Communicator

Contents

Information and communication technologies in Higher Education

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An Overview

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Abstract

India is going through a digital revolution. All the sectors have embraced Information and Communication Technologies to bring transparency, accountability and efficiency in the system. With a view to transform India into digitally empowered society and knowledge economy, the Government of India launched Digital India programme in August 2014. Through this initiative the government aims to utilise the power of digital technologies in all the sectors. Though all the sectors are utilising new technologies to improve the quality of services but the education industry witnessed numerous initiatives. The purpose of these initiatives are to overcome challenges faced by the Indian education system since independence like inflexibility in the education system, multiplicity of language which implies transaction of knowledge not in one or two but in many languages, textbook centric education, lack of teachers/lecturers in schools and colleges and a highly inflexible examination system. This study discusses the ICT initiatives taken in India at the higher education level and the opportunities they offer to transform India into digitally empowered society.

Digital revolution[1] impacts the way knowledge is created and disseminated. With the emergence of new technologies knowledge is created in a wide variety of form. In the recent years we have witnessed shift from the system where knowledge was limited textbooks to online platforms, online courses etc. It has also disrupted the centralized system of creation of knowledge. Now, any one with the access to internet can contribute in the generation of knowledge and thereby making it more contextual and relevant. The revolution has also changed the way people interact, business operations, economic exchanges, and governments' engagement with citizens. The United Nations Sustainable Development Goals like No poverty, Zero Hunger, Good Health and wellbeing, Quality education, Gender equality, clean water and sanitation, affordable and clean energy, economic growth, innovative innovation, Peace and justice can be achieved if people have access to communication. Digital infrastructure across the world is a prerequisite for the better communication to resolve impending issues plaguing the world. The 2030 agenda for the sustainable development recognizes the great potential of global connectivity to spur human progress. It challenges us to ensure universal and affordable internet access for all (Antonio Guteress, Seceretary General, UN).

Countries world over has adopted ICTs in various sectors. The researches have shown that the increased use of Information and Communication Technologies is related to the economic growth of a country. New information and communications technologies (ICT), in particular high-speed internet, are changing the way companies do business, transforming public service delivery and democratizing innovation.

A detailed analysis of researches exploring the connection between ICT and Economic growth titled "Exploring the Relationship between Broadband and Economic Growth" (Michaell, 2016) establishes the economic impact of Information and Communication Technologies. The research analysed three types of studies: Cross-sectional and Panel Model (covering a group of countries, Studies looking specifically at mobile broadband and Studies examining the economic effect of Broadband in a country over time.

In a cross-sectional study conducted by World Bank (Grace et al. 2009) to examine the impact of ICTs on GDP growth during 1980-2006 for 120 developing and developed countries, found that a 10 percentage point increase in fixed broadband penetration would increase GDP growth by 1.21% in developed economies and 1.38% in developing ones.

A panel study with 25 Organization for Economic Co-operation and Development (OECD) countries covering the period 1996–2007 was car-

ried out to estimate various broadband impacts and relationships (Czernich, 2011). It was found that GDP per capita growth is 2.7 to 3.9 percent higher after the introduction of broadband.

In country level studies also positive relationship between Broadband and economic growth was established. In a study from China (Feng & Ma 2013), it was found that for every 10 percent point increase in broadband there was 2.14 % increase in GDP. In Germany, according to a cross sectional study (Katz, 2009) the model adopted for the study (regression model) predicted for each 10 % increase in broadband penetration GDP increases by 0.255. A study on broadband impact in Equador found that if an average household has broadband the average increase in income was $ 25.76 (3.67%). Almost every study, despite the methodology and whether it was cross-country or single country, found a positive economic impact from fixed broadband (Michaell, 2016).

ICT in education

The above mentioned studies reflect the correlation between ICT usage and growth of the country, hence it becomes important for the countries to invest in development of ICT infrastructure as well as in the digital empowerment of citizens. ICT literacy is a precursor for all the related initiatives in this field. To exploit ICT infrastructure in a meaningful way, ICT literacy amongst citizen is crucial. ICT literacy will not only help citizens to utilize ICT infrastructure and resources but will also create demand for more robust and improved infrastructure thereby strengthening the entire digital eco system.

Kozma (2008) has identified important reasons for investing in ICT for education:

- To support economic growth mainly by developing human capital and increasing the productivity of the workforce;
- To promote social development by sharing knowledge, fostering cultural creativity, increasing democratic participation, improving access to government services and enhancing social cohesion;
- To advance education reform, i.e. major curriculum revisions, shifts in pedagogy or assessment changes;
- To support educational management and accountability, with an em phasis on computer-based testing and the use of digital data and management systems.

The need for ICT integration in education has been emphasized at many international forums in the last decade. Following are some of the important summits and conferences where the focus was on ICT in education.

Conference on "Access, Equity and Quality: Envisioning the Future of Higher Education in a Digital Age: Organized by UNESCO Institute for Technologies in Education (IITE) and the Section of Higher Education in UNESCO's Education Sector on march 25, 2015, focused on the review of critical trends in the use of ICT and how it can shape future global education policies, in particular for higher education.

World Education Forum 2015: During World Education Forum 2015, Incheon Republic of Korea, from 19 – 22 May 2015 organised by UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR released Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The declaration emphasized that the Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

South Asian Association for Regional Cooperation 2014: Education Ministers of the South Asian Association for Regional Cooperation issued a joint statement in 2014 titled 'The New Delhi Declaration on Education. 'Education Ministers and officials of eight South Asian countries resolved to collaborate on increased use of information technology and improving the quality of education. India's use of Information and Communication Technology in education, development and sharing of e-resources, connectivity, e-learning and Massive Open Online Courses (MOOCs) was discussed by the Ministers.

ICT initiatives in education in India

In India the policy framework, financial support and guidelines for education is provided by the Government of India through the Ministry of Human Resource Development (MHRD). However, as far as ICT integration is concerned, in addition to MHRD, the Ministry of Communications and Information Technology (MCIT) is also responsible for and engaged in designing and implementing projects related to Digital Literacy. Various projects and initiatives to integrate ICT in education are in place. Ranging from making hardware and software available, providing incentives to teachers for innovatively using ICT in education, developing repositories of open educational

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resources to offering a national platform for Massive Open Online Courses, the initiatives are many. The MHRD which operates through two departments, the Department of School Education and Literacy and the Department of Higher Education has taken lot of initiatives both at the school level and the higher education level to integrate ICT in education system.

ICT initiatives in higher education

Most of the ICT initiatives in higher education emanate from the National Knowledge Commission (NKC) recommendations. The NKC was constituted in 2005 under the chairmanship of Sam Pitroda, an internationally respected telecom inventor, entrepreneur and policy maker, to prepare the blueprint for reforms of knowledge related institution and infrastructure which would enable India to meet the challenges of the future (Yadav, 2017). The NKC recommendations in 2006, 2007 and 2008 emphasized ICT integration at both school as well as the higher education levels. The key recommendations were building a National Knowledge Network, setting up of portals, development of open education resources and to provide impetus to open and distance education.

As per recommendations of the NKC , a budget allocation of Rs. 502 crore was made in 2008-09 for the National Mission on Education through ICT (NMEICT). In 2015-16 , Rs 200 crore were earmarked for NMEICT. In 2016-17 budget, NMEICT was one of the component under Digital India- E learning initiatives with the allocation of 200 crore. In addition to NMEICT , 75 crore were allocated for Swayam, Rs 235 crore for Consortium for higher education electronic resources (CHEER) (e-Shodh sandhu) and Rs 5 crore were allocated for National Digital Library. The objective of NMEICT was to provide opportunity to all the teachers and experts in the country to pool their collective wisdom for the benefit of every Indian learner and, thereby, reducing the digital divide. Under this Mission, a proper balance between content generations, research in critical areas relating to the imparting of education and connectivity for integrating knowledge in India with the advancements in other countries is to be attempted. This Mission seeks to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach.

Various components of the Mission include the development of the Sakshat Portal, a knowledge portal that would house all the educational material, spreading Digital Literacy and bridging the Digital Divide in the teaching learning community in Higher Education. It was also responsible for the provision of e-books and e-journals free to learners, support for

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generation of e-content and digitization and indexing of existing e-content, evaluation of e-content, financial assistance to research projects , standardisation and quality assurance of content and certification / automation of certification, development of suitable pedagogical methods for various classes and intellectual calibers and research in e-learning. To implement these and many more mentioned in the document various organizations were involved. Some of the activities started with great enthusiasm with number of organizations contributing actively, but slowly withered down.

Sakshat Portal: A one stop education portal was launched on october 30, 2006 to facilitate lifelong learning for students and teachers. The educational bodies both in school education as well as higher education like the Indira Gandhi National Open University (IGNOU), Delhi University, Kendriya Vidyalaya Sangthan (KVS), Navodyaya Vidyalaya Sangthan (NVS), National Institute of Open Schooling (NIOS), and National Council for Educational Research and Training (NCERT) and some NGOs provided the content for the portal. But the portal now has changed its look and objectives. It has become a clearing house for all the projects under National Mission for ICT in Education (NMEICT). The portal presently links all the higher educational resources repositories (http://www.sakshat.ac.in/).

National Knowledge Network: To develop digital Infrastructure for educational institutes the National Knowledge Network (NKN) was recommended by the NKC in its 2006 report. The project was approved in March 2010 by the Cabinet with an outlay of Rs 59,900 million with the objective of networking all colleges and universities, developing and publishing learning material online and sharing the expertise of centers of excellence with institutes spread across the country. The NKN is a state-of-the-art multi-gigabit, pan-India network for providing a unified high speed network backbone for all knowledge related institutions in the country. The NKN provides opportunities to scientists, researchers and students from different backgrounds and diverse geographies to work closely for advancing human development in critical and emerging areas. The NKN provides variety of services like Countrywide Virtual Classroom, Collaborative Research, Virtual Library, Sharing of Computing Resources. As a Network Technology Test-bed, NKN provides a test-bed for testing and validation of services before they are made available to the production network. NKN also provides an opportunity to test new hardware and software, vendor interoperability etc. It also plays a vital role in e-Governance by providing high speed backbone connectivity for e-governance infrastructure such as data centres at the national and state levels. NKN has already connected over 1655 institutions under various categories throughout the

country (National Knowledge Network, http://www.nkn.in/).

E PG Pathshala: To create content for the postgraduate level NMEICT has assigned work to the University Grants Commision (UGC), a statutory body of the Government of India for the coordination, determination and maintenance of standards of university education in India. The objective of this project titled e-PG Pathshala is to develop high quality, curriculum-based, interactive content in different subjects across all disci plines of social sciences, arts, fine arts and humanities, natural and mathematical sciences, linguistics and languages. According to the portal stats more than thirty five lac people visited the portal since 2014. In March 2018 more than 80,000 visited the site. Most of the visitors are from Maharashtra followed by Karnataka and Uttar Pradessh. Library and Information Science is the most popular module with maximum number of visits to this module (http://epgp.inflibnet. ac.in/).

Consortium for Educational Communication: For undergraduate subjects the Consortium of Educational Communication (CEC), an Inter University Centre was set up by the UGC in 1993 to address the needs of Higher Education through the use of the powerful medium of Television along with the appropriate use of emerging Information Communication Technology (ICT). CEC is engaged in generation of e-content courseware under the plan project of NME-ICT in collaboration with Media centres. CEC is also one of the National Coordinator for Swayam and providing content for Swayam Prabha and is running an exclusive 24x7 Higher Education satellite channel titled Vyas. The channel airs programmes based on various undergraduate subjects. The Digital Media Library at CEC is a Central repository of all the Educational Resources produced by the Educational Multimedia Research Centres set up by UGC in Universities and Institutes of higher education across the country (http://cec.nic.in/).

