The Umbrella Model of Media Education:*

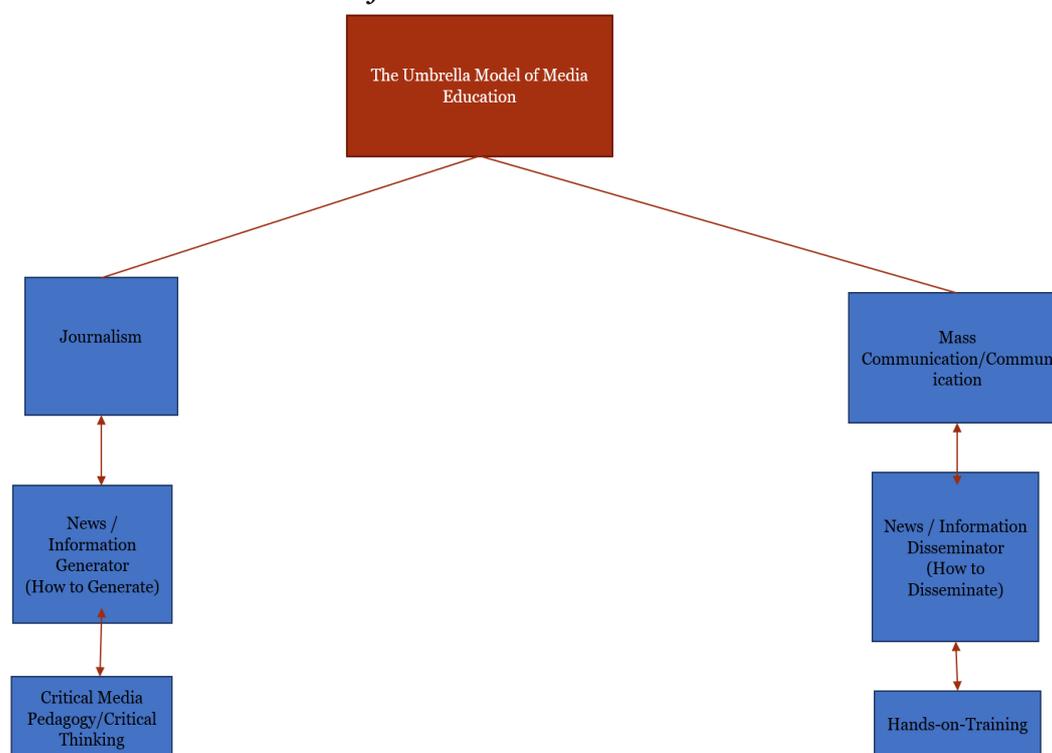


Fig. 1. The Umbrella Model of Media Education

The Umbrella Model of Media Education demarcated media studies into two parts: Journalism and Mass Communication/Communication. Through this model researchers have suggested that journalism should be treated as news or information generator i.e. media educators should be emphasised or taught journalism as how to generate news or information. Also, researchers have suggested that journalism education should be treated as critical media pedagogy. As a result, this approach may lead to enhance critical thinking in media students. On the other hand, mass communication or communication should be treated as news or information disseminator i.e. media educators should be emphasised or taught mass communication or communication as how to disseminate news or information. For this, researchers have suggested that mass communication or communication should be treated as hands-on-training approach. This approach may lead to enhance adequate skills related to media. The two type of media education may understand as follows:

(a) Journalism: It should be understand/treated as News/Information generator (How to generate news/Information). Therefore, it should be treated as 'Critical Media Pedagogy' or 'Critical Thinking'.

(b) Mass Communication/Communication: It should be understand/treated as News/Information disseminator (How to disseminate News/Information). Therefore. It should be treated as 'Hands-on-Training'

(6) *Experiential Learning Model for Media Education (Based on Kolb's Experiential Model):*

In the 1970, An American educationalist theorist David A. Kolb developed 'Experiential Learning Model' with colleagues Kurt Lewin, John Dewey and Jean Piaget. This model is basically the process of learning through 'experience'. It may understand by 'Learning by Doing' or 'Learning by Experience' (Kolb, 1984). It emphasises on 'Hands-on Learning' approach. Through this model media educators may teach media students about what skills/knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators. Through this approach students may implement/reflect their previous learned skills or knowledge into the media professional field.

