

## **Need of media education in the 21st century for overall human development.**

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**ABSTRACT:** It would not be an exaggeration to say that in most of the situations the thinking and ideological environment of change and transformation has been influenced by the media. By expanding the scope of the role of carrier and communication of information and ideas, today media is playing the role of catalyst of information and ideas. Just as there have been revolutionary changes in the role of journalism in the last few years, similarly there have been extensive changes in the field of journalism education. This change extends and extends from types of courses to types of training institutions. Today we have to see the need for media education in this perspective. Our media education is currently swinging between two types of ideological conflicts. One is natural talent versus formal education and the other is mission versus professionals. We will have to find a way out between these two conflicts and look at the possibilities, needs, characteristics and context of media education. Keeping in mind the increase in demand for mass media and the expansion of media organizations today in India and across the world, many educational programs have been created to teach and prepare people who want to work in these organizations. Institutions have also opened. These rapid technological changes have changed the way not only print but also various mediums like radio, television, cinema etc work. Most of the people currently working in media organizations are beginning to feel the need for on the job training programmes to enhance their skills. If we pay attention to the development of media and the increasing economic investment in it, we will realize that in the coming times, the media industry will stand in the category of a leading industry. An industry which decides the direction of the country and improves its condition. Media training institutions will have to do the work of developing people with the right knowledge and attitude for such industries.

This work is as challenging as it is necessary . As many challenges are in front of the media, there are equal challenges in front of media education also. Media education is a field which has wide and far reaching possibilities. Serious thinking on media education is necessary, so that a concrete and effective action plan can be made. A scheme that will create a fundamental model of media education in the entire country, through which a new crop of capable, efficient and value oriented professionals can be prepared to work in the field of media.

**Keywords** ;- Media, Media institution, Technology, media education, Training.

## **INTRODUCTION**

In the twentieth century, in the year 1920, through the Theosophical Society, Annie Besant formally started the course of journalism for the first time in Madras National University. At that time media meant only print media. Indian cinema, which started in 1913, was still in the silent era, and some princely states were showing interest in starting radio broadcasting. Television was just a fantasy at that time. Although scientists at the world level were trying to turn this imagination into reality, the common man could only imagine in this regard after watching silent cinema. Therefore, at that time the focus of media curriculum was print media and mass communication medium. Advertising and public relations were part of media in that era, but there was not much emphasis on them in the curriculum. At that time, the number of newspapers and magazines published in different languages was only about 100, but the entire country had acknowledged the role of media in awakening the feeling of nationalism among the countrymen. This was the reason why all the big freedom fighters of that era used this effective medium of mass communication with full force. However, a large section of the English media was still a supporter of the British government at that time. But Indian linguistic media had left a deep impression on the public. Due to this influence of media, Annie Besant, the then big personality of the freedom struggle, decided to start a journalism training course and implemented it.

The 1920s was a period in the media when it was believed that journalism could not be taught, it could only be learned while working. Annie Besant also realized this, so she arranged practical training for media students in her (New India) printing press itself. This initiative of Annie Besant was taken seriously by both the media and education sector. That is why in 1938, Aligarh Muslim University started a certificate course in journalism. After that, in 1941, Punjab University, Lahore established the Department of Journalism, in which Prof. Prithvipal Singh had a big role. After independence, Madras University, Calcutta University, Maharaja's College Mysore, Osmania University of Hyderabad and Nagpur started courses related to media education. The establishment of the Indian Institute of Mass Communication in 1965 proved to be an important milestone in the field of media education, which today is the preferred institute of media education not only in India but in the whole of Asia. Later, Guwahati University (1967), Kolhapur University (1968), Kashi Hindu, Mahatma Gandhi Kashi Vidyapeeth, Banaras (1973), Bhopal-based Makhn Lal Chaturvedi National Journalism University (1990), Raipur-based Kushabhau Thakre Journalism and Mass Communication University (2005) and Haridev Joshi Journalism and Mass Communication University (2012) based in Jaipur was also started. Overall, media education in India currently takes place at 6 levels. In government universities or colleges, in institutions affiliated to universities, in autonomous institutions of the Government of India, in completely private institutions, in deemed universities and in any media institution started by a private news channel or newspaper. Print media may have been dominant in the 1920s, but today it is on the decline in terms of circulation. According to the 2019-20 report of the Newspaper Registrar of India, even though the number of newspapers in the country seems to be increasing. But in terms of prevalence, it is declining. The circulation of newspapers and magazines which was 52 crore in the year 2018-19, decreased to 43 crore in 2019-20. This decline in 2020-21 broke all records. Due to the Covid-19 pandemic, most newspapers and magazines remained closed for months. And those who somehow managed to restart have been able to retain barely 40 percent of their old readers. Now the emphasis of print is also on digital. In fact, it is through digital technology that print media can spread Covid. Has been able to survive during the 19 pandemic. The future of