Spoken Tutorial: The Spoken Tutorial project is the initiative of the 'Talk to a Teacher' activity of the National Mission on Education through Information and Communication Technology (ICT), launched by the Ministry of Human Resource and Development, Government of India. The objective is to popularize software development. The Spoken Tutorial project is being developed by IIT Bombay for MHRD, Government of India. This is a community based site where community can also contribute. Experts review the content contributed by the community and the approved content is hosted on the site. Average daily view for the website is more than 50,000 with more than seven thousand as unique visits (Statcounter) (http://spoken-tutorial. org/)

National Programme on Technology Enhanced Learning (NPTEL): The NPTEL is an Initiative in which seven IITs (Mumbai, Delhi, Guwahati, Kanpur, Kharagpur, Madras and Roorkee) and Indian Institute of Science (IISC, Banglore) are partners in creating free and open courseware in Engineering and management subjects (http://nptel.ac.in/). It was conceived in 1999 with an objective to use multimedia and web technology to teach science and engineering concepts. Variety of courses is being offered utilizing computer applications which include Computer-Assisted Instruction (CAI), Computer-Mediated Education (CME) and Computer-Managed Instruction (CMI). In addition to this voice, video and print content is also used extensively for the online courses offered on NPTEL. The courses are accessed from across the world. Till 2016 more than 13000 students are certified.

A-VIEW: Amrita Virtual Interactive e-Learning World is an indigenously built multi-modal, multimedia e-learning platform that provides an immersive e-learning experience. The platform is developed by Amrita Virtual Interactive e-Learning lab. A-VIEW is part of Talk to a Teacher program coordinated by IIT Bombay and funded by the Ministry of Human Resource Development (MHRD) under the Indian Government's National Mission for Education using Information and Communication Technology (NME-ICT). Amrita E-Learning Research Lab, Amrita University received FICCI National Award for Excellence in Technology in 2016 during the 12th FICCI Higher Education Summit. Till 2017 there were more than 12000 downloads by the educational institutes (http://aview.in/).

Talk to a teacher: The portal provides free access to a few selected graduate and postgraduates courses taught at IIT Bombay by distinguished faculty member and scholars. It also provides Ph.D students of IIT Mumbai to present their findings. Students can also ask questions related to the engineering and science and get answers from them . The portal has presentations in various subjects by Ph.D scholars and faculty from IIT Mumbai (http://www.co-learn.in/).

FOSSEE: Free and Open Software in Education project promotes the use of FOSS tools to improve the quality of education in our country. The objective is to reduce dependency on proprietary software in educational institutions. Use of FOSS tools through various activities is encouraged to ensure commercial software is replaced by equivalent FOSS tools. The team is also involved in the development of new FOSS tools and upgrade existing tools to meet requirements in academia and research. One of the new software created by FOSSEE is Osdag. Osdag is a free and open-source software for the design of steel structures, such as buildings, bridges, and towers, that are

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built with steel (more in the next section on steel structures) (https://static. fossee.in).

E Acharya: E Acharya is a portal to host all e-content project, developed/ funded under the National Mission of Education through ICT. There are more than 70 projects on e-content under NME-ICT which are developed/ being developed in various subject disciplines (Science, Arts, Engineering, Social Sciences, etc.) through various Indian institutes/universities/colleges. The portal would provide facility to search and browse all hosted content wherein a learner can easily access the desired material including audio/ video learning material, textual material, multimedia enriched materials etc. through a single interface. Presently there are more than 41000 modules for Undergraduate courses and more than twenty thousand for Post Graduate Courses (http://content.inflibnet.ac.in/).

VIDWAN: Vidwan, launched in 1999, is a premier database of profiles of scientists / researchers and other faculty members working at leading academic institutions and other R & D organisation involved in teaching and research in India. It provides important information about expert's background, contact address, experience, scholarly publications, skills and accomplishments, researcher identity, etc. The database developed and maintained by Information and Library Network Centre (INFLIBNET) with financial support from the National Mission on Education through ICT (NME-ICT) (https:// vidwan.inflibnet.ac.in/).

D Source/E kalpa: It is a project on 'Creating Digital-learning Environment for Design' and is also called 'e-kalpa'. It is sponsored by the Ministry of Human Resources, Government of India as part of the National Mission in Education through Information and Communication Technology. This project presents three initiatives – providing digital online content for design, a social networking environment for design and higher learning and creating a digital resource database on design (http://www.dsource.in/).

e-ShodhSindhu: Based on the recommendation of an Expert Committee, the MHRD has formed e-ShodhSindhu merging three consortia initiatives, namely UGC-INFONET Digital Library Consortium, NLIST and IND-EST-AICTE Consortium. The e-ShodhSindhu will continue to provide current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions, uni-

versities and colleges. The main objective of the e-ShodhSindu: Consortia for Higher Education E-Resources is to provide access to qualitative electronic resources including full-text, bibliographic and factual databases to academic institutions at a lower rates of subscription. Presently 230 universities, 94 technical institutes and more than 3000 colleges are member of e-shodhsindhu (http://www.inflibnet.ac.in/ess).

Shodhganga: The UGC Notification (Minimum Standards & Procedure for Award of M.Phil. / Ph.D Degree, Regulation, 2009) dated 1st June 2009 mandates submission of electronic version of theses and dissertations by the researchers in universities with an aim to facilitate open access to Indian theses and dissertations to the academic community world-wide. Online availability of electronic theses through centrally-maintained digital repositories, not only ensure easy access and archiving of Indian doctoral theses but will also help in raising the standard and quality of research. This would overcome serious problem of duplication of research and poor quality resulting from the "poor visibility" and the "unseen" factor in research output. As per the Regulation, the responsibility of hosting, maintaining and making the digital repository of Indian Electronic Theses and Dissertation (called "Shodhganga"), accessible to all institutions and universities, is assigned to the INFLIBNET Centre. With the contribution from 325 universities, 187054 thesis and 3900 synposis are uploaded till April 2, 2018 (http://shodhganga. inflibnet.ac.in/).

Conclusion

In addition to the above mentioned projects MHRD has launched Swayam platform that houses online courses in school as well as higher education. The objective of the project is to take the best teaching learning resources to all, including the most disadvantaged. It is an attempt to bridge the digital divide for students who are till now untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. Also, 32 channels were launched in 2016 in English and other regional languages to deliver educational content to school and college students in all the subjects. Various educational organizations are involved in the development of content and are feeding the educational content to both Swayam and Swayam Prabha. All the projects documented in this study are catering to the higher education. School education has also seen plethora of projects to promote ICT in education. Some of these projects are e Pathshala, National Repository of Open Educational Resources, Digital Gender Atlas, E Basta, Shala Sidhi, Saransh, Shala Darpan and GIS mapping. MHRD has also an-

nounced the initiative of "I Share for India" and is inviting proposals from the interested groups / agencies / organizations / community to participate in the creation of educational resources pool for School and Teacher Education. The number of projects initiated and the amount of e content developed in the last few years reflects the enthusiasm and amongst the policy makers and academicians to reach out to the teacher student community. However, close look at the projects also reveal issues that requires intervention. In the process of e content development and hosting there seems to be an issue of duplication, as the similar content is being developed by different organizations, regional language content is not given much importance as most of the projects are centered in metropolitan cities. Despite the fact there are large numbers of projects which can cater to the varied needs of the teaching learning community but there is a lack of awareness amongst them regarding these initiatives. While commendable efforts have been made in the building of digital infrastructure and in the development of e content , there is a need to popularize these initiatives amongst teachers and students so that it becomes a movement rather than just projects developed and run by some organizations. To realize the dream of transforming India into digitally empowered society and knowledge economy there is a great need for collaboration amongst these organization and community participation.

Note

1 Digital Revolution according to the International Telecommunication Union (ITU) is the rapid growth of Information and Communication Technologies and innovation in digital systems represent a revolution that has fundamentally changed the way people think, behave, communicate, work and earn their livelihood. This so-called digital revolution has forged new ways to create knowledge, educate people and disseminate information. It has restructured the way the world conducts economic and business practices, runs governments and engages politically. It has provided for the speedy delivery of humanitarian aid and healthcare, and a new vision for environmental protection. It has even created new avenues for entertainment and leisure. As access to information and knowledge is a prerequisite to achieving the Millennium Development Goals – or MDGs – it has the capacity to improve living standards for millions of people around the world. Moreover, better communication between peoples helps resolve conflicts and attain world peace.

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Media Education

in

North Indian Central Universities

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A Study of Teacher-Student Ratio and Research Journal Publication

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─── **Abstract** ───

Media education has undergone sea change around the world and has witnessed comprehensive reforms. But Indian media education scenario is still in transition phase despite of its existence for more than nine and half decades. The reason is that a long discourse on its necessity and lack of a broad policy framework for its development, which resulted in a very slow development in the first six decades from 1920 to 1980. Thereafter, it developed at a fast pace in the era of liberalisation. But the basic components of media education such as media curriculum and pedagogy, teachers availability, departmental infrastructure, research work, books and journals publication and academia-industry interface is still in nascent stage. This study primarily focuses on media education in North Indian central universities. It examines teacher-students ratio in media departments as per UGC prescribed norms. It also identifies and analyses publication of research journals by the media departments of central universities located in Uttar Pradesh, Uttarakhand, Jammu & Kashmir, Himachal Pradesh, Haryana, Punjab and Union Territory of Delhi.

Keywords

Media education, Central university, curriculum, Pedagogy, Research journals

The concept of media education has undergone significant changes with the fast changing information and communication technology scenario around the world. The development of media and its interconnectedness with socio-political, economic and cultural aspects has transformed the media education pedagogy. It has witnessed comprehensive reforms during the last four decades particularly after liberalisation. It is flourishing in developed nations, whereas it is still in transition phase in developing nations.

Earlier media education was primarily considered for its training aspects only in which professionals were prepared as per the requirements of industry. This approach has changed and media education has incorporated a broad framework, which makes it more diverse and inter-disciplinary in nature. It has paved the way for the inclusion of theoretical, practical and research oriented traditions in curriculum and pedagogy, which broadly incorporates socio-political, economic, cultural and technological aspects of media (Sectoral Innovation Council Report on Media Education, Ministry of Information & Broadcasting, Government of India, 2012).

The idea of media education was first conceptualised systematically by UNESCO in 1977, which paved the way for its orderly growth as a discipline. Media education is the study, learning and teaching of, and about, the modern media of communication and expression as a specific and autonomous area of knowledge within education theory and practice, distinct from their use as aids for the teaching and learning of other areas of knowledge, such as mathematics, science and geography (International Film and Television Council-IFTC, 1977). It was redefined in 2001 through UNESCO Policy paper titled *Media Education: A Global Strategy for Development*.

Media education is concerned with the full range of media, including moving images media (film, television, video), radio and recorded music, print media (particularly newspapers and magazines), and the new digital communication technologies. It aims to develop a broad based 'literacy', not just in relation to print, but also in the symbolic systems of images and sounds (Buckingham, 2001).

Media education is the process of studying various mediums of mass communication, which instils understanding about its working mechanism through learning and teaching. This process also leads to the development of creative and critical abilities within an individual, which helps in encoding and decoding of messages disseminated by the media. Therefore, imparting

media education is must for both communicator and receiver, which leads for the development of any society.

UNESCO has been pioneer in motivating all the nations around the world for launching and promoting of media education. UNESCO Definition of Media Education, 1977, Grunwald Declaration on Media Education, 1982, UNESCO Policy Paper titled 'Media Education: A Global Strategy for Development, 2001, Paris Agenda on Media Education, 2007 and Moscow Declaration on Media and Information Literacy, 2012 were some remarkable efforts in this regard. In every discourse on media education, the key issues have been to initiate media programs from pre-school to university level; to develop training courses for teachers; to stimulate research and development activities; to encourage inter-disciplinary studies and to promote international cooperation.

Media education in India: A historical perspective

In India, the birth of media education can be traced in 1920, when Department of English under Faculty of Arts at National University of Adyar, Madras (now in Chennai) started a journalism program under guidance of Dr. Anne Besant. It could not survive for long and closed down in 1925. The second effort to launch a diploma in journalism took place at Aligarh Muslim University in 1938. It was also short-lived and stopped in 1942. Punjab University takes the credit to give birth of first department of media education in undivided India in 1941 by Prof. Pushpendra Pal Singh (popularly known as Prof. P. P. Singh), which is still longest surviving department in Indian sub-continent (Eapen, 1995).

Despite of these efforts, Indian media education could not take off due to a long discourse on its necessity and in absence of a broad policy framework for its development, which resulted in a very slow development of the discipline in first six decades from 1920 to 1980. Only six university departments were functional in between 1920 to 1961, which increased to 25 by 1981. That means 25 departments came into existence in first six decades from 1920 to 1981 (Muppidi, 2008).Thereafter, it developed at a fast pace in the era of liberalisation. As of now, more than 300 media departments are functional in government as well as private university system (UGC, 2018).

