

Indian Media Education for Social Responsibility – A Critical Study

B.K. Ravi, Ph.D., Associate Professor,
Dept. of Communication, Bangalore University, Bangalore, India

Abstract

The paper begins with pro's and con's of Globalization, particularly for Indian setting. The advent of maximized automation, an offshoot of globalized economy resulting in the dent into conventional vocations & local culture, along with its repercussions and transitional troubles on the harmony in economics are all brought out.

The policies of Liberalization, Privatization & Globalization [LPG] equally brought about changes in the functioning of media, resulted in liberalization of media, commercialization of media, metamorphosis of media and then media getting an industry status. Status of Indian media in the current information age and as relevant to the study is sketched while identifying the not so needed unfortunate development that Indian media is becoming more and more commercial.

The study recognizes the different successful education systems of the world. Educational communication in the current context of Information age, redefining media education as stretched to societal awareness and the relevance of such a media education in the information age, its status, the gaps and its possible bridging elements are analyzed. *Recognizing that Media Education can bring about change, realistic viewpoints about converting Indian media from a mere industry towards a meaningful institution of social responsibility* is brought out.

Objectives of the study include- To emphasize on the necessity to enlighten at students level and even the consumers about media regulations as that is indeed the responsibility of media education;

to compare education at community level with that of education as agenda of mass communication; To critically view the relation between media practices and media education; Re-looking into the terms and conditions of media education.

Methodology here is of critical studies. Significance of this study lies in reiterating the need for revival of media practices for sustained development of Indian nation, particularly with media education as forerunner for social responsibility.

The study infers by recognizing the patterns of self-regulation mechanisms evolved to monitor any violations arising in media content thus upholding the principles of social responsibility. It lays emphasis on the role played by expertise based associations and foundations of national or regional reckoning sought after as platform to break the jinx of stated orders, preserve the freedom of press and act as virtual ombudsman over the media practices while working in tandem with the prevailing laws established by the governance of the nation and also act as extension agencies in working towards betterment of society and hence progress of the nation.

Globalization – Merits and Demerits

The term globalization refers to 'the integration of economies of the world through uninhibited trade and financial flows, as also through mutual exchange of technology and knowledge. Ideally it also includes free inter-country movement of labour'.¹ Globalization in whatever sense it is taken by any nation, at least in the sub continent of India, it has brought a sea change in economic and cultural aspects. The economic crisis of the early 1990's in India got stabilized gradually with new industrial environment setting in through affordable automation and access to it. Indian products could enter international markets. Eg:- Infosys listed in New York stocks. Due to exposure to lifestyles and societal practices of other nations far and wide, the people inland, more so urbanites could adopt some constructive changes in the local culture, viz. superstitions minimized, blind beliefs were done away with, scientific temper set in and sceptical view of many irrational practices began.

Culture

Culture, etymologically enunciated means a set of habits which is cultivated consistently, i.e., cultivated habits over a period of time. Culture of one time need not be the culture of another time

in history. As a whole, the day-to-day life style led by communities in societies of different geographies aggregate to different cultures. Some of today's life styles connected concepts of culture are work culture, corporate culture, media culture, mass culture, cultural hegemony, etc.

Mathew Arnold, a great literary critic in his book 'Culture and Anarchy' (1869) says, "Culture knows that the sweetness and light of the few must be imperfect until the raw and unkindly masses of humanity are touched with sweetness and light." Cardinal Neumann, another expert on society and culture puts the word 'Gentleman' equivalent to 'Cultured'. R.W.Emerson, a great poet and lyricist looks into culture as an ornament to one's personality. T.S.Eliot's work 'Notes towards the definition of culture' reflects the life of man while he feels that the machines and technology sicken the innocent, clean life of man and make him lost, Indian culture can give back such a lost life.

The orientalist believe that when economically weak or backward, the dictum "what if poor world wise, we are very rich spiritually and culturally". D.V.Gundappa, poet and cultural philosopher of India, believes that culture is a very complex phenomena and needs hardships and sacrifices to achieve it. Currently, this connotative perspective blurs the progression of society with sustainable development.

The culture of the eastern nations, by and large has been based on the principles of collectiveness, patience, tolerance and peacefulness, with no exception to India.