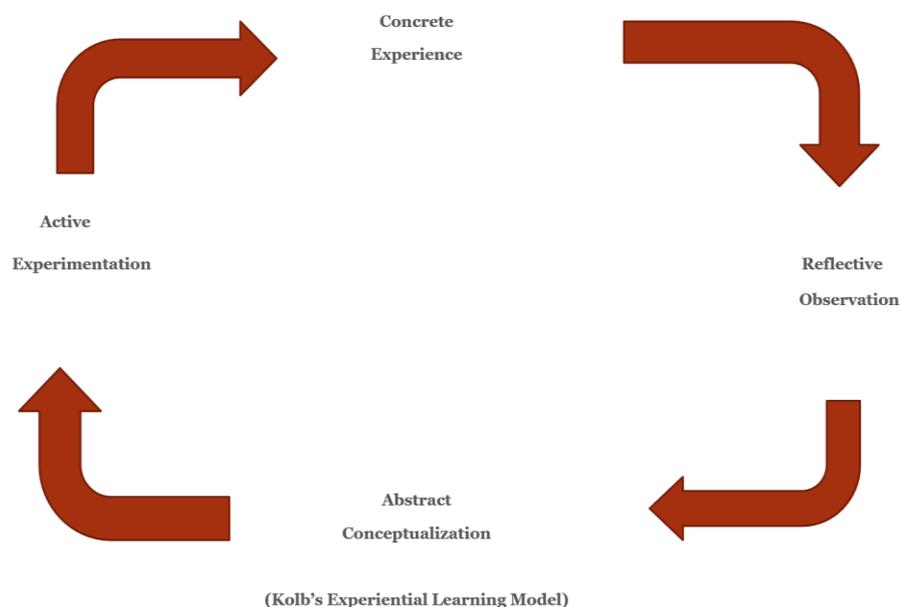


Fig. 2. Kolb's Experiential Learning Model

– *Abstract Conceptualisation*: Media Educators should have experiences of Media Professional Field. Media Educators should be entered into media academia with new ideas of media and should try to modify the existing or old concept of media education.

– *Active Experimentation*: ... Should teach accordingly what they (Media Educators) have learned in the Media Professional Field. Also, should try to teach accordingly what is happening in

the current media field, what is the actual requirement of media fields. It will be helpful to bridging the gap of media academia and media industry.

– *Concrete Experience*: Media Students may learn about Media Professional Field. Through this approach student will get or acquaint of new experience of media professional field, they may develop their understanding of current situation or scenario of media.

– *Reflective Observation*: When Students will go into Media Professional Field, they may implement or reflect their own previous experiences or what they achieved from media academia. Through this approach student may understand the inconsistencies between learned experience (Previous experience) and new experience. These inconsistencies (send feedback to the native institution where they learned) may help to modification in media education or teaching methodology.

– Through this model media educators may teach media students about what skills/knowledge they (media educators) have learned in the media professional field and media students may learn from the media educators.

– Through this approach students may implement/ reflect their previous learned skills or knowledge into the media professional field

(7) *Interdisciplinary and Multidisciplinary Model for Critical Media Pedagogy:*

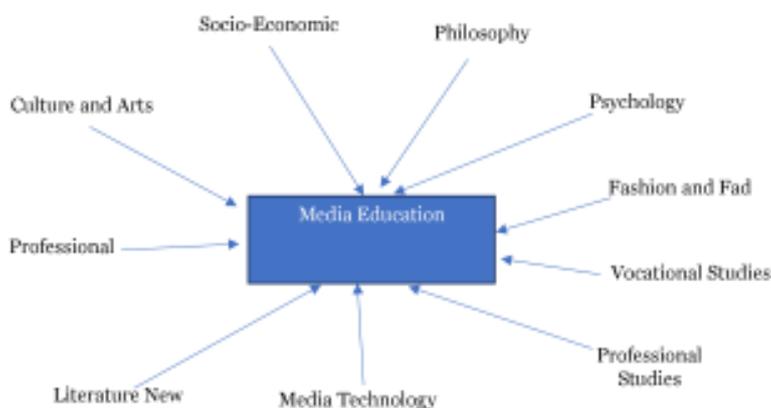


Fig. 3. Interdisciplinary Model for Media Education

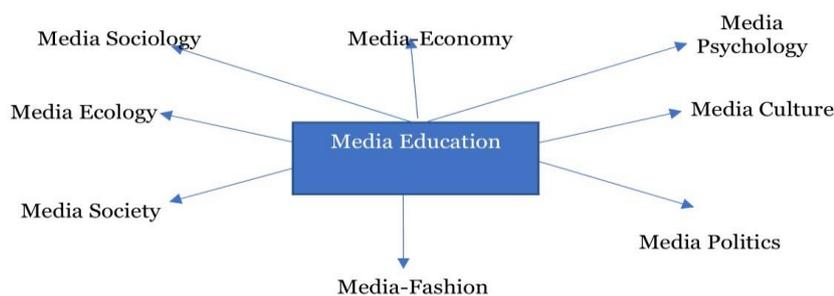


Fig. 4. Multidisciplinary Model for Media Education

Above Fig. 3 and Fig. 4 show that Interdisciplinary and Multidisciplinary Model of Media Education. In context of India, media education should be rethinking and should be followed these models for upliftment or improvement the state of media education in India. In India, media education is still suffering of identification whether it is Interdisciplinary or Multidisciplinary or Social Science or Arts and Humanities or what? On the one hand, these models help to make identification of media education along with these models also pointing out that media education

not just a skill training course, it also a diversified and pedagogical subject like philosophy, psychology, political science, sociology etc. These aforesaid models may help to enhance the critical thinking towards media education in India.