In post-independence era, government constituted bodies like First Press Commission (1952-54), IIMC Seminar (1977), UGC Panel on Communication (1978), Behrampur University Report (1978), Hyderabad

Workshop on Modernisation of Journalism Curriculum (1979), Second Press Commission (1982), UGC Document on Journalism/Communication Education (1990-91), UGC Curriculum Development Committee Report (2001), Sectoral Innovation Council Report of Ministry of Information & Broadcasting (2012) made several recommendations for orderly growth of media education.

Apart from this, Indian Association for Education in Journalism (1956) and Central Institute of Journalism (1959) were some remarkable efforts in this direction. But they couldn't survive for long. Recently All India Communication and Media Association (2015) have been formed for dealing with various issues related to the discipline. But it could not take shape due to lackadaisical approach. Consequently, the discipline grew in a haphazard way.

Launching of media departments in government as well as private universities have sped up. But the basic components of media education such as media curriculum and pedagogy, teachers availability, departmental infrastructure, research work, books and journals publication and academia-industry interface are still in nascent stage. However, recent establishment of media departments in central universities reflects its importance and brings hope for future.

Western influence on media education: A critical overview

The development of media education across the world has been unilinear. It is broadly on the line of America and Britain, which mainly reflects their strong presence in the formation of media policy of any nation. Prof. K. E. Eapen, Prof. B. S. Thakur and Prof. B. P. Sanjay pointed out that the influence of the developed west particularly of America and Britain can be seen and felt in media education in India too. In pre independence era, British rules and regulations dominated on Indian journalism for more than two centuries, whereas America entered into the scenario in post independence era and influenced the media landscape (Murthy, 2011).

America provided intellectual as well as technical support in this regard. The establishment of Indian Institute of Mass Communication (IIMC), was one of the key recommendations of Wilbur Schramm, an American communication scholar, who led a team of UNESCO and Ford Foundation (Yadava, n.d.). Another example of Prof. Roland E. Wolseley, a fullbright scholar and head of the magazine department of the Syracuse School of

Launching of media departments in government as well as private universities have sped up. But the basic components of media education such as media curriculum and pedagogy, teachers availability, departmental infrastructure, research work, books and journals publication and academia-industry interface are still in nascent stage.

Journalism, America, who was instrumental in setting up media departments in India in the beginning (Singh, 1971).

It is worth mentioning that the stalwarts of media education, Prof. P.P. Singh and Prof. K. E. Eapen, who contributed remarkably for the development of the discipline, had acquired media education from America and Britain. They were influenced with the way media education has been developed there and made pioneering efforts in promoting the discipline in India too. Despite of contrary arguments on necessity of media education, they set up media departments at various universities in pre and post-independence era (Eapen, 1995).

The initial development of the discipline was in poor shape due to lack of infrastructural development such as media labs for practical training and scarcity of trained teachers in journalism. That is why experienced newspapermen were employed as part-time lecturers. In that situation, exchange of teachers and grants/fellowships to deserving persons were recommended in order to enable them to go abroad for studying the latest methods and techniques for the improvement of standard of teaching (Singh, 1971).

The teaching-learning texts and course curriculum of media education have also been a matter of concern. Media texts are heavily dominated by the developed West. Most of the available literature such as books and journals are in English and primarily incorporates western approaches. They are originated either from America or Britain, which mainly portray their conditions. The dearth of qualitative language books and journals in Indian contexts has made this situation critical (Eapen, Thakur & Sanjay, 1991).

The teaching-learning texts and course curriculum of media education have also been a matter of concern. Media texts are heavily dominated by the developed West. Most of the available literature such as books and journals are in English and primarily incorporates western approaches.

Thus, the deficiencies of Indian media education primarily include weak curriculum and inadequate faculty expertise, poor infrastructure, lack of locally relevant English-language media textbooks, lack of regional language journalism and poor student admission procedures etc. (Guru & Madhura, 2005).

Therefore, the future challenges of the discipline are maintaining quality media educators; continuous training to meet the demands of the industry and the academics; assessment of teaching, instruction, curriculum and research; assessment of student outcomes; connecting faculty performance to student outcomes; and maintaining high standards in teaching, research and service (Melkote, 2006).

In order to deal with this situation, a number of key recommendations have been waiting for implementation for many decades. Prof. B. S. Thakur, who expressed his concern through monograph of Second Press Commission on *Media training in India and some other democratic countries* (Eapen, 1995):

> The very first need is to set up a national body-more like the American Council on Education for Journalism than like the British National Council for the Training of Journalists. It should work as a liaison group representing journalism educators and all wings of the mass media industry. All journalism education programmes should be required to be accredited with this body. For accreditation, a programme should fulfill the requirements laid down by this body in respect of admission and evaluation procedures, course pattern, student and staff strength, minimum qualifications and experience for teachers of different ranks, duration and pattern of internship and library and laboratory facilities. The system of accreditation will effectively check the proliferation of ill-conceived and ill equipped courses and ensure a certain minimum standards of training all over the country (Second Press Commission Report, 1982).

Recently, the Sectoral Innovation Council report on 'Media Education' reiterated the same viewpoints on current state of media education in India and made several recommendations for systematic development of the discipline. It says:

> The government should regulate media education which will ensure an orderly growth of the discipline as part of higher education; Like medical education and technical education, media education be regulated by a new organisation known as Media Education Council, to be a part of Ministry of Information and Broadcasting; The academic course for media education should be modeled on the lines of US/UK universities and the vocational courses as per the requirement of the industry; The Media education council should be assigned the task of setting up curriculum for all level so that standardised curriculum, with national accreditation, becomes a possibility; Inclusion of Social science in course curriculum; Launching five year integrated programme on

Media education; research promotion through academy-industry linkage; In order to meet the paucity of good teachers and research needs to be given a focus and faculty development programmes have to be taken up for the teachers in various colleges, universities and institutes. (Sectoral Innovation Council, Ministry of Information & Broadcasting, Govt. of India, 2012)

Despite of more than nine and half decades of existence of media education in India, the discipline is in transition phase and immediately needs qualitative measures. Only imitating the pattern of developed West will not fulfill the purpose. In current scenario, when media education is marking high presence due to its expansion in government as well as private institutions/universities, it is inevitable to relook and reframe policies and most importantly implement them in this regard.

Media education in North Indian central universities: An overview

North India is officially consists of six states i.e. Uttar Pradesh, Uttarakhand, Haryana, Punjab, Jammu-Kashmir and Himachal Pradesh and two union territories, Delhi and Chandigarh. Total 14 out of 45 central universities in India are functional in this region and tops amongst other i.e. East, West and South region of India (mhrd.gov.in/central-universities-0, 2018).

Further, in state wise allocation, Uttar Pradesh has four central universities, which is maximum amongst all states in India. Those include Banaras Hindu University (BHU), Aligarh Muslim University (AMU), Baba Saheb Bhimrao Ambedkar University (BBAU), Lucknow and University of Allahabad (UoA).

Other states like Uttarakhand, Haryana, Punjab, Himachal Pradesh, Jammu & Kashmir has a central university each. Those include Hemvati Nandan Bahuguna Garhwal University (HNBGU), Srinagar, Uttarakhand, Central University of Haryana (CUH), Mahendragarh, Central University of Punjab (CUPB), Bathinda, Central University of Himachal Pradesh (CUHP), Dharamshala, Central University of Kashmir (CUK) and Central University of Jammu (CUJ).

Delhi tops with four central universities amongst union territories of India, which is equal to Uttar Pradesh in the state category. Those include University of Delhi (DU), Jawaharlal Nehru University (JNU), Jamia Millia

Islamia (JMI) and Indira Gandhi National Open University (IGNOU). Not a single central university exists in union territory of Chandigarh. Further, the evolution and development of media education in North Indian central universities can be divided into pre and post 2000 era.

In pre 2000 era, media departments were launched in five central universities i.e. AMU, BHU, HNBGU, JMI and UoA. All departments of this era have completed three to four decades of their existence (ugc.ac.in/centraluniversity.aspx, 2018).

Table 1: Beginning of media education in North Indian central universities in pre 2000 era

Sl. No.	Central University	Establishment Year	Beginning of Media Education
1.	Aligarh Muslim University (AMU)	1920	1938 & 1975-76
2.	Banaras Hindu University (BHU)	1916	1973
3.	Hemvati Nandan Bahuguna Garhwal University, Srinagar (HNBGU), Uttarakhand	Established in 1973 as state university and upgraded in 2009 as central.	1976
4.	Jamia Millia Islamia (JMI), Delhi	Established as state university in 1920 and upgraded as central in 1988	1982 & 2006
5.	University of Allahabad (UoA)	Established as state university in 1887 and upgraded as central in 2005	1984-85 & 2003

Whereas in post 2000 era, media departments were established in eight central universities i.e., BBAU, CUK, CUHP, JNU, CUJ, CUH, CUPB and DU. One additional centre of media education were also established in UoA & JMI each in this era. This era reflects fast expansion of media education due to information and communication technology revolution in India.

Table 2: Beginning of media education in North Indian Central Universities in post 2000 era

Sl. No.	Central University	Establishment Year	Beginning of Media Education
1.	Baba Saheb Bhimrao Ambedkar University (BBAU), Lucknow	1996	2008-09

2.	Central University of Kashmir (CUK)	2009	2009
3.	Central University of Himachal Pradesh (CUHP)	2009	2011 & 2012
4.	Jawaharlal Nehru University (JNU)	1973	2013
5.	Central University of Jammu (CUJ)	2011	2014
6.	Central University of Haryana (CUH)	2009	2014-15
7.	Central University of Punjab (CUPB)	2009	2017-18
8.	University of Delhi (DU)	1920	2017-18

This study is primarily focused on two important components of media education i.e. teacher-student ratio and research journal publication in media departments of North Indian central universities.

Objectives

1. To examine teacher-student ratio at Master, Bachelor and PG Diploma level in media departments as per UGC norms;
2. To identify publication of research journals by the media departments and to analyse their qualitative parameters.

Methodology

The study undertakes hybrid research designs i.e. exploratory and descriptive in which qualitative as well as quantitative approaches have been used. An extensive literature review has been done through research papers, articles, policy papers, councils, commissions and committees' reports on subject matter. The study has also used secondary data from the websites of regular mode media departments of central universities, University Grants Commission (UGC) and Ministry of Human Resource Development (MHRD), Govt. of India. Telephonic interviews of teachers and research scholars from the respective media departments have also been conducted.

Uttar Pradesh

Aligarh Muslim University: The first media program in North India was launched at Aligarh Muslim University (AMU) in 1938. It was a one year Diploma is Journalism, which continued for four years and closed down in

1942. It was again revived as a full-fledged department in 1975-76 (amu. ac.in).

Presently Department of Mass Communication is functional under Faculty of Social Sciences and offers MA in Mass Communication with an intake of 30 students. It also runs PG Diploma in Journalism and Public Relations with an intake of 15 and 10 students respectively. The department also offers doctoral program. Full time regular teaching strength is seven i.e. three Professors, one Associate Professor and three Assistant Professors. The department publishes an annual research journal titled 'Indian Journal of Communication Review'. Its first issue was published in 2013 and is still continuing (Durrani, 2017).

Banaras Hindu University: It takes the credit of giving birth of first media department among central universities in North India. It was established by Prof. Anjan Kumar Banerjee in 1973 and was upgraded to Department of Journalism and Mass Communication in 2004-05. Presently it offers MA in Mass Communication (MAMC) and MA in Corporate Communication and Management (MCCM) with an intake of 38 and 20 students respectively. It also offers PG Diploma in Journalism and Mass Communication and Health Communication with an intake of 30 and 20 students respectively. The department also offers doctoral program (bhu.ac.in).

Full time regular teaching strength is nine i.e. one Professor, two Associate Professors and six Assistant Professors. The department publishes a bi-annual research journal titled 'The BHU Journal of Communication Studies'. Its first issue was published in 2011 and is not regular till date (Yadav, 2017).

Babasaheb Bhimrao Ambedkar University, Lucknow: Department of Mass Communication and Journalism was set up under School of Information Science Technology in 2008-09. The first media program Master of Journalism and Mass Communication (MJMC) was launched with an intake of 30 students. It also offers research programs like Ph.D. and M.Phil. Full time regular teaching strength is four i.e. two Professors and two Assistant Professors (bbau.ac.in). The department doesn't publish research journal (Singh, 2017).