Local Impact of Globalization

In spite of the brighter side of effects of globalization in qualitative measures, the habits and conventions at the grass roots forming a strong local culture were overshadowed by it quantitatively. For instance, Folk forms, a predominantly prevailing, all pervading and practiced cultural heritage in India lacks professional artistry today in its fold which is much needed for propagation of life-supporting messages to the masses, particularly those hailing from less literate societies. This lacking is due to major effects of globalization on many strong traditional or conventional occupations amounting to traditional & folk media practices.

Impact of globalization on particularly these cultures has made it disappearing or become nearly extinct, primarily because of the changes in market outlets in the post globalization scene. Folk artists had skills in their hands and it had clicked in a conservative economy and environment. Such practices then also used to go along with the profession of those communities. For example, the pottermen, washermen, fishermen & farmers' communities. Then there were a different set of

indigenous life-style led folks like the snake charmers, dombidasas, hakkipikkis, . . They all had their occupation of their own. It was as though they had inbuilt folk art culture.

The advent of penetratingly maximized automation at the grass root level, an offshoot of global economy by the end of 20th century, has resulted in a dent into the above mentioned conventional vocations as well as local cultures, along with its repercussions and transitional troubles on the harmony in economics.

After globalization, machine made products like stainless steel, plastics & rexins replaced handmade mud-pots, metal utensils and hand woven clothes overnight. With a last job on one's hand, one was forced to enter new fields to earn their bread, indirectly affecting capabilities of performing any of these indigenous folk forms- a definite disastrous effect in the post globalized era. Areas of occupation like cattle rearing, piggery, handicrafts, kumkum making, mehendi making, rangoli producing and such others have taken a heavy beating in the wind of globalization.

Also, one of the instances to quote is that of fishermen's folk music & folk dance that had customs which were embedded along with their profession. A song emerging with the fishing, or while selling, or washing a fish missed the rhythm after the advent of the machinery like the fish catching machine, mass production in tons and similar automated practices that led to the defocus on such talents that supported the occupation and living, while insecure search for an alternative profession went on.

As a whole, in earlier manual productions, the human intervention and involvement ensured quality, longevity and durability of the product. There were supervisors to monitor the production process and incorporated corrective measures right in the mid-stages, then and there, well before a finished product. It also provided large occupation opportunities and supported average living. Today, automation has resulted in rampant use-&-throw culture. Quality and durability is only superficial and has suffered much.

Campaigns like the 'Save forest, save environment' now gets patronage mostly by intellectuals and conflict-ridden power lobbies under the influence of globalization and has resulted in displacement of the tribals, semi-nomads & nomads who had to change lifestyle after globalization. Catching of wild animals and exhibiting them in public for their livelihood, domesticated animal shows, etc., has seen sustained bans from the animal rights activists.

Information age- gaps & bridges

One of the major consequences of globalization is that there was huge information gap between the haves and have-nots resulting in digital divide.

Broader perspectives of what the message is, what the language is, what is being indicated, Concepts of visual literacy, audio understanding or competence are all serious dimensions in communication of information.²

Decision making is limited to elite communities. Communities depending upon natural resources are groping for their survival. Rehabilitating such communities is under-considered by the administration and this is questionable.

Percentage of time for folk art programme, cultural programmes and education broadcast is diminishing. A popular entertainment based TV channel of India striving to exhibit social responsibility launched educational TV has disappeared for lack of TRP ratings. Except Doordarshan, a PSB organization, not much of keenness is shown by other networks. Yet, a lot of money is spent by the governments not yielding fruits. Sometimes media literacy itself appears redundant while the media activities are all projected as if it is happening.

New Media technologies have ushered in a whole New Mass Media comprising of Mobile Phones, World Wide Web & Internet with its domains in Social Networking, blogs, microblogs, digital radio, digi-TV, mobileNet, etc. This has revolutionized the way people communicate to each other, especially in India and in fact has begun redefining the concept of communication itself.