not only print but also television journalism is revolving around digital. When Tim Cook, CEO of Apple Company, announced in 2015 that the future of television is apps. So many people were not ready to believe it. But even today no one can deny this truth. Satellite based television broadcasting is beginning to decline. And all the television channels are now coming on the app only. Not only print and television, digital technology has put the entire media on such a superfast track of change, where every day knocks with some new change. It is difficult to predict the changes that are going to happen in the media in the coming days. It is possible that every person has such a gadget in which latest news keeps coming 24 hours. And the newspaper should stop being published. The multi-storey media offices in which a large number of people work today. It is possible that by the year 2040, the multi-storey buildings there will be reduced to one room. And there should be only machines in the newsroom. And there should be a guard sitting outside. New Delhi's press area Bahadur Shah Zafar Marg gradually shifted to Noida adjacent to Delhi. There may be no need of any press area in the country by the year 2040. Or this press area should be shifted to Bangladesh or any other country. Because now a media organization can be run sitting anywhere in the world. However, this change does not mean that there will be no journalists in the newsroom. There will always be a need for people in the media. But there will be a need for people who are adept at working in more than one role. And those who have complete knowledge of technology, and who have their own special storytelling skills. The day is not far when Indian Institutes of Technology and other institutes providing technical training also start courses in media technology. If the current media training institutes do not make timely changes in their curriculum, then this is bound to happen. The big problem with most of the media training institutes today is that even in the era of media convergence, they are teaching journalism in pieces like print, television, advertising, public relations etc. This means that the curriculum of media educational institutions is not changing at the same pace as changes are taking place in the media. Whereas it should be that media training institutes prepare human resources keeping in mind the needs of the changing media. The way people faced the explosion of information i.e. infodemic, fake news and hate news etc. during the Covid 2019 pandemic, now the demand for trained professionals for fact

check and social media team has increased in the media like reporters and sub-editors. Is. But the big question is how many media training institutes are preparing such skilled professionals? Millions of jobs in media have been lost due to Artificial Intelligence. Therefore, paying attention to different aspects of media education, professionals will have to be prepared according to the market. To improve the quality of journalism education, formation of Media Education Council in the country should also be considered. In the new education policy, it has been said to pay attention to regional languages. This should also be paid attention to in the field of media education. And courses should be prepared in regional languages. Media students in our country are currently more dependent on foreign books, but if we see, there is a lot of difference in the structure and functioning of the media industries of India and America. Therefore, it is the responsibility of media teachers to prepare textbooks according to the conditions of India. But this work should be done with the help of experienced journalists and editors working in media newsrooms. So that the growing distance between newsroom and classroom can be bridged.

### **Media research**

Media research is also an important dimension of media education. But today whatever is happening in various universities in the name of media research has also played a big role in damaging the quality of media education. A large number of research supervisors and researchers do not have knowledge of research methodology. Media research does not seem to have any connection with the problems of media and media workers. Many times the research problem is selected correctly, but no serious work is done on that problem. And degree is awarded with the help of copy paste. This is the reason that even though a large number of researchers are awarded research degrees every year, their research does not seem to solve the problems of the media world. When degree holders obtained with the help of poor quality research come into media education, it is meaningless to expect improvement in the quality of media education. That is why today there is a need to develop a solid system for continuous and mandatory training of media teachers. Another problem with media education is that people who have not been exposed to mainstream media are providing media education. Therefore, successful media persons from the

newsroom should be brought into the classroom. In this also a balance should be struck between young and experienced media persons.