University of Allahabad: A Diploma program in Journalism was launched in 1984 under Department of Political Science, whereas a full-fledged Department of Journalism came into existence in 1985. It was restructured

BHU takes the credit of giving birth of first media department among central universities in North India. It was established by Prof. Anjan Kumar Banerjee in 1973 and was upgraded to Department of Journalism and Mass Communication in 2004-05.

as Department of Journalism and Mass Communication under the Faculty of Arts in 2000. Presently it offers MA in Mass Communication (MAMC) program with an intake of 45 students. Only one full time regular Assistant Professor is serving there. The department doesn't publish research journal till date (allduniv.ac.in).

Another Centre of Media Studies was established under Institute of Professional Studies (IPS) in 2003. It offers Bachelor in Media Studies (BMS) and Bachelor of Vocational in Media Studies (B. Voc. MS) with an intake of 46 and 40 students respectively and also runs Master of Vocational in Media Studies (M. Voc. MS) with an intake of 40 students (allduniv-ips. in).

The centre is being run by resource persons, technical officers and soft skill trainers. It also publishes a bi-annual research journal titled 'Journal of Media Studies' which was first published in 2011. Presently its publication is irregular (Chopra, 2017).

Uttarakhand

Hemvati Nandan Bahuguna Garhwal University: Department of Journalism was the first in the Himalayan region, which was set up by Prof. Sita Ram Nigam in 1976. It was closed down in 1977-78 and was established again by Prof. A. R. Dangwal in 1979 with launching of a PG Diploma program in Journalism. Thereafter, Ph.D. program was begun in 1982-83 under the mentorship of pioneers Prof. M. R. Dua, Prof. B.S. Thakur and M. Chalapati Rau, who were the founding members of the Research Development Council (RDC). In 1985-86, Bachelor in Journalism was launched, whereas in 1991-92, Master in Journalism was started (hnbgu.ac.in).

The department was upgraded to Centre for Journalism and Mass Communication in 2000 under the Directorship of Prof. Dangwal. He has been instrumental in setting up the Centre and has contributed remarkably during last four decades there. The nomenclature of media programs has been restructured as per UGC guidelines. Presently it offers BA (Honours) Journalism and Mass Communication (BAJMC) with an intake of 60 students and MA in Mass Communication (MAMC) with an intake of 40 students. The Centre also offered PG Diploma in Journalism and Mass Communication (PGDJMC), which was closed down later. Presently this program is being offered through the affiliated colleges of this university.

Only two full time regular teachers i.e., one Professor and one Associate Professor have been serving at the centre till date. Publication of research journal has not been initiated yet (Dangwal, 2018).

Haryana

Central University of Haryana: Department of Journalism and Mass Communication came into existence in 2014-15 with launching of MA in Journalism and Mass Communication with an intake 20 students. No full time regular teacher has been appointed till date and presently this program is being run by the contractual and visiting teachers. The department is not publishing any research journal at this stage (Kumar, 2017).

Punjab

Central University of Punjab: Centre for Mass Communication and Media Studies (CMCMS) came into existence in 2017-18 with launching of MA in Mass Communication and Journalism. The student intake of this program is 30. Three full time regular Assistant Professors have joined there recently. Centre is not publishing any research journal at this stage (Singh, 2017).

Kashmir

Central University of Kashmir: Department of Convergent Journalism is the first amongst all newly established media departments in India, which began MA in Convergent Journalism with an intake of 30 students. It came into existence in 2009. Four full time regular teachers i.e. four Assistant Professors have been appointed yet. The department is not publishing any research journal (Kumari, 2017).

Jammu

Central University of Jammu: Department of Mass Communication and New Media was set up under School of Knowledge Management, Information and Media Studies in 2014. It offers MA in Mass Communication and New Media with an intake of 36 students. It also runs doctoral program. Presently five full time regular teachers i.e. one Professor and four Assistant Professors are serving there. The department is not publishing any research journal (Kumari, 2017).

Himachal Pradesh

Central University of Himachal Pradesh: Two media departments namely Department of Mass Communication and Electronic Media and Department of Journalism and Creative Writing were established there in 2011 and 2012 respectively. Department of Mass Communication and Electronic Media offer MA in New Media Communication with an intake of 30 students and also runs Ph.D. program. Three full time regular teachers i.e. one Associate and two Assistant Professors are serving there. The department is not publishing any research journal (Nair, 2017).

Another, Department of Journalism and Creative Writing offers MA in Journalism and Creative Writing with an intake of 30 students and also runs Ph. D. program. The department has four full time regular teachers (Associate Professor-01 and Assistant Professor-03). It is not publishing any research journal at this stage (Nair, 2017).

Union Territory of Delhi

Jamia Millia Islamia: Anwar Jamal Kidwai Mass Communication Research Centre (AJKMCRC) was established in 1982. It offers a varied range of media programs, which include MA in Mass Communication (MAMC) with an intake of 50 students, MA in Convergent Journalism (MACJ), MA in Visual Effects and Animation (MAVE&A) and MA in Development Communication (MADC) with an intake of 20 students each (jmi.ac.in).

It also offers PG Diploma in Acting (PGDA), PG Diploma in Broadcast Technology (PGBT) and PG Diploma in Still Photography and Visual Communication (PGDSP&VC) with an intake of 20 students each. This centre also runs Ph.D. program. Fifteen (15) full time regular teachers are serving there. It includes six Professors, four Associate Professors and five Assistant Professors. The centre is not publishing any research journal (Ahmad, 2017).

Another, Centre for Media, Culture and Governance was established in 2006 and offers Master in Media Governance with an intake of 30 students and also runs Ph.D. program. Full time teaching strength is five (Professor-02, Associate Professor-01 and Assistant Professor-02). It is not publishing any research journal till date (jmi.ac.in).

Jawaharlal Nehru University: Centre for Media Studies (CMS) was

established under School of Social Sciences in 2013. It offers Direct Ph.D. and Integrated M.Phil./Ph.D. program. Full time regular teaching strength is three. It includes one Associate Professor and two Assistant Professors. Centre is not publishing any research journal (jnu.ac.in/sss/cms).

University of Delhi: Delhi School of Journalism (DSJ) is the youngest in the region, which has been established in 2017. It has started five year integrated MA program in Journalism in English and Hindi with an intake of 69 students each, which is the first integrated program in media education among all North Indian central universities (dsj.du.ac.in). It has already admitted first batch of students with full strength. No full time regular teacher has been appointed yet and presently it is being run by contractual and visiting teachers. Research journal publication has not been initiated at this stage (Kumar, 2017).

UGC teacher-student ratio norms for media programs

University Grants Commission (UGC) has prescribed one teacher for every 10 students for Master program and one teacher for every 15 students for Bachelor program in media and mass communication (http://pib.nic.in/newsite/PrintRelease.aspx?relid=71090, 2017).

Table 3: Analysis of teacher-students ratio

Sl. No.	State	Central University & Media Department	No. of Regular Teachers				★ No. of Students	★ Teacher-Students Ratio
			Prof.	Asso. Prof.	Asst. Prof.	Total		
1	Uttar Pradesh	AMU, Aligarh DMC	03	01	03	07	85	1:12
		BHU, Varanasi DJMC	01	02	06	09	166	1:18
		BBAU, Lucknow DMCJ	02	00	02	04	60	1:15
		UoA, Allahabad DJMC	00	00	01	01	90	1:90
		UoA, Allahabad CMS	04	03	01	08	338	1:42
2	Uttarakhand	HNBGU, Garhwal CJMC	01	00	01	02	260	1:130

3	Haryana	CUH, Mahen-dragarh DJMC	00	00	00	00	40	---
Note: Full time regular teachers have not been appointed yet in CUH. Contractual teachers are engaged to run the media program s till date.								
4	Punjab	CUPB, Bathinda CMCMS	00	00	03	00	60	1:20
5	Kashmir	CUK, Kashmir DCJ	00	00	04	04	60	1:15
6	Jammu	CUJ, Jammu DMCNM	01	00	04	05	72	1:14
7	Himachal Pradesh	CUHP, Dharm-shala DMCEM	00	01	02	03	60	1:20
		CUHP, Dharm-shala DJCW	00	01	03	04	60	1:15
8	Union Terri-tory of Delhi	JMI, New Delhi AJKMCRC	08	04	07	15	280	1:19
		JMI, New Delhi CCMG	02	01	02	05	60	1:12
		JNU, New Delhi CMR	00	01	02	03	M. Phil./ Ph.D. only	----
		Delhi School of Journalism (DSJ) has begun first year of 'Five Year Integrated MA Program in Journalism' in English & Hindi with an intake of 69 students each. Full time regular teachers have not been appointed yet.						
		DU, New Delhi DSJ	00	00	00	00	690 Ap-prox.	----

* This analysis has been done on the basis of UGC prescribed norms for Teacher-Student Ratio at Master and Bachelor level programs. It has also included PG Diploma program on the same parameter. But, M. Phil. and Ph.D. programs are not part of this analysis as they are governed by a separate UGC M.Phil. /Ph. D. regulations, 2016.
* Only full time regular teachers and students are part of the study. Here, student intake is an approved capacity for each media program in the department/centre by the statutory bodies of central universities; but it doesn't ensure that all seats will be filled as per admission notification in a particular year. Therefore, the study may be repeated in different time frame in order to get familiar with the latest development in this regard.
* The ratio has been put in round figures, in case of fraction.

Here it is important to mention that the criteria for student's intake for M.Phil. and Ph.D. is governed by a separate UGC M.Phil./Ph.D. Regulations, 2016. As per norms, the student intake for research program varies from one

department to another every year, depending on the teacher's availability and research infrastructure etc.

It is also not mandatory to take a student to Ph.D. program, if he/she is not found suitable for research as per norms. Therefore, the present study has not undertaken M.Phil. and Ph.D. student's intake for analysis. It primarily focuses on Master, Bachelor and PG Diploma programs, which reflects the following trends:

In Uttar Pradesh, full time teaching strength of Department of Mass Communication (DMC) at AMU is seven and student intake for three programs (Master-01 and PG Diploma-2) is 85, which means teacher-students ratio is 1:12. Whereas teaching strength of Department of Journalism & Mass Communication (DJMC) at BHU is nine and students admitted for four programs (Master-02 and PG Diploma-2) are 166. That means teacher-students ratio is 1:18.

Regular teaching strength of Department of Mass Communication and Journalism (DMCJ) at BBAU is four and student intake for a single Master program is 60, which means teacher-students ratio is 1:15. Whereas Department of Journalism and Mass Communication (DJMC) at UoA, full time teaching strength is one and students admitted for a single Master program is 90. That means teacher-students ratio is 1:90. Another Centre of Media Studies (CMS) at UoA has eight teachers/resource persons/soft skill trainers and student intake for three programs (Master-01 and Bachelor-2) is 338, which means teacher-students ratio is 1:42.

In central universities of Uttar Pradesh, the trend reflects that teacher-students ratio at DMC of AMU is 1:12, which is slightly higher than the UGC norms of 1:10 at master level, whereas this gap at DMCJ of BBAU is around one and half times higher than the required number. The teacher-students ratio at DJMC of BHU is 1:18, which is around two times higher than the UGC norms, whereas DJMC and CMS of UoA is facing acute teaching crunch. Their teacher-students ratio is 1:90 and 1:42 respectively. This gap is around nine and four times higher than the required number.

In Uttarakhand, full time teaching strength at Centre for Journalism and Mass Communication (CJMC) of HNBGU is two and their student intake for two programs (Master-01 and Bachelor-01) is 260. That means teacher-students ratio is 1:130, which is thirteen (13) times higher than the UGC norms. In Haryana, not a single full time regular teacher has been appointed

In central universities of Uttar Pradesh, the trend reflects that teacher-students ratio at DMC of AMU is 1:12, which is slightly higher than the UGC norms of 1:10 at master level, whereas this gap at DMCJ of BBAU is around one and half times higher than the required number.

yet at Department of Journalism and Mass Communication (DJMC). The student intake for a single Master program is 40. Whereas in Punjab, three full time regular Assistant Professors have joined at Centre for Mass Communication & Media Studies (CMCMS). The student intake for a single master program is 60 there. That means the teacher-student ratio would be 1:20, which is two times higher than the required number.