Status of Indian media

The policies of Liberalization, Privatization & Globalization [LPG] equally brought about changes in the functioning of media, resulted in liberalization of media, commercialization of media, metamorphosis of media and then media getting an industry status. Media had already proved its role as a catalyst for development, social change and modernization.³

The CAGR grades for Indian Media & Entertainment sector are very encouraging, at the same time aggressively commercial in nature. The projected market potentials for various media between 2008-2013 are as follows:

Media Segments			
Segment	2008 (\$ billion)	2013 (\$ billion)	Per cent CAGR
Television	4.81	9.45	14.5 per cent
Print	3.45	5.32	9.0 per cent
Film	2.18	3.37	9.1 per cent
Animation	0.35	0.79	17.8 per cent
OOH	0.32	0.59	12.8 per cent
Gaming	0.13	0.55	33.3 per cent
Internet	0.12	0.43	27.9 per cent
Radio	0.16	0.33	14.2 per cent
Music	0.14	0.21	8 per cent

Source: KPMG-FICCI Report

India's Media and Entertainment Industry		
Year	Size (\$ billion)	Per cent growth
2005	7.72	—
2006	8.9	15.28 per cent
2007	10.4	16.85 per cent
2008	11.68	12.31 per cent
2009	12.56	7.53 per cent
2010	13.94	10.99 per cent
2011	15.82	13.49 per cent
2012	18.22	15.17 per cent
2013	21.04	15.48 per cent

*CAGR for 2009-13: 12.5 per cent
(Source: KPMG-FICCI Report)*

In the Indian context, the term globalization implies⁴ opening of the economy to FDI, including media sector, by providing facilities to foreign companies to invest in different fields of economic activity in India, removing constraints and obstacles to the entry of MNCs in India, allowing Indian companies to enter into foreign collaborations and also encouraging them to set up joint ventures abroad; carrying out massive import liberalization programmes by switching over from quantitative restrictions to reduction of tariffs and import duties, etc.

It is quite evidential to identify that an unfortunate development of Indian media is in that it is becoming more and more commercial at the cost of standards of productivity by the Human Resource and contribution to the national exchequer. Usage of *media* today has taken a connotative meaning when it is about practicing. The meaning is tantamount to *exploiting the media* which is well-known to have phenomenal effects on society through its programs and agenda setting.⁵ The onset of new media is an equated outcome of globalization.

Media Culture

Consuming media messages, participating in media inputs, involving in media watch, media analysis, media criticism, media consultancy and media research has become inevitable culture of any progressive oriented democratic nation. For academic debate, it is the media culture that has an impact on the day-to-day lives of people all over the world. It is to be observed that the inherent nature of all media is comprehensively global by reach, access, communication, change, progress and development.

Education and its purposes

There have been many different successful education systems in the world. Educational communication in the current context of Information age is at cross roads. The concepts of education in the past unto the present have taken various turns.

Ancient India had the Gurukula form, especially for basic education. The Brahminical System and the Buddhist system were adopted for higher education. These forms are today on the revival mode too. The west adopted the Stainer's, Montessori and Macaulay systems of education which spread worldwide. Alternative schooling is also an innovative concept today all over the world.

Macaulay's Minute of 1835 laid down the basic objectives for the development of English Education in India. Moreover, Curzon's University reform represents a climax in the official attitude against the spread of higher education which had been developing since the mid 1850s. Curzon's Government was the first to apply a check to free enterprise in education. It introduced a system of control which extended to all grades of institutions from primary schools to universities (Mishra, 1961 p. 288). In fact, Curzon shifted the emphasis from the education of few to that of the many. In the fast changing times, there is a need to review and analyze the status of Indian Media education. Elements of social responsibility in Media education is to be identified. The institutions of higher education are recognized as the most important agency of social change involved in the human resource development of the country.⁶

The Radhakrishnan Commission of 1948 envisaged on higher education (Government of India (1950), Report of University Education Commission) as follows:

The academic problem has assumed new shape; we have now a wider conception of the duties and responsibility of universities. They have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literacy and scientific, technical and professional (knowledge). They must enable the country to attain, in as short a time as possible, freedom from want, disease and ignorance, by the application and development of scientific and technical knowledge.

At present, the number of institutions in India is more than four times the total number of institutions in both the USA and Europe. From 1950-51 to 2006-07, the number of universities has increased from 28 to 369. It is evident from data that during this period, universities and colleges in

the country have grown approximately 13 and 32 times respectively.⁷ Currently, India has more than 500 Universities, which is simply not sufficient for the Indian population.

Table under shows the Enrolment Ratio in higher education:

Country	Percent
USA	80.90
Canada	87.30
Australia	79.80
Finland	74.10
UK	52.30
France	51
Norway	62
Belgium	56.3
New Zealand	62.60
China	15
India	7

Source: UNESCO, the World Education Report - 2000

The National Knowledge Commission has recommended an increase in the number of universities to 1500 in the next decade to attain a gross enrolment ratio of at least 15% [age group 18-24] which is a global average.