-*Interdisciplinary*: For diversification of media education, it should be treated as Interdisciplinary and should be included other subjects like philosophy, psychology, political Science, Socio-Economic, Cultural etc. with core subjects of media. Also, Media education should be treated as Vocational, Professional and Traditional. It should be treated as convergence pedagogy.

-*Multidisciplinary*: For development of critical thinking in media education, it should be treated as Multidisciplinary. It will help to make understanding and inter-relation of media-economy, media-culture, media-society, media-fashion, media-politics, media-psychology etc.

(8) *Teaching Hospital Model for Media Education:*

A teaching hospital model provides medical education and training to future and current health professionals and that is involved in medical research. Teaching hospitals are often associated with medical institutes and work closely with medical students. Teaching hospitals model also offer graduate medical education, where medical institute's graduates train under a supervising (attending) doctor to assist with the coordination of care. Apart from this, it also offering medical education to medical students and residents' doctors, many teaching hospitals also serve as research institutes.

In these hospitals, medical students work or learn under the real specialists who figure out how to draw blood, how to embed catheters, how to set broken arms, even how-to delivery. Why need to work or learn under the specialist doctors? Because book learning and finishing assessments are sufficiently not to show you how to be a specialist (Newton, 2013).



Fig. 5. Teaching Hospital Model. Source: Model for University Hospital Assessment, Brazil, 2003

The teaching hospital model for journalism settles upon the old thought that individuals learn by doing. Journalism education thrives through learning by doing. It can be understood through Chinese proverb “*I hear and I forget; I see and I remember; I do and I understand* (Newton, 2013).”

In other fields, science students work on real experiments under their professors. Sports students participate in actual sports. Computer science students program real computers. Journalism educators interested in learning by doing could find examples in studies of agriculture, law, the arts, education, science, sports and many other fields (Newton, 2013).

With working together; students, professionals and professors can build the ultimate teaching hospital model for journalism. If it is built out, then this model will help lead journalism to a better future in the 21st Century (Newton, 2013).