In Kashmir, the teaching strength at Department of Convergent Journalism (DCJ) of CUK is four and their student intake for a single Master program is 60. That means teacher-students ratio is 1:15. In Jammu, the teaching strength of Department of Mass Communication and New Media (DMCNM) at CUJ is five and their student intake for a single Master program is 72, which means teacher-students ratio is 1:14. This gap is around one and half times higher than the UGC norms.

In Himachal Pradesh, the teaching strength at Department of Mass Communication and Electronic Media (DMCEM) of CUHP is three and student intake for a single Master program is 60. Whereas, Department of Journalism and Creative Writing (DJCW) has four full time regular teachers and student intake for a single Master program is 60. That means teacher-students ratio is 1:20 and 1:15 respectively. This gap is two and one and half times higher than the UGC guidelines.

In Union Territory of Delhi, full time teaching strength at Anwar Jamal Kidwai Mass Communication Research Centre (AJKMCRC) of JMI is 15 and their student intake for seven programs (Master-04 and PG Diploma-03) is 280. That means teacher-students ratio is approx. 1:19. This gap is around two times higher than the UGC norms. Another Centre for Culture, Media and Governance (CCMG) at JMI has five teachers and their student intake is 60. That means teacher-students ratio is 1:12, which is slightly above of the UGC guidelines. Centre for Media Studies (CMS) at JNU is only offering research programs such as Integrated M.Phil./Ph.D. and Direct Ph.D. It doesn't offer Master, Bachelor and PG Diploma programs. Newly established Delhi School of Journalism (DSJ) at University of Delhi has started five year integrated program in journalism from 2017. Their student intake for this program in English and Hindi is 69 each. They have not appointed full time regular teacher till date.

CMS at JNU is only offering research programs such as M.Phil./Ph.D. Newly established Delhi School of Journalism (DSJ) at University of Delhi has started five year integrated program in journalism from 2017.

Table 4: Analysis of Research Journal Publication

Sr.	State	Central University & its Department/Centre/School	Journal Name	Periodicity Regular/Irregular	UGC Empanelled	Indexed	Impact Factor
1	Uttar Pradesh	AMU, Aligarh DMC	Indian Journal of Communication Review	Annual/ Regular	Yes	No	No
		BHU, Varanasi DJMC	BHU Journal of Communication Studies	Bi-Annual/ Irregular	Yes	No	No
		BBAU, Lucknow DMCJ	PNA*	---	---	---	---
		UoA, Allahabad DJMC	PNA*	---	---	---	---
		UoA, Allahabad CMS	Journal of Media Studies	Bi-Annual/ Irregular	Yes	No	No
2	Uttarakhand	HNBGU, Garhwal CJMC	PNA*	---	---	---	---
3	Haryana	CUH, Mahendragarh DJMC	PNA*	---	---	---	---
4	Punjab	CUPB, Bathinda CMCMS	PNA*	---	---	---	---
5	Kashmir	CUK, Kashmir DCJ	PNA*	---	---	---	---
6	Jammu	CUJ, Jammu DMCNM	PNA*	---	---	---	---
7	Himachal Pradesh	CUHP, Dharmshala DMCEM	PNA*	---	---	---	---
		CUHP, Dharmshala DJCW	PNA*	---	---	---	---
8	Union Territory of Delhi	JMI, New Delhi AJKMCRC	PNA*	---	---	---	---

		JMI, New Delhi CCMG	PNA*	---	---	---	---
		JNU, New Delhi CMR	PNA*	---	---	---	---
		DU, New Delhi DSJ	PNA*	---	---	---	---
* The study may be repeated in different time frame in order to get familiar with the latest development in this regard. ** PNA: Publication Not Available.							

Research journal publication

The trend reflects absence of research journal publication in media departments, centres and school of North Indian central universities. Only three departments and centres of central universities have started publishing research journal out of 16. Two research journals are not being published regularly out of three. These all journals belong to central universities located in Uttar Pradesh out of seven states and one union territory of North India.

In Uttar Pradesh, Department of Mass Communication at AMU, Department of Journalism and Mass Communication at BHU and Centre of Media Studies at UoA have published research journals. Three out of five (05) departments have research journals in the region. AMU department's research journal 'Indian Journal of Communication Review' is annual and is being published since 2013 regularly. It is empanelled under the UGC list of journals, but neither is it indexed nor having impact factor.

While BHU department's journal 'BHU Journal of Communication Studies' is bi-annual and started publishing from 2011, but its periodicity is irregular. UoA center's journal 'Journal of Media Studies' is also bi-annual and started publishing from 2011, but its periodicity is irregular. Both the journals are under UGC list of journals, but neither are they indexed nor having impact factor.

Rest seven media departments and centres of central universities located in five states HNBGU, Uttarakhand, CUH, Haryana, CUPB, Punjab, CUK, Kashmir, CUJ Jammu, CUHP, Himachal Pradesh are not publishing any research journal. In union territory of Delhi, centres of JMI & JNU and school of DU are also not publishing research journal yet.

Conclusion and Suggestions

1. The classification of media education in North Indian Central Universities has been done as 'Old Category' and 'New Category' media departments on the basis of their existence in pre and post 2000 era. The departments of AMU, BHU, UoA and centres of HNBGU and AJKMCRC, JMI will come under 'Old Category' since they came into existence in pre 2000 era. Whereas the departments of BBAU, CUH, CUK, CUJ, CUHP, centres of UoA, CUPB, JNU & CCMG of JMI and school of DU will be under 'New Category' because of their existence in post 2000 era. That means total 16 departments, centres and school exist in 13 central universities of North India presently.

2. The student intake of three media departments of AMU, BHU & UoA and two centres of HNBGU and AJKMCRC, JMI under 'Old Category' is 881, whereas student intake of five media departments of BBAU, CUK, CUJ, CUHP and three centres of UoA, JMI and CUPB is 770 under 'New Category'. It is worth mentioning that recently established Delhi School of Journalism (DSJ) would have 690 students under five year integrated Master program (Bachelor as well as Master) in next five years, which would be maximum by any media department, centre, school of central universities located in North India, whereas the student intake of department of CUH is 40. However, these two school and department does not have full time regular teachers as of now. But the trend reflects that total student intake under 'New Category' would be 1500, if we include all. CMS of JNU has also not included in the analysis, as they only offer research programs.

3. Full time regular teaching strength of three media departments and two centres under 'Old Category' is 38, whereas teaching strength of five media departments and three centres under 'New Category' is 36. Here it is important to mention that teaching positions in the department of CUH and school of DU is lying vacant, whereas centre of JNU only runs research programs. That means gross teacher-students ratio in 'Old Category' media departments is 1:23, whereas in 'New Category' is 1:21, which is more than two times higher that UGC prescribed norms.

4. Teacher-students ratio under 'Old Category' media departments is not adequate. The ratio is: DMC of AMU (1:12), DJMC of BHU (1:18) and AJKMCRC of JMI (1:19), whereas DJMC of UoA (1:90) and CJMC of HNBGU (1:130) reflects acute teaching crunch. It is nine and thirteen times higher than the UGC norms.

5. Under 'New Category', DJMC of CUH and DSJ of DU have not appointed

full time regular teachers as yet, whereas teacher-students ratio at DMCJ of BBAU (1:15), DMCNM of CUJ (1:14), DCJ of CUK (1:15), CMCMS of CUPB (1:20), DMCEM & DJCW of CUHP (1:14 & 1:20) and CCMG of JMI (1:12) and CMS of UoA (1:42) are also not as per UGC norms. CMR of JNU only runs research programs.

6. Research journal publication in the media departments of North Indian central universities is in very poor shape. Only two departments of AMU and BHU from 'Old Category' and one centre of UoA from 'New Category' are publishing research journals. That means total three departments and centres are publishing research journals out of 16.

7. Under 'Old Category' the Department of Mass Communication, AMU has been publishing an annual research journal titled 'Indian Journal of Communication Review' from 2013, whereas Department of Journalism and Mass Communication, BHU has published a bi-annual 'BHU Journal of Communication Studies' from 2011. But its periodicity is not regular. Under 'New Category', the Centre of Media Studies, UoA has published a bi-annual 'Journal of Media Studies from 2011. But its periodicity is not regular. They are empanelled under UGC list of journals, but neither are they indexed nor having any impact factor.

8. The above trends reflect that departments, centres and schools of media education in North Indian central universities are facing shortage of full strength of teachers in the existing scenario. They are dependent on contractual and visiting teachers, which has affected development plans of media departments.

9. Development plans primarily include launching of new academic programs, curriculum and pedagogy, expansion of infrastructure, research work, publication of journals and books, production work and academia-industry interface etc. These tasks can't be assigned to part time teachers, whose nature of job is short lived and full of administrative limitations. They may be associated with the teaching-learning process, but overall development of the media departments need full timer regular teachers and honest efforts from them.

10. This research paper mainly focused on teacher-students ratio and publication of research journals by the media departments. The same study may be repeated in different time frame in order to get familiar with the latest development in this regard. Further, it may also be extended to other

components of media education such as media curriculum and pedagogy, research work and academy-industry interface etc.

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Annexures

UTTAR PRADESH

Aligarh Muslim University (AMU), Aligarh		Year of Establishment: 1920		
Department of Mass Communication (DMC) under Faculty of Social Sciences	**Teaching Strength-07**			
	Professor	Associate Professor	Assistant Professor	
	03	01	03	
1938: Beginning of a journalism program **1975-76:** Establishment of the department	**Student Intake-85**			
	MA in Mass Communication-30	Ph.D.	PG Diploma in Journalism-15 PG Diploma in Public Relations-10	
	Total: 30 students x 2 years= 60	As per ordinance	Total: 15+10= 25	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Indian Journal of Communication Review	Annual Regular	2013	Yes	No	No

Banaras Hindu University (BHU), Varanasi		Year of Establishment: 1916		
Department of Journalism &Mass Communication (DJMC) under Faculty of Arts	**Teaching Strength-09**			
	Professor	Associate Professor	Assistant Professor	
	01	02	06	
1973: Establishment of the department	**Student Intake-166**			
	MA in Mass Communication-38 Total: 38 students x 2 years= 76	Ph.D.	PG Diploma in Journalism & Mass Communication-30	
	MA in Corporate Communication Management-20 Total: 20 students x 2 years= 40	As per ordinance	PG Diploma in Health Communication-20 Total: 30+20= 50	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
The BHU Journal of Communication Studies	Bi-Annual Irregular	2011	Yes	No	No

Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow		Year of Establishment: 1996		
Department of Mass Communication & Journalism (DMCJ) under School of Information Science Technology	**Teaching Strength-04**			
	Professor	Associate Professor	Assistant Professor	
	02	00	02	
2008-09: Establishment of the department	**Student Intake-68**			
	MA in Journalism &Mass Communication-30	M. Phil.	Ph.D.	
	Total: 30 students x 2 years= 60	08	As per ordinance	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

University of Allahabad (UoA), Allahabad		Established as state university in 1887 and upgraded as central in 2005		
Department of Journalism & Mass Communication (DJMC) under Faculty of Arts	**Teaching Strength-01**			
	Professor	Associate Professor	Assistant Professor	
	00	00	01	
1984-85: Establishment of the department	**Student Intake-90**			
	MA in Mass Communication-45	Total: 45 students x 2 years= 90		
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

UTTAR PRADESH

5. University of Allahabad (UoA), Allahabad		Established as state university in 1887 and upgraded as central in 2005	
Centre of Media Studies (CMS) under Institute of Professional Studies	**Teaching Strength-08**		
	Resource Person	Technical Officer	Soft Skill Trainer
	04	03	01
2003: Establishment of the Centre	**Student Intake-338**		
	Master of Vocational in Media Studies-40	Total: 40 students x 2 years = 80	
	Bachelor of Vocational in Media Studies: 40 Total: 40 students x 3 years: 120	Bachelor in Media Studies: 46 Total: 46 students x 3 years: 138	
Research Journal Publication			

Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Journal of Media Studies	Bi-Annual Irregular	2011	Yes	No	No