Media and Social Responsibility

A Communication scholar Denis McQuail summarized Social Responsibility Theory as follows:

- Media should accept and fulfill certain obligations to society.
- In accepting and applying these obligations, media should be self-regulating within the framework of law and established institutions.

- The media should avoid offensive content triggering crime, violence, or civil disorder or harm to minority groups.
- The media as a whole should be pluralist and reflect the diversity of their society, giving access to various points of view and rights of reply.
- Society and the public have a right to expect high standards of performance, and intervention can be justified to secure the, or a, public good.
- Journalists and media professionals should be accountable to society as well as to employers and the market.

Media without responsibility is ridden with all its conflicts and confusions. One of the reasons is that multiple types of media are adding to the existing media while their relevance with the people has got entangled and often conflicting to each other. Media functioning has got blurred during this convergence era. The complexity of the debate is increased with added technological implications.

For genuine, healthy, meaningful, harmless, non-interfering and contributively functioning coupled with maximized benefits, every media should practice responsibility to hold social structure of a region. However, the practices currently adopted are more often without a pointer or a direction.

Mass media of any kind has constantly been lured into overstepping in adhering to social responsibility. The practices have often resulted in sensationalizing, being insensitive or making the consumers insensitive to issues, havocs, irregularities, etc., giving ulterior ideas, triggering catastrophe, titillating, enhancing anxiety, decreasing enthusiasm and in many other ways. The trend is trickling down to the regional as well as local media practices, habits and its culture.⁸

Instances of women and child psychology, violence, sensationalization, glorification, crime, superstitions and promoting hidden agenda are in the forefront and if astrologers and pseudo-gemmologists are usurping most of the programme slots on most local and cable television networks of India, social responsibility is simply confiscated.

MEDIA EDUCATION

Media education involves media literacy, its various dimensions like awareness, behavioural aspects, etc. and not mere universities or not even only research. While the status of higher education is still to be nourished, the fate of media education is much more abysmal. Media education comes under the purview of undergraduate, higher and technical education. Though basic or preliminary information about media exist with primary or high school level learners, the ratified, deliberated,

intended and participative inputs of media related activities are made available in higher education. Moreover, the structure and functioning of media is not the priority of the curriculum either in the primary or in high school levels.

Redefining media education as stretched to societal awareness and the relevance of such a media education in the information age, its status, the gaps and its possible bridging elements are to be subjected to thorough analysis.⁹ *Recognizing that Media Education can bring about change, converting Indian media from a mere industry towards a meaningful institution of social responsibility is a realistic proposition and is possible.*

There is a necessity to enlighten the students and even consumers about media regulations. Such responsibilities needs to be strengthened in future.

Media educators

The dictum '*Journalists are born, not made*' is now old and obsolete. Today, media professionals are trained by means of a formal training at the academic level of diploma, graduate or post-graduate studies. A host of media professionals over the last two decades have been produced with imbibed discipline and expertise by various media schools all over the country, public or private. The term *media schools* is only to add tinge to the currency, however it is the university level media educational efforts that are worth reckoning. It could be because of the minimum level of maturity by age, life's exposure, language and expressional abilities and inclination for socio-economic participation of the nation among the youth that gives clearance signal to induct them into such an education.

It was around 1923 when a university level effort was made in the then Indian province of Lahore, Punjab. For a long time, slow and steady efforts in Calcutta, Delhi, Bombay and Chennai at the University level of education shaped the student aspirants to become media practitioners or analysts or both.

Scope of the study: Media Education is in its infancy. The enormous growth of Indian media industry is an unexpected development which none could judge. The proposed Indian media industry growth is almost 1:5 and it is estimated that by 2013, Indian domestic television channels will overtake the numbers in US. The reach of media and the impact is increasing, thus generating a lot of revenue and job opportunities, bringing media professionals a dignity. The concept of citizen journalism is also becoming popular. In view of all these, it is important to know where exactly does the media education scene stand.

Significance of this study lies in reiterating the need for revival of media practices for sustained development of Indian nation, particularly with media education as forerunner for social responsibility.