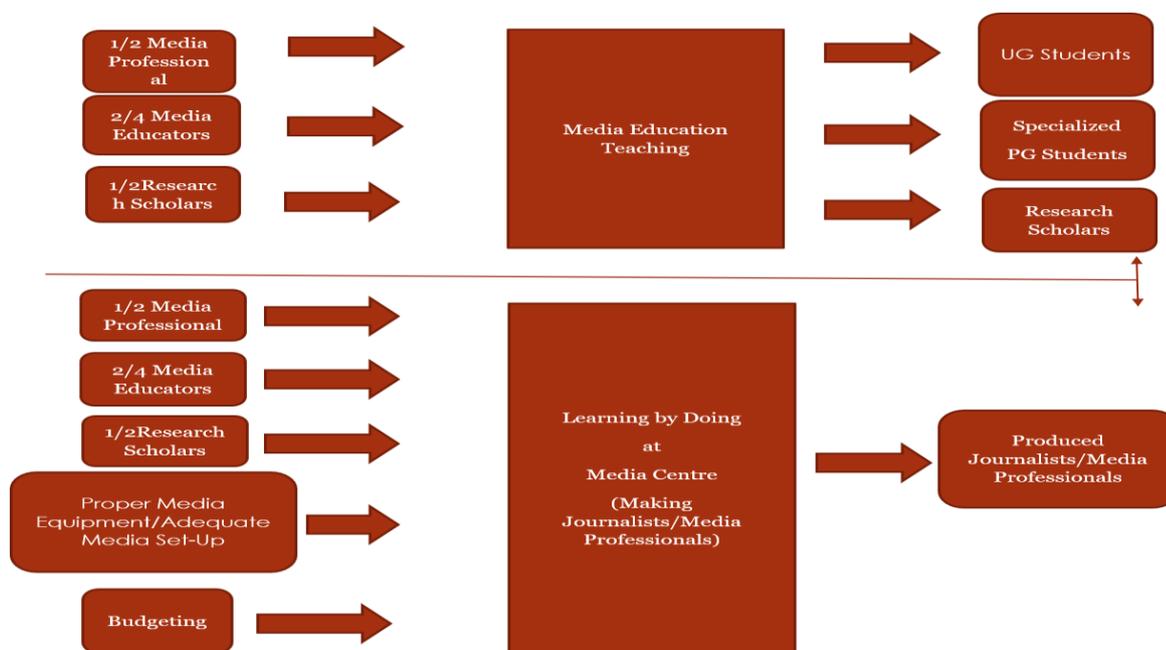


Fig. 6. Media Education Model, based on Teaching Hospital Model

Teaching Hospital Model train students through learning by doing method. They treat patients and conducts research same as for Journalism education should train students of Journalism. According to Eric Newton (Knight Foundation’s senior Advisor) “Hospital Model need six elements” such as: (1) Students doing the Journalism, (2) Professional Mentoring to Improve the quality and Impact of Journalism (3) Professor bringing in topic knowledge and raising issues (4) Innovators Pioneering new tools and technique (5) Academics doing major research project (6) Everyone working together with an emphasis of not just informing a community but engaging it.

(9) Model for the choice of Media Students:



Fig. 7. Inverted Pyramidal Model of Media Education

Fig. 7 and Fig. 8 show that Inverted pyramidal model of media education and pyramidal model of media education in India respectively. Inverted pyramidal model of media education suggested that choice of media students during admission. During admission strongly assessment of students must be followed that who should come and who should not come in this field. This gatekeeping approach can produce quality of journalists. In contrast to India, unfortunately following pyramidal model of media education. There is no strong assessment or gatekeeping approaches being followed that who should come and who should not come in this field. Merely entrance examination (most of universities or institutes conducting entrance examination in MCQ) is not enough assessment for the choice of media students. Choice of media students should be based on entrance examination (i.e. entrance examination should be conducted as MCQ with subjective manner including test of verbal and non-verbal communication skills, knowledge of

world affairs, social, cultural, political, economic aspects etc.) which must be followed by interview, Statement of purpose (why students wants to opt media education etc.), orientation etc.

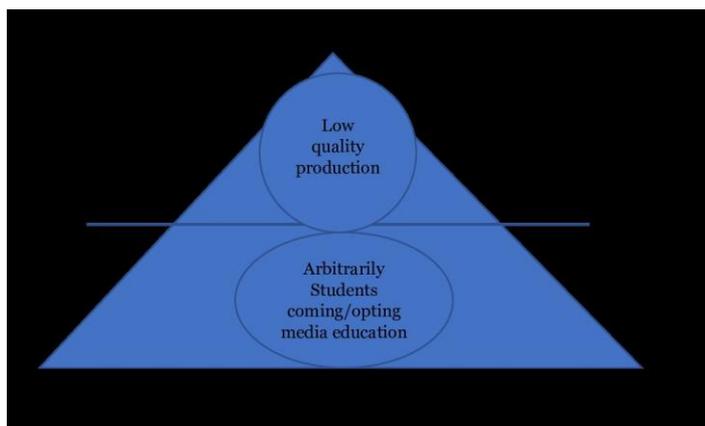


Fig. 8. Pyramidal Model of Media Education in India

-For enrich media education and quality production of Journalist, should follow Inverted Pyramid of Media Education. For this, should try to make gate-keeping process during the entrance of students that who should get entrance pass to study media education and who should not.

-This assessment process could be helpful to producing quality of media worker and then after academia could be able to meet the need of media industry. Specially for media education, should not merely fill the seats against vacant with first-come-first get or without adequate assessment process. During admission process keep in mind that media is a subject related to human sensibilities such as medicine.

5. Conclusion

In this study, researcher have suggested models for media education that will be helpful to uplift media education and also can be overcome the issues and challenges. Also, these models will be helpful to find the answers of 'how to mitigate this gap'. In addition, these media education models will also be helpful to understand the 'hands-on-training' and 'critical media pedagogy' approach.

On the basis of findings, the present study can be concluded as follows:

- To overcome the issues and challenges of media education in India, it is highly need to set-up or build media education model.

-Media education in India can be improved through adopting of both approaches of media education i.e. 'Hands-on-Training' and 'Critical Media Pedagogy'.

-Media education in India can be improved through proper dialogue between media academia and media industry. For this proper maintain of critical pedagogy and hand-on-training.

- Researchers observed that media education in India is less emphasised on critical thinking of media. For building of critical thinking among students need to follow interdisciplinary and multidisciplinary approach.

- Adopting teaching hospital model for journalism education, media academia may fulfil the requirement of media industry.

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