UTTARAKHAND

Hemvati Nandan Bahuguna Garhwal University (HNBGU), Srinagar		Established as state university in 1973 and upgraded as central in 2009	
Centre for Journalism and Mass Communication (CJMC) under School of Arts, Communication & Languages	**Teaching Strength-02**		
	Professor	Associate Professor	Assistant Professor
	01	01	00
1976: Establishment of the department	**Student Intake-260**		
	BA in Journalism & Mass Communication-60 Total: 60 students x 3 years= 180	Ph.D. As per ordinance	MA in Mass Communication-40 Total: 40 students x 2 years = 80
Research Journal Publication			

Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

HARYANA

Central University of Haryana, Mahendragarh		Year of Establishment: 2009	
Department of Journalism and Mass Communication (DJMC) under School of Journalism, Mass Communication and Media	**Teaching Strength-00**		
	Professor	Associate Professor	Assistant Professor
	00	00	00
	Teaching Strength: Full time regular faculty positions are lying vacant. It is being run by contractual and visiting teachers.		
2014-15: Establishment of the department	**Student Intake-40**		
	Master of Arts in Mass Communication-20	Total: 20 students x 2 years= 40	
Research Journal Publication			

Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

PUNJAB

Central University of Punjab, Bathinda		Year of Establishment: 2009	
Centre for Mass Communication and Media Studies (CMCMS) Under School of Information and Communicative Sciences Communication & Media	**Teaching Strength:00**		
	Professor	Associate Professor	Assistant Professor
	00	00	03
	Student Intake-60		
2017-18: Establishment of the department	Master of Arts in Mass Communication & Journalism-20, Total: 30 students x 2 years= 60		
Research Journal Publication			

Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

KASHMIR

Central University of Kashmir			Year of Establishment: 2009	
Department of Convergent Journalism (DCJ) Under School of Media Studies	**Teaching Strength: 04**			
	Professor	Associate Professor		Assistant Professor
	00	00		04
2009: Establishment of the department	**Student Intake-60**			
	Master of Arts in Convergent Journalism-30		Total: 30 students x 2 years= 60	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

JAMMU

Central University of Jammu			Year of Establishment: 2011	
Department of Mass Communication and New Media (DMC&NM) under School of Knowledge Management, Information and Media Studies	**Teaching Strength-05**			
	Professor	Associate Professor		Assistant Professor
	01	00		04
2014: Establishment of the department	**Student Intake-72**			
	Master of Arts in Mass Communication & New Media-36 Total: 36 students x 2 years= 72			Ph. D. As per ordinance
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

HIMACHAL PRADESH

Central University of Himachal Pradesh (CUHP), Dharamshala			Year of Establishment: 2009	
Department of Mass Communication & Electronic Media(DMCEM) under School of Journalism, Mass Communication and New Media	**Teaching Strength-03**			
	Professor	Associate Professor		Assistant Professor
	00	01		02
2011: Establishment of the department	**Student Intake-60**			
	MA in New Media Communication Total: 30 students x 2 years= 60		Ph.D. As per ordinance	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

Central University of Himachal Pradesh (CUHP), Dharamshala			Year of Establishment: 2009	
Department of Journalism & Creative Writing (DJCW) under School of Journalism, Mass Communication and New Media	**Teaching Strength-04**			
	Professor	Associate Professor		Assistant Professor
	00	01		03
2012: Establishment of the department	**Student Intake-60**			
	MA in Journalism & Creative Writing Total: 30 students x 2 years= 60		Ph.D. As per ordinance	
Research Journal Publication				
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

UNION TERRITORY OF DELHI

Jamia Millia Islamia (JMI) University, Delhi,		(Established as state university in 1920 and upgraded as central in 1988)	
Anwar Jamal Kidwai Mass Communication Research Centre (AJKMCRC)	**Teaching Strength-15**		
	Professor	Associate Professor	Assistant Professor
	06	04	05
1982: Establishment of the centre	**Student Intake-280**		
	MA in Mass Communication-50 Total: 50 students x 2 years= 100	Ph.D.	PG Diploma in Acting-20
	MA in Convergent Journalism-20 Total: 20 students x 2 years= 40	As per ordinance	PG Diploma in Broadcast Technology-20
	MA in Development Communication-20 Total: 20 students x 2 years= 40		PG Diploma in Still Photography & Visual Communication-20
	MA in Visual Effect and Animation-20 Total: 20 students x 2 years= 40		
Research Journal Publication					
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

Jamia Millia Islamia (JMI) University, Delhi		(Established as state university in 1920 and upgraded as central in 1988)	
Centre for Culture, Media & Governance (CCMG)	**Teaching Strength-05**		
	Professor	Associate Professor	Assistant Professor
	02	01	02
2006: Establishment of the centre	**Student Intake Program Wise-60**		
	MA in Media Governance-30 Total: 30 students x 2 years= 60	Ph.D. As per ordinance	
Research Journal Publication					
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	---	---	---	---	---

Jawaharlal Nehru University, Delhi		Year of Establishment: 1969	
Centre for Media Studies (CMS) under School of Social Sciences	**Teaching Strength-05**		
	Professor	Associate Professor	Assistant Professor
	00	01	02
2013: Establishment of the centre	**Student Intake**		
	Direct Ph. D. Program	Integrated M.Phil/Ph.D.	
Research Journal Publication					
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	**---**	---	**---**	---	---

University of Delhi		Year of Establishment: 1920	
Delhi School of Journalism (DSJ)	**Teaching Strength-00**		
	Professor	Associate Professor	Assistant Professor
	00	00	00
2017: Establishment of the school	Student Intake- 690 Approx. (DSJ has begun first year of 'Five Year Integrated Program' from 2017 with an intake of 69 students in English and Hindi each.		
	Five Year Integrated Program in Journalism (English)- 60 + 09 (Supernumerary)-69 Five Year Integrated Program in Journalism (Hindi)- 60 + 09 (Supernumerary)- 69 Total- 138 students x 5 years = 690		
Research Journal Publication					
Name	Periodicity	First Publication	UGC Empanelment	Indexed	Impact Factor
Publication Not Available	**---**	---	**---**	---	---

Media Literacy Education As Pedagogy Of Critical Thinking

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———— Abstract ————

Media literacy education as a pedagogical approach augments the transformation of a student from being passive media audience to active consumers as well as producers of media texts. It creates a teaching-learning environment in which the students are trained to gain their control over media effect both as active producers as well as consumers of media content in order to wield their democratic power for participating in a strong public sphere. Such a pedagogical approach enhances the ability to intelligently use media for personal gains, reinforcing values and beliefs about democracy and become an effective change agent. This paper emphasizes on the relationship between media literacy education and critical thinking power of the learners for strengthening the skills of exercising democratic rights and civic responsibilities. This study emphasizes on analyzing the syllabus designs as well as teaching-learning practices of media and communication studies in the five public universities of Assam.

Media literacy education as a holistic approach is pivotal in a democratic country for fostering a dynamic public sphere. It leads to the development of a meaning-making process in which the audiences become active consumers as well as producers of meaning, especially in 21st century's digital era. The concept of media literacy education explains how a teaching pedagogy can facilitate the future citizens in inculcating critical thinking skills for critical consumption of mass media. "Media literacy education is an educational process that can inform the ways in which a wide range of text and meanings are produced as well as the ways in which texts are used, consumed, rejected, embraced and question by all kinds of people. It is also about our pleasure and questioning them and about understanding the distribution of power in our societies and in the media world and questioning these" (Semali, 2005).

A democratic classroom is an important aspect of media literacy education in which students are trained to achieve critical autonomy to question the existing socio-political contexts in which they live. Critically enquiring the media texts, students can unveil the worldviews that are constructed by the media which are shaping our perceptions and ideas. In the book "Teacher education for critical consumption of mass media and popular culture" (2005) author Stephanie A. Flores Koulish mentioned about Len Masterman's idea of mass media as "conscious industries" and discussed the need of media literacy education for a critical engagement between teachers and students to develop skeptical consumption of mass media. "Students are as avid media consumers as any other group. But, they are not wise consumers. There is an urgent need to improve their media literacy and enable them to become informed citizens who look at things critically, take delight in questioning everything and enjoy seeking answers to questions. Teachers should be first trained to incorporate media literacy into the subjects they teach and lead them to a complex world which throws many challenges" (Rayan, 2018).

In a democratic country like India, it is important to develop strong public opinion free from the influence of politicized and corporatized media content. Media literacy as a cognitive skill empowers the citizens to become the watchdog of the democratic governance through participating actively in the public sphere. But, in context to marginalization of media literacy in Indian public sphere, Nagraj, Kundu and Nayak (2014) argued that "neither the concept of media literacy has been promoted in Indian education, nor its role in encouraging citizens' participation has been much deliberated upon". On the other hand, the increasing growth rate of media and entertainment industry in the country reflects enormous changes in the scenario of content creation as well as consumption of media texts. This was 13% in 2017 over

2016 as reported by the Federation of Indian Chamber of commerce and Industry (FICCI, 2017). Such an increasing trend of the media industry in the country is immensely influencing both at a micro and macro level of the society.

However, on the basis of the recommendations of National Curriculum Framework 2005, the National Council for Educational Research and Training (NCERT) introduced media education in school textbooks in order to develop the skill of inquiry, self-expression, creativity, aesthetic development and democratic participation. The NCERT also launched the project of establishing media club in schools to promote media literacy in India. The Gandhi Smriti and Darshan Samiti initiated the Gandhi Media Literacy Programme for children in 2003 on occasion of the celebration of the centenary year of "Indian Opinion" the newspaper published by Mahatma Gandhi in 1903. The basic objective of the programme is to help parents, teachers, and students to become active consumers of media content and to think critically about media messages. Another organization namely "The Peace Gong" is continuously working for the children with their motto "connecting children for non-violent planet". Their aim is to train the children in developing critical thinking abilities in order to read the world around them with their cognitive skills such as communicative, semiotic and cultural skills and thereby to negotiate the meanings mediated by the media. This organization has been conducting media literacy training programmes for school going students in different parts of India with the broad objective to develop capabilities of using media for promoting peace and nonviolence.

This study aims to establish a relationship between media literacy education and critical citizenry focusing on different dimensions of a teaching-learning practice in which both the teachers and students are the active co-learners creating a democratic classroom for fostering public sphere. This study emphasizes on understanding the status of media literacy education in Assam considering the curriculum design as well as the teaching-learning practices of the postgraduate programme of media and communication studies in the state.

Review of literature

Media literacy education: An overview

The significance of Media literacy education is to provide pedagogy of interrogation for the students to become well-informed citizens. For a meaningful democracy, people should know how to defend themselves from manipulation or control in any form including mass media. Masterman

(2001), the pioneer of media education stated that the principle idea of media education is that media represents the reality rather than reflect it. So, media literacy education is primarily focusing on the aspect of media representation equipping the students to become critically literate so that they can read the texts considering its different socio-political and cultural contexts and its underpinning meanings.

There are two reasons for considering media literacy education as the great hope of the hour, firstly it focuses on the integration of curriculum content and contemporary culture and secondly, it emphasizes on collaborative teaching-learning practices making the teachers and students co-learners (Koulish, 2005). Emphasis on both text analysis and context analysis implies a political nature of the media education empowering the students in the critical viewing of the mediated society. A media literate student needs to understand the context in which the media text is constructed along with its textual or visual representation through a critical inquiry process. "Media education should facilitate the students to increase their understanding of the media- of how and in whose interest they work, how they are organized, how they produce meaning, how they go about the business of representing a reality" (Masterman, 2001).

On the other hand for a collaborative teaching-learning environment in media literacy education, it requires understanding the dialogical relationship between the teachers and the students. In the book "Pedagogy of the oppressed" (1970) the author Paulo Freire criticized the banking system of education in which students are considered as depositories and the teachers are depositors. As depositories students are passive in receiving the reality suspending their critical judgment. But for the quest of meaning in media literacy education, such a banking educational system cannot help the students for naming the mediated world. According to Paulo Freire, it is the problem-posing education that facilitates a dialogical relationship in a classroom environment for the development of critical consciousness. As a process of transformation, dialogue between the teachers and the students mediates critical thinking by helping them to demythologize their false perception of the reality engaging in a situation which is presented as a problem to them. Such a demythologization of reality is the core of media literacy education focusing on deconstructing the media's naturalized construction of the reality.

For problem-posing education, a critical pedagogy approach is significant for facilitating the students to build the skills of a critical thinker. In a study, "Critical Pedagogy for Media Education in India: The Opportunities Missed and Challenges Ahead", the author Ashes Kr. Nayak

Media education should facilitate the students to increase their understanding of the media- of how and in whose interest they work, how they are organized, how they produce meaning, how they go about the business of representing a reality.