Objectives of this study include: To emphasize on the necessity to enlighten at students level and even the consumers about media regulations as that is indeed the responsibility of media education; to compare education at community level with that of education as agenda of mass communication; To critically view the relation between media practices and media education; Re-looking into the terms and conditions of media education and hence on the content of media.

Methodology here is of critical studies. A critical evaluation of the Indian education system, in particular of the Indian media education to study the growth of media education in India is undertaken here. Due to the unscientific development of media in a socially imbalanced society, it was felt that a discussion with the media professionals, interaction with media academicians, researches, cultural leaders and artists was necessary. Later on, it was successfully hailed and the consensus opinion is on record for future of the media industry in India.

Summary & Findings

It is true that the impact of globalization has glorified the labour class and is profiting. It is also evident that intellect and imaginative contributors are missing; idea makers are drying up; long term vision is not there. These simply affect the socio-economic and political health of any developing country, as the intellectual capital dries up.

The Indian media do not oppose social reform movements in different parts of the country, but when policies which will bring about meaningful structural changes, their enthusiasm diminish. The media generally try to please all communities and political groups by publicizing even unimportant activities. Their attitude to religious revivalism and traditional practices is also ambivalent. They give high visibility to social ceremonies only to please individuals, leaders of social groups, film and sports celebrities who have an axe to grind. Even when some space in the print media or time in the electronic media is given to social problems, there is no attempt to bring attention of media users to harmful social practices in a sustained manner. The TRP rating in terms of reach is dictating the content of the networks.

Serious issues such as the rehabilitation of people displaced by development projects, the improvement of primary and secondary education, developing a scientific attitude to religious and social practices, discovering the underlying causes of communal clashes, and so on, do not receive substantial attention in the media. What seems to be more important for the media is often a series of spicy reports and pictures, advertisements and interesting or entertaining titbits.

The Indian media are of, by and for the urban (more specifically, metropolitan) people. They are owned by the affluent and run by people whose major interest is in capturing the advertisement market. They turn to the countryside and the rural poor only during elections and when something sensational or something that challenges the established order occurs.

Then it is about the professionalism. The etiquettes, mannerisms, the sensitiveness, polished behaviour that the profession calls for, should all be trained among the employees as well as employers of the media profession. Every media house seldom invests time, money and expert man power to impart training to the practicing journalists and mass communicators. The owners always look out for quick profits, less and less recurring investment for more and more incoming profits and least incurring expenses.

Professional ethics are on the decline. Media practitioners themselves should indulge in ethical practices else face the wrath of government or owner control, let alone regulations. Along with Press Freedom adjoins what media analyst John C. Merrill calls as 'social-determinism of the press'. Since India is an amalgamation of the traditional, transitional, modern and affluent societies, media should address all these strata in complete proportions without compromise.

All these happen because of the so called professionals inside production houses who operate with senseless minds and without values in their work culture. These values are not engrained in any media practitioner by default but will have to be instilled through advanced literacy and formal education, both during their formative years as well as in their stints with higher education. Not to count on the eyewash exercises of media enterprises towards mass media education like *Newspapers in Education*, etc. in the name of CSR. In fact, it is perhaps possible only through media education leading to different degrees that such value based practices can be set in, not just for the immediate time to come, but for a long, sustained media functioning intended towards sustained development and progress of a nation or society.

Inference, Conclusion & Recommendations

The Challenges and responsibility

In a subsidized education, like that of University supported by the University Grants Commission, the infrastructure is the issue.¹⁰ The only best infrastructure is perhaps the “human resource”- our graduates who are fascinated by the media out there. Wanting to enter international or national media sectors, their dream in their eyes always hanker for the field and their last priority is that of teaching, perhaps for the remunerative status.

Earlier only called journalism education, as the mass media took different hues and shades, later broadening the base, the media education also changed nomenclatures.¹¹

We don't get the cream of media educated students' output to aspire for good academicians. The whole atmosphere is getting affected because of this. There is no coordination between media houses and universities. No mutual understanding, howsoever. The essence of media education is not digested by the industry. However the academicians want their students to constantly understand the media industry which is confined to the classrooms.

In most of those sectors commenting on media education, some do not approve that such education should be taught in a traditional form. The reprimand that media education is not imparting practical inputs is true, owing to the hard fact of limited infrastructure reasons. It is also a fact that some of the media inputs in education do not have valuable or important content in its curriculum.