There was a time when people believed that journalists are born, and journalism cannot be taught. But now times have changed. Today the field of journalism and mass communication has become very important from the point of view of education. One of the strong arguments given in support of training in journalism is that if it is necessary to have at least MBBS to do medicine, one can become a lawyer only after taking a degree in advocacy. So how can an important profession like journalism be left open to anyone? The truth is that journalism being an important profession raises the question that how can everyone become a journalist? Today journalism is becoming a profession, a business, but it is a specialized business. This specialty connects this profession with responsibilities. Despite the loss of business, even today journalism is the fourth pillar of democracy, and it is not only necessary that this pillar remains strong, one of the functions of this pillar is also to see that the other three pillars of democracy continue to fulfill their responsibilities well. In the presented paper, a brief history of 100 years of media education in India along with the current changes and challenges has also been discussed. People may remember the year 2020 because of the Corona epidemic, but it is important for a media researcher and media teachers that this year 100 years of media education has been completed in India. In the year 1920, Annie Besant started the first course in journalism in Madras University under the auspices of the Theosophical Society. Almost a decade later, in the year 1938, the course of Journalism was started as a certificate course in Aligarh Muslim University. Among these, Punjab University, which was then in Lahore, was the first university to establish a journalism department. Prof. who is called the founder of journalism education in India. Prithvipal Singh had established this department in the year 1941. After independence, Madras University, Calcutta University, Maharaja's College Mysore, Osmania University of Hyderabad and Nagpur started courses related to media education. The Ministry of Information and Broadcasting established the Indian Institute of Mass Communication in 1965. Which today is a leading institute of media education not only in India but in entire Asia. Later, Guwahati University, Kolhapur University Kashi Hindu, Mahatma Gandhi Kashi

Vidyapeeth, Makhanlal Chaturvedi National Journalism University based in Bhopal, Kushabhau Thakre Journalism and Mass Communication University based in Raipur and Haridev Joshi Journalism and Mass Communication University based in Jaipur were also started.

### **Lack of Indian media books**

One of the biggest problems faced by media students and researchers in our country is the lack of quality books. Studying and teaching good quality books will definitely help in nation building. At present, media students in our country are more dependent on foreign books. But if we see, there is a lot of difference in the structure and functioning of the media industries of India and America. Therefore, it is the responsibility of media teachers to write books according to the conditions of India. Such books will help students to prepare themselves for Indian media. But for this it is also necessary to have practical knowledge. If those who have never done reporting write books on reporting, then good books cannot be expected to be written. Although making textbooks in Indian languages and according to the conditions of India is also a big challenge for us, but if we try then it can also be solved. According to a report, there are more than 1500 media educational institutions in India. Even if an institute produces just 2 books in a year, around 3000 books will be ready for the students in 1 year. But it is often seen that as soon as you talk about India-centric curriculum, people will stand in protest. It will be said that knowledge cannot be spoken in Indian languages. If you want to talk about knowledge, it can be done only in English. Whereas in Germany people are studying Sanskrit language. Then why can't teaching in media or other genres be done in Indian languages?

### **Media Education and National Education Policy**

When it comes to media education, it is also important to mention the National Education Policy. The new education policy is a revolutionary step in the education system of India. If we adopt this education policy properly, then this policy will take us towards quality education. This education policy will create a new nation through knowledge and skills. But for this we will have to make changes in mass communication education. We have to

create new courses in journalism. Which is according to today's time. We have to create our vision as to what direction we want to take journalism education. ,

### **CONCLUSION –**

Today there is a need for Media Education Council to increase the quality of media education. With its help, not only will the curriculum of journalism and mass communication education be improved, but journalists will also be prepared as per the needs of the media industry. Today there is a competition going on in media teaching, so media teachers have to decide whether their aim is to join the competition, or to create a better environment for teaching journalism. In today's time, journalism has changed a lot, hence change in journalism education is also necessary. Today people expect correct news from journalists just as they expect from doctors. Now we have to prepare such courses in media education which include curriculum as well as new technology. We have to decide what is the purpose of journalism? Is our journalism for the market? Is it for corporate? Is it for the government or for the society? If we want true democracy, journalism will have to think very deeply about its goals. The job of media education is not only to impart knowledge to the students but also to prepare them for the media industry. That is why media teachers will have to think seriously on this subject.

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