(2015) states that- "when it comes to media education, the role of critical pedagogy would be to generate critical awareness/consciousness about the mode of functioning of media and its associated ideological structures and its impact on the social relations of production or social space." The author also discusses that critical pedagogy in media education helps in developing critical media literacy which strengthens the democratic condition through empowering the audience to resist the dominant discourses of media. The principle of resistance is the key to critical pedagogy to overcome ignorance about the construction of reality identifying distorted meanings of media. Students are taught to analyze the second-hand realities through exercising their critical autonomy negotiating the meaning using their own existing predispositions and experiences. It develops social consciousness among the students through a process what Paulo Freire termed as "conscientization". Development of conscientization is defined as "the process by which students as empowered subjects, achieve a deepening awareness of the social realities that shape their lives and discover their own capacities to re-create them." (Darder et al., 2009).

According to Masterman (1989) "media study is based on an assumption of media non-transparency, on an assumption that the media shape the subject they present in characteristic forms." To challenge such a construction of texts, media literacy education emphasizes on denaturalize the representation of media texts through deconstructing ideology, naturalization, stereotypes, etc. inculcating critical judgments. In this investigation process, a collaborative classroom practice can reveal the media images within its socio-political contexts through the following ways (Masterman, 2001):

- Engaging with questions of production
- Examining the techniques used to create the reality-effect
- Raising questions about the ideological impact of the media's construction of "common sense"
- Considering how audiences read and respond to media content

Media Literacy education for fostering public sphere

Media literacy education approach needs to develop critical literacy among the students for creating alternative media messages developing a democratic public sphere. "Media literacy is particularly powerful in encouraging participatory citizenship and the appreciation of multiple perspectives. The skills acquired through media literacy include critical thinking, problem-solving, personal autonomy, and social and communicative skills. These are all skills crucial for building an informed and active citizenry" (Martinsson, 2009). The "four resource model" developed by Luke and Freebody (1990)

Development of conscientization is defined as "the process by which students as empowered subjects, achieve a deepening awareness of the social realities that shape their lives and discover their own capacities to re-create them

analyzes the four elements of critical literacy. According to this model, a critical understanding of texts requires the students to examine the underpinning meanings through a four steps process which includes coding competence, semantic competence, pragmatic competence and critical competence. The first competence, i.e. coding competence makes the students' code breaker understanding the text at the very surface level dealing with decoding of the alphabet, sounds in words, spelling, and other structural patterns. The second element deals with the competency of comprehending the meaning of the text at the level intended by the author. It is the semantic competence of the students that helps them to become meaning maker understanding the meaning of the texts and relating it to their own experiences and knowledge. Thirdly, the pragmatic competence involves the process of learning to analyze the different socio-cultural functions of the texts as well as the historical context in which the text is created. When the students achieve the pragmatic competencies of reading a text they become the text users. The fourth element of the model deals with critical competencies of the students which makes them text critic creating an awareness that text are not neutral rather it constructs the reality. "Within competence, readers must identify the author's purpose and point of view, see that other perspectives are possible, and either accept or critique these perspectives. Critical competence-or critical literacy highlights the idea that texts are political in nature and seeks to engage students and teachers in a process that exposes and works against unequal power relationships in society"(Rush, 2010).

The term "critical" implies that "it is concerned with the relationships of power and locates itself with a concern for democratic practice. It is concerned with all forms of media representations, with how media texts are put together, by whom and for whom. It engages what discourses are inscribed, how they are inscribed and what position and pleasure they propose for their audience" (Prinsloo, 2006). In the context of media literacy education, critical literacy implies understanding the politics of representation in relation to power politics deconstructing the media discourses in terms of its inscribed pleasure. Therefore, a critical pedagogical approach aims to teach the students to hone their cognitive capacities to read in between the lines and beyond the lines of a media message. Such as pedagogical approach empowers the students to read, criticize, and resist manipulation of socio-cultural discourses understanding how relations of power and dominations are encoded in cultural texts such as in different forms of mass media. Thus, the content of media literacy education facilitates the students to control over the preferred meanings of media through the process of analyzing, evaluating and comparing the meanings. Such an inquiry process encourages critical resistance in students which inspires media activism to produce alternative media messages developing counter-public sphere.

Being media literate also means giving voice to the unheard voices of the others which are being discriminated in the media. Here voice means giving power to the subordinates for participation in social, political and economic processes, meaning making, autonomy, and expression (Tacchi et al., 2008). Media literacy education needs to equip the students in recognizing the others as well as take a critical stance for them forming an alternative public sphere as subaltern counter-public.

The three counter-hegemonic practices as discussed by David Sholle and Stan Denski (1995) can empower the students in developing alternative media platforms rejecting the preferred messages which are mainstreamed. These three counter-hegemonic practices include :

    a.   Re-reading the media
    b.   Affective Reflexivity; remapping subject position
    c.   Re-writing and vital strategy of authorship

Rereading the media: The first step of the counter-hegemonic practice is to inquire the role of ideology in constructing the meaning. Reading of a text requires discovering the relationship between the text and the context of the text as well as rereading the same in one's own context. Such a rereading deals with questioning the naturalized ideology that is reinforced by the text. This step of critiquing ideological meaning of a text involves the three basic considerations (Sholle & Denski 1995).

    a.   Critical reading of how cultural texts are regulated by discursive codes
    b.   How such texts express and represent different ideological interests
    c.   How they might be taken differently by various subjects in different contexts.

Affective Reflexivity; remapping subject position: Students should critically reflect on their own consumption mode of mass media. An affective reflexivity of the students helps them to analyze the existing subjectivity of the text through developing critical consciousness. Self-reflection on consumption pattern of mass media requires the students to question themselves "who I am when I see this?" This practice of being media literate encourages the students to directly attend to their own identifications and investments in the act of consumption (Sholle & Denski, 1995).

Re-writing and vital strategy of authorship: This third step as a counter-

hegemony practice deals with the creation of alternative spaces for giving voices to the students to participate in the public sphere. Rewriting media as a means to create counter representation challenging the mainstream representation naturalizing stereotypes, myths, clichés, etc. Such a practice of rewriting leads to the development of inclusive subaltern public sphere giving voice to others and empowering them to get their voice heard in the world.

Methodology

The research design of this study is based on two perspectives of the research problem including evaluation of teaching-learning practices and curriculum analysis in the postgraduate programme of media and communication studies in Assam. To understand the curriculum design of media and communication studies in Assam, a framework of curriculum analysis (Fig:1) is developed in order to understand the syllabus design as well as teaching-learning practices of media and communication studies in the five public universities including Tezpur University, Gauhati University, Dibrugarh University, Assam University and Assam Women's University.

Fig 1: Framework of curriculum analysis
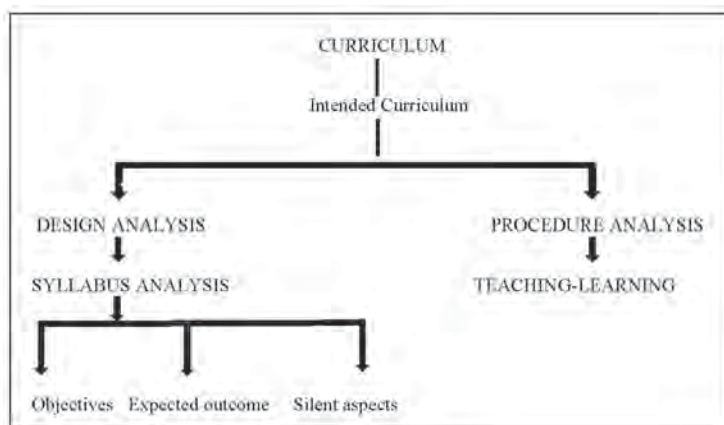
"Curriculum can be described as a deliberate set of planned learning opportunities offered by an organization to learners as an interactive event with the experiences learners encounter when the curriculum is implemented" (Print, 1993).In this study, the term curriculum is referred to a formal teaching-learning classroom set up in which an intended curriculum is designed to implement the predetermined teaching plans. On the other hand, an intended curriculum is defined as "what organization develops for the learners in their educational system and what should be taught by the

teachers in that system" (Print, 1993). This intended curriculum includes syllabus as a tool to implement the instructions through a formal channel of teachers. "The syllabus is often the initial communication tool that students receive as well as being the most formal mechanism for sharing information with students regarding any course"(Eberly et. al, 2001). In this study, the syllabus analysis is based on three characteristics including objectives, expected outcome and silent aspects of the syllabus.

To address the perspective of evaluating teaching-learning practices, this study has conducted interviews based on purposive sampling among a total number of twelve faculty members from five public universities of Assam. The basic purpose of this interview is to understand the existing teaching-learning practices in the postgraduate programme of media and communication studies in these universities. This interview is based on a structured questionnaire which includes both objectives as well as subjective questions. The selection of interviewees from the universities is not proportionate as per the principle of purposive sampling.

Findings and discussions

Media literacy education in Assam: An analysis of the teaching-learning practices

The scenario of media education in Assam has been growing since its first establishment as a full-fledged department in Gauhati University in the year 1982. Initially, it was providing only certificate courses and in 2005 it introduced the postgraduate programme in communication and journalism. The two central universities in the state, Assam University, and Tezpur University which were the result of Assam Accord, 1985, introduced Master of Arts programme in this discipline in the year 1996 and in 2001 respectively leading a new wave of media education in the state. On the other hand, Dibrugarh University which is a state university is providing postgraduate programme under the Center for Studies in Journalism and Mass Communication (CSJMC) launched in 2008. In 2013, the state government of Assam established a new university as Assam Women's University and started M.A. programme in Mass Communication.

However, the status of media education in Assam is still inadequate to meet the need of media and communication studies in the state in comparison to other disciplines of humanities and social sciences. For instance, there are a few colleges like Dakshin Kamrup Girls' College which is affiliated to Gauhati University, are providing bachelor degrees in this discipline working

as a non-governmental department and recruiting teachers on a contractual basis. On the other hand, the provision of Master of Arts programme in universities is facing lots of problems including infrastructure facilities as well as faculty recruitments. For example, in the state universities of this region that includes Gauhati University, Dibrugarh University, and Assam Women's University, there is no adequate number of permanent faculty members in the discipline of Mass Communication and Journalism. A respondent from a state university said that they face financial problems in providing multifaceted facilities to the students as it is not yet recognized as a full-fledged department. The syllabi of media and communication studies in these universities are yet to focus on media literacy as a pedagogical approach. According to an interviewee from one of the state universities, "though there is no particular subject on media literacy and there is no mention about the politics of representation regarding how power politics play role in the creation of media content, directly or indirectly in the process of teaching it is happening".

This study is focusing on how the curriculum of media and communication studies in Assam are facilitating the students to become critical consumers of media instead of becoming only a professional media person. In this regard, an interviewee said that "the curriculum is balanced regarding facilitating professional skills as a media producer and skills of critical thinking. The curriculum is not only for people who want to get into the technical field. It depends on the students how they perceive things but as a media facilitator, we have to provide both the skills. But, at the end of the day, it is professional course and you can not only equip to critically examine how media function in the society, definitely somewhere or the other it should be job oriented". According to another interviewee, the entire focus of the curriculum is to train the students to learn professional skills and also the principles of working in particular media. The respondent said that "the emphasis is not on critically looking at media as an academic critique. But we do some discussions on aspects of commercialization of media, how media dramatize any issue, political angle in news stories, etc. But overall mass communication curriculum as such is intended to prepare for the industry not to become an academic critique as a part of social change".

In response to the question regarding which is the most focused aspect in the syllabus of media and communication studies given the three options including media centered, text centered and audience-centered, different interviewees even from the same university mentioned different focusing features of the syllabus. For example, one interviewee from a state university

said that the syllabus is more focused on empowering students as active audience to become critical consumers of media. On the other hand, another interviewee from the same university said that "the method used in the syllabus is more of an effective mix of technical know-how, textual analysis and also the ability to be an aware media consumer." According to some other respondents, the syllabus is more about medium centered teaching the students technical skills to become a media professional. The teaching pedagogy in this discipline mainly focuses on providing employable skills rather than developing skills of research, critical thinking, etc.