Research, International Communication, Business Communication, Population & Health Communication, Traditional media for rural communication, Public Relations, Advertising, Corporate Communication, Electronic Media, New Media, etc., in all these studies at the academics, don't get approved by the industry. This has discouraged the academic fraternity without motivation or even leads.

Apart from training, researches and in many other dimensions, involvement is needed in the academics. Looking at the Classroom situation, people in the academia are less found in the classrooms, and are elsewhere. Nor the industry people incline towards academics.

Specialized subjects like the theories of media are to be taught only by academicians. Regarding language, medium of instruction or of supportive learning, local or regional interpretations are

strikingly snubbed by the fashioned professionals, in most cases the student community themselves, for no reason. Kannada media aspirants are ignored or put aside during invitations to media seminars & interfaces, much so in metropolitan or urban situations.

The reality is, a University or a government set up is totally different. Education here is subsidized; One cannot go in for air-conditioned class rooms. . .! No infrastructure like studio, computer lab, photo-lab, newspaper lab, newsroom, tele-printer connections. Whereas a lot of private Institutions may be interested in commercialization of education, but they miss on trained, not even trained 'academicians' through such private Education. This distinction between the commercial and public service institutions needs to be addressed by the stakeholders for optimal benefits.

Moreover, Journalism teachers of PG courses are compelled to handle heterogeneous groups, like those pre-trained in journalism at graduation level and those coming from science, commerce, business management, humanities, psychology and many such other streams. To train them into the basics is basically a tough job for any teacher.

Corporate Social Responsibility is widely missing. The media industry is very indifferent in helping the academics and students. It is too worried about its profits and business. Moreover, why should all Masters holders become communicators or journalists, why not educators. . . ?

All Masters Degree holders in History will not become historians per se, similarly all masters in economics will not become economists, and masters in any degree will not become field professionals. In fact, the minimum qualification to become a teacher or involving in academics is a Master's Degree in relevant subject or field. It is not such a requirement for practicing in any field. This proves that academic nourishment is possible very much through the trained master's degree holders in media studies and related dimensions.

Pedagogy is inherent in many of those who wind up with a masters degree. Also the pupils in the subcontinent are ignited with the spark of their teachers in their veins, so why not !?!

Media education is misunderstood to be imparting only skill sets need for the field. This is akin to Yoga mistaken for Yogasana, where callisthenics are predominant and less addressing the mind and intellect. First, it is the values that should precede the knowledge and skills. Without the value of a concept well understood, the learner will soon become misfit in society; in fact turn into a demon in human form. Also, today values are misconstrued to be that of money, power and the kind, which is not true. *Frequent digressions in legal bindings and gross violation of ethics by today's media*

professionals call for intense case studies for serious look out for solutions within and among the fraternity.

The invasion from the skies led to a bad trend which had direct effect on media education where technical know-how in TV productions, radio broadcasting, corporate relations were simply inadequate to gear up to the situation. While channels and networks proliferated, there was acute shortage of input of professionals. Private videographers busy shooting traditional celebrations with their VHS cameras became producers of different TV networks, setting a bad precedent. It was a huge compromise with broadcast quality both by transmitters and receivers. Print journalists have entered electronic Media which are entirely different in many angles and so wholly haphazard. But no education in the country is affordable or of less quality. Short term courses are of no help to make them professionals.

The three berths- Technical, Theoretical & Implementable- are not comprehensively covered in courses run by commercial institutions. They are too bothered about just the skills. Universities miss out on implementation because too much of technical inputs given and the conceptual framework is not understood. These missing links need to be addressed at post graduation level. If skills alone are predominant and universities start producing only technicians, it will totally miss out on the depth of the topics and context of placing the theories that are better to be taught so that society benefits from them. Media criticism is entirely missing among media consumers. Criticism is discouraged as the market forces dominate. It simply harms long term healthy growth of media and hence on a healthy society. *Sick industry begets sick nation and sick nation a sick society.*

Some efforts in teaming up of media educators are happening at progressive states. Karnataka state in India is a befitting example. The KSJCTA and similar teacher bodies are contributing their mite to the education scenario in the state.

Government, NGOs, entrepreneurs, philanthropists, media veterans, men in different sectors of economy should all extend their patronage to media education as though it is their own messiah with panache for a vibrant information society of tomorrow.

Professional Media Organisations, both at the central and the state levels, should play crucial role in extending their support and encouragement for the good deeds of media education fraternity. It is not much of an asking when we say that those Indians involved in the media or media education abroad, should put aside a part of their profit and comfort for the cause of media education in India.

There are growing instances and evidences of a nexus between the corporate media and placement agencies about inducting graduate media students into training or employment in media houses. These agencies threaten media job aspirants that their studies are not with adequate skill sets at their academic level to work on the job front. Many media houses discourage offering internship programmes to the media students under the tag of similar reasons. The anomaly is that the industry should entertain these students at one point or the other to make a beginning on real-time operations else how is practical exposure assured?

Rural India is fast picking up in access, utility and participation in mass media activities further resulting in socio-economic participation of the progressive nation of India. This is definitely an added area where media educators should concentrate on.

A comprehensive policy on Mass Media Education in India is the need of the hour. Ethics, values and serious view of healthy practices of mass media can only be taught, portrayed, projected and imbibed in the aspirants of media careers only when their mind is *wet cement* and receptive. These can easily be achieved inside the class rooms and the training environs and not in the rougher, tougher, often brutal, merciless field out there. A sensible body has to be constituted towards achieving the objective. Teachers and Academicians involved in teaching journalism, mass communication and such pure social science subjects, along with genuinely interested media practitioners should be involved in framing of the policy. This way, proper **designs** for practicing the media in real-time situations become fruitful.

Media Education should not be akin to media practicing alone but equally weighed with media watch, media analysis, media tracking, media monitoring, media criticism, media consultancy and media research. The industry people should not be given chance to snub media education, nor should there be lenient approach or free allowances to them in involving in teaching exercises in the education domain just because what is actually practiced in the industry cannot be told in the class rooms for the simple reason that the holy exercise of teaching gets maligned if a teacher on the platform motivates the aspiring and budding journalists to accept gifts, go to parties, take bribes, nexus with politicians, make sites, ignore murder and mayhem, sensationalize, be indifferent to the event and be only a covering geek, as a whole ignore principles of journalism, and so on.

An official commission is the need of the hour to take care of grievances of media professionals. It could be a media commission that needs to address the deviations by practitioners. This suggested body should not just be like the currently instituted communication commission which is just a

licensing authority. The representatives of such a body should necessarily include the people from the profession, from the media and other related academics and responsible citizens, over and above with judicial powers to punish the violators of the norms laid down by such a foreseen body.

Another strengthening aspect is the promulgation of a comprehensive Broadcast Bill or a Telecast Bill that may soon become an Act that could monitor content over the electronic media catering to social responsibility. Such an Act in a democratic set up may not heal the disease, instead self-regulatory mechanisms may be inevitable.

The study infers by recognizing the patterns of such self-regulation mechanisms evolved to monitor any violations arising in media content thus upholding the principles of social responsibility. It lays emphasis on the role played by expertise based associations and foundations of national or regional reckoning sought after as platform to break the jinx of stated orders, preserve the freedom of press and act as virtual ombudsman over the media practices while working in tandem with the prevailing laws established by the governance of the nation and also act as extension agencies in working towards betterment of society and hence progress of the nation.

Contemporary Innovative Designs

When the Cable TV Regulation Act of 1993 was enforced in India, it looked out for any punishable offences in media content and in practices. In order to preserve the freedom of press, the broadcasters got into a new alert mode and quickly evolved a self-regulation mechanism. The NBA and IBF receive complaints from the Ministry of Information & Broadcasting on any violation by electronic media.

A recent case study regarding the need for self guidelines is from one of the Indian states where two teacher-parents filed a case on a TV channel for abusive use of an under-14 girl child for a dance show. Another Kolkata girl on a reality show was simply used by the judges just to attract the TrP ratings. They criticised her performance just for the sake of it making the girl shocked and forced to be admitted into a neuro-hospital. These channels were forced to shut down their transmission for a day as punitive measure.

Even the international scene of media education is equally not very compatible with the industry in respective nations. Too much of emphasis on skills rather than education with perception of actualities in society has diluted the pedagogy in the universities and even in the community

colleges. Concentrating on development of IQ relating to technical aspects of the profession has made the media professionals devoid of quality EQ (emotional quotient) in their personality, thus creating a barrier for themselves between society and them.

---x X x---

GLOSSARY

CAGR	- Cumulative Annual Growth Rate
Castes & Communities	- Indian hierarchical system based on professions of particular groups
CSR	- Corporate Social Responsibility
Dombidasas & hakkipikkis	- The nomadics with tribal characteristics, mostly living in forest areas are excellent, talented folk artists
Gurukula, Brahminical & Buddhist systems	- the different systems of education from the earliest to the medieval times in India
IBF	- Indian Broadcasters Foundation
Kannada media	- a predominant regional language media in the state of Karnataka, India
KSJCTA	- Karnataka State Journalism and Communication Teachers' Association
Kumkum, mehendi & rangoli	- Red, green and white powders used for traditional purposes which enjoys high sanctity
Macaulay	- Father of English Education in India
Media literacy	- the level of understanding a message through the media
Metamorphosis of media	- the transformation of media as a consequence of globalization
MNCs	- Multi-National Companies
NBA	- National Broadcasters Association
Newspapers in Education	- a promotional exercise among schools by newspaper organizations
PSB	- Public Service Broadcasting

BIBLIOGRAPHY

1. Agarwal, P.⁶ (2006) *Higher Education in India: The Need for Change*, New Delhi, Indian Council for Research on International Economic Relations
2. Ghosh, Sunanda¹⁰ (2009) *Education in emerging Indian society: the challenges and issues*, New Delhi, PHI learning Private Ltd.
3. Hjarvard, Stig (Ed.)⁵ (2003) *Media in a Globalized Society*, Northern Lights, Film & Media Studies Year Book, Museum Tusulanum Press
4. Jacob Srampickal, Jude Botelho, Ray Kancharla;⁹ (1997) *Media Education in India: emerging trends and perspectives*, New Delhi, NISCORT
5. Kumar, Keval J,¹¹ (1995) *Media Education, Communication & Public Policy: An Indian Perspective*, Mumbai, Himalaya Publishing House
6. Lerner, Daniel,³ (1964) *Passing of the traditional societies: modernizing the Middle East*, Virginia, University of Virginia
7. Melkote, Srinivas R, Sandhya Rao,⁸ Eds., (2001) *Critical issues in communication- 'Looking inward for answers'*, New Delhi, Sage Publications
8. Mowlana, Hamid,² (1986) *Global Information and World Communication: New frontiers in International relations*, New Delhi, Longman Inc.
9. Nanda V.K., (2006) *Education in emerging Indian society*, New Delhi, Anmol Publications Pvt. Ltd.
10. Nelly P Stromquist, Karen Monkman, (2000) *Globalization and Education: integration and contestation across cultures*, Maryland, Rowland & Littlefield
11. Sinha, Pankaj Kumar,^{1,4} (2010) *The Globalization of Indian Economy; Competition Success Review*, New Delhi, special issue- March
12. University Grants Commission: Annual Reports,⁷ (1993) New Delhi, UGC.

--- o o ---

Author's brief profile

Dr. B.K.Ravi, M.A., M.S., Ph.D., is currently the Associate Professor in the Department of Communication, Bangalore University, Bangalore. He has more than two decades of teaching and research experience.

He also has a PG Diploma in Translation from University of Mysore and the M.A in English Literature from the same University. He had a five year stint as journalist with the regional vernacular daily 'Prajavani' too. His specialized areas include journalism, film appreciation, electronic media, public relations and industrial communication, traditional folk media for rural communication, magazine production, communication skills, political communication and international communication. He has presented more than 10 papers and attended several more; delivered guest lectures on various spectrum of topics on media and society

He has held many positions [at least 30] as chairman / member / Secretary / Trustee, etc. of several commissions or committees in active or advisory capacities. He is the former member of the Karnataka State Commission for Backward Classes, Govt. of Karnataka, India.

He has been nominated for [nearly 30] several Central Govt., State Govt., University level, academic and administrative bodies. He has received five Awards from recognized bodies. He has produced more than 20 programmes for TV and nearly 20 productions for radio, besides 30 talks on radio. He has nearly 20 books published, worked in film productions, conducted research studies and training courses. He was on five committees of media relations too.

Academic institution: Department of Communication, Bangalore University, P.K. Block,
Palace Road, Bangalore-560 009.

Phone number : (R)+91-80-23201938 ; (CELL)- 09448271938

E-MAIL: bkavibu@gmail.com, bkavibu@yahoo.co.in