The teachers were asked to rank the given options in order of their preference assigning credit no from 1 to 4, (1 being the maximum value and 4 the lowest) regarding how they conduct the teaching-learning practices in the classroom based on the following aspects-
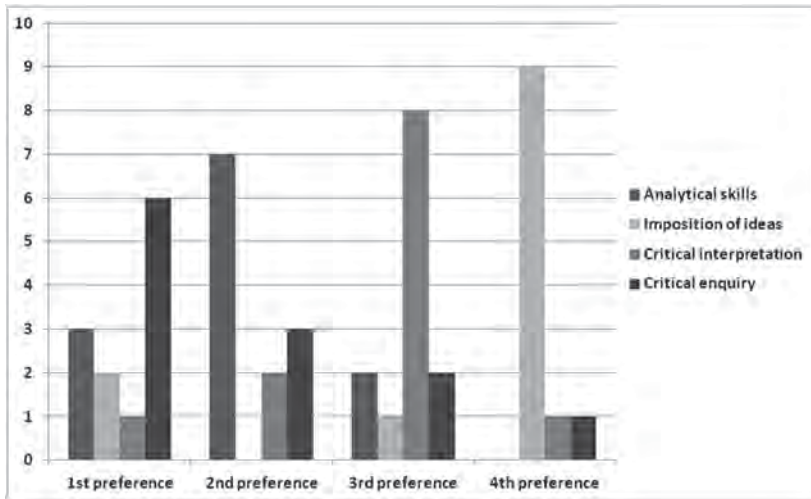
a) Facilitating the students in developing analytical skills for understanding the topic discussed in the classroom.

b) Creating a classroom environment in which teachers impose ideas on students

c) Giving scope for critical interpretation of media text by the students themselves.

d) Developing skills of critical inquiry about the media

The following table shows the responses of the interviewees regarding their preferences

Table 1: Teachers' responses about conducting teaching-learning practices in classrooms

Teaching Aspects/ Credit No	1st Preference	2nd Preference	3rd Preference	4th Preference
Analytical skills	3	7	2	
Imposition of ideas	2		1	9
Critical interpretation	1	2	8	1
Critical enquiry	6	3	1	2

Fig 2 - Teachers' responses about conducting teaching-learning practices in classrooms

In the above figure, it shows that teachers' 1st preference is highest for conducting teaching-learning activities in order to develop critical inquiry skills of the students. Teachers' 2nd preference is in facilitating the students in developing analytical skills for understanding the topic discussed in the classroom. From the above illustration of the table, it also reflects that the teachers are ranking student's independent critical interpretation of media text in 3rd preference and imposition of ideas on students is the 4th preference of the respondents.

Regarding classroom practices for enhancing the skills of the students in using media as a means to become active citizens of a democratic country, a respondent said that although the classroom activities are intended to encourage the students' participation in public sphere through writing letters to editor, articles, freelancing in media houses, but the teachers have not able motivate them to extreme possible. However, according to an interviewee from a state university, "I as a teacher always encourage them to go for field work and meet people considering any particular issue providing scopes for checking the reality and how media construct it. For example in the paper, women, and media, I gave them assignments to find out the existing social taboos on menstruation and also deconstruct these with a logical mind". According to another interviewee, they are adopting some initiatives to encourage students to create awareness programme on breast cancer, participatory communication programme for community members for training them how to use communication technologies for social need.

In developing a liberated classroom environment, though the students

are not directly involved in developing the syllabus, they are encouraged to create dialogue-based learning. For such a teaching and learning practice, students are encouraged to problematize any socio-political issues to discuss in the classroom. But according to an interviewee, "though the students are open to bringing issues of their own to discuss regarding their observations, experiences, etc. in the classroom they actually do not do the same. As a media student, although they should know about different issues of the real world, a majority of them are not aware of it. They are not exposing themselves to the real world". For a quality teaching-learning pedagogy, students require an independent mind to critically read the world around them without any intervention of the teachers. The pedagogy should have a student-centric orientation in order to develop dialogue based classroom in which both teachers and students can participate in collaborative learning. But according to a respondent, "the teaching-learning pedagogy appears to be very participatory and student-centric, but it is not. Everywhere the teachers' role is supreme. We do not find non-interventionism of teachers particularly in our university curriculum, every time teachers need to motivate and guide the student's works, their analysis. So, that independent mind which is required for critical thinking and inquiry is yet to develop. May be because they do not rigorously involve in the curriculum and expect a spoon feeding teachings from the teachers."

As the intended curriculum is more focused in developing professional skills, it is resulting in the creation of two groups of student in a classroom, a majority of which is mostly focusing on acquiring the knowledge required to become a media professional ignoring development of critical cognitive skills. On the other hand, the other subgroup of students wants to engage in a process of critical investigation about the nexus between media and the socio-cultural context considering the relational impact of media in the society. According to an interviewee, "whenever I enter a classroom, what I find that a group of students mostly concern about skills that they need to join the media houses, and there will be a group of students, may be a small group, who always look into their studies from a critical perspective. They want to engage themselves in research, academics, etc. They don't want to simply learn the employable skills but they want to go beyond that. Unfortunately, our syllabus does not cater to their need, the syllabus has to be reoriented and redesigned". Thus, emphasis on developing professional skills in the classroom is creating a gap between these two groups of the students and in order to eliminate this gap, the media educators should adopt an inclusive syllabus development procedure in which the students can also participate.

Analysis of the syllabi of postgraduate media and communication studies

in Assam:

The analysis of the syllabi of five public universities of Assam is based on its specified objectives, expected outcome and also the aspects which are silent in the syllabus. Among these universities, only the syllabus of Gauhati University has mentioned some specific learning outcomes of the postgraduate programme of Mass Communication which are as followed:

- Discuss the various theoretical and practical aspects of mass communication.
- Enumerate the existing and emerging trends of journalism and mass communication.
- Explain the methods of appropriate use of mass communication tools.
- Inherit the ethical values related to the mass media.
- Develop their skills in online journalism, broadcast journalism, advertising and public relations, film studies and community communications.
- Encourage media entrepreneurship

However, apart from Gauhati University, the syllabus of Dibrugarh University includes subject wise learning outcomes along with its objectives. These six learning outcomes of the Gauhati University imply that this syllabus is basically facilitating the students to develop professional skills as well as understanding media from theoretical as well as practical aspects. Although the other three universities have not mentioned about the expected learning outcomes of the syllabi, this study finds that the entire scenario of media education in Assam is emphasizing more on developing professional skills and equipping the students to become producers of media content as per the professional need of media industry.

For the purpose of this study, the syllabi of these five universities are categorized into three types of learning outcomes including developing theoretical knowledge, professional skills, and cognitive skills. Based on the nature of the research problem, this study has formulated the operational definition of these three learning outcomes as followed –

Professional skills: The learning skills which emphasize developing employable capabilities of the students training them to become professional media person.

Cognitive skills: The learning skills which develop a critical thinking capacity among the students in understanding the notions of interplays among media, culture, and society which is political in nature.

Theoretical knowledge: Theoretical knowledge of media education provides the set of concepts, explanations, and principles describing the communication process in order to understand different aspects of human experiences.

On the basis of these three learning outcomes, the papers of the five syllabi are distributed into three categories (Table: 2). However, for this study, the papers on Dissertation and Internship as well as paper for choice based credit transfer (CBCT) are not included for analysis; however, three of these five universities including Tezpur University, Gauhati Univesity, and Assam university are taking dissertation as compulsory while, on the other hand, Dibrugarh University and Assam women's university is providing it as an optional paper.

Table 2: Distribution of papers in the syllabus of media and communication studies in Assam

University	Theoretical knowledge	Professional skills	Cognitive skills	Total papers
Tezpur University	5	17	5	27
Assam University	4	12	3	19
Dibrugarh University	7	19	1	27
Assam women's University	7	10	4	21
Gauhati University	6	8	1	15
	29 (27%)	**66** (60%)	**14** (13%)	**Total: 109**

Fig 3: Distribution of papers in the curriculum of media and communication studies in Assam
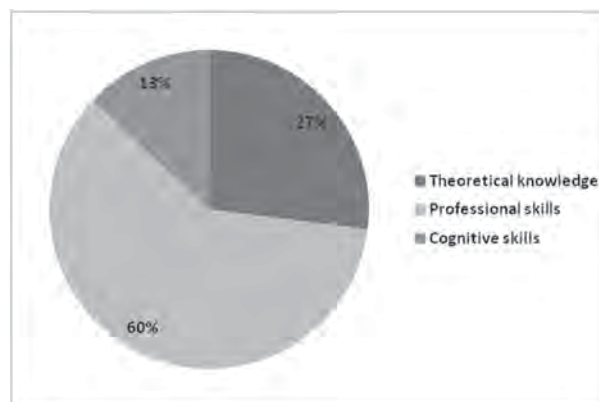
The figure 3 explains that the syllabi of media and communication studies in Assam are more apt in developing professional skills (60%) in comparison to other two learning outcomes. The syllabi are not deliberately focusing on developing cognitive skills for developing critical thinking in understanding the interplay of media, society, and culture. For instance, the syllabus of Tezpur University includes the paper called Media, Culture and Society (MC512) in the third semester is only an optional paper providing basic ideas on the relationship between media and society. In the second unit, it includes topics such as cultural implications of mass media, popular and elite culture, multiculturalism and subcultures, feminist critiques of media, media and the minorities, national culture, and communication policy. These topics provide the scope to understand the process of mediating culture as a social practice giving an idea on the critical relation between media and culture. This study has found one common paper in four universities including Tezpur University, Assam University, Assam Women's University and Gauhati University, which is based on political, economic and cultural dimensions of international communication focusing on criticizing the imbalance in international communication flow governed by the information-rich countries. For example, in the syllabus of Gauhati University, it includes one core paper, "History of Media and Global Media Scenario" (MMC 1025) in the First semester which teaches the students to critically view the pattern of meaning-making process understanding the context of global media scenario. The objective of this paper is to provide a historical context of the emergence of global media in order to develop a critical thinking among the students on global media scene through understanding the dynamics of the globalized public sphere. In the Third unit of this paper, it is providing some critical lenses to understand different aspects of global media scenario such as-

- Importance of the study of Global Media Systems, The Information Rich West and the Information Poverty in the Underdeveloped countries, the U.S. Hegemony in the Global Media Scenario

- Historical Dimension of the International Information, their Closed situation in the Socialist countries

- The concept of Free Flow of Information, Concept of Imbalance, the origin of the concept of Imbalance, Information Imbalance between the Developed and Developing countries, the Imbalance Debate, the Western Bias in free Flow of Information, Contemporary trends in the Media and International Relations.

In the syllabus of Assam Women's University, it includes one paper,

namely "Women and Media & Communication" (MMC-18), for the fourth-semester students based on contextualizing women and communication. It emphasizes on topics such as the representation of women in mass media and popular culture, sexual politics in media narratives, alternative sexuality and media, etc. It gives some scope for the students to understand the critical relationship between gender and power relation.

In a media culture, in which commodification and commercialization of information have become common agendas of media houses for naturalizing politics of power in creating media content, it is the need of the hour to train the youth to inculcate some critical thinking skills to deconstruct media's constructed representation. Media education should also emphasize on providing those curriculums along with equipping professional skills which help the students to transform their point of view for critical interpretation of media texts. It is the responsibility of the education system to produce both active producers as well as consumers of media for better democratic governance.

Conclusion

Assam, an integral part of the northeastern region in India has been witnessing a growing trend in the media industry since the first newspaper publication of *Orunudoi* in 1846. Changes in ownership as well as the economic structure of Indian media after the Liberalization, Privatization and Globalization (LPG) policy 1991, vernacular press in Assam has also faced variations in its overall growth. Most of the electronic media in the state are owned by big corporate houses and also political groups which are becoming external forces in creating media content. However, in comparison to media houses in the state, the market size is very small which is leading to the readership as well as viewership competition among the media houses.

Like the other political and social conditions, the growth of media in the state has been playing a significant role in shaping the socio-cultural values. In such a situation, a well-developed participation of the young generation in production, as well as critical consumption of media content, is essential for the development of a strong public sphere. As we know, India is recognized by United Nation as the country with world's largest young population. According to the population census, 2011, 30% of total population i.e. 121.08 crores, comprises the youth section of the country. However, in Assam 12% of total population of 3.12 crores (2011 population census), is under the age group of 18-23 in accordance to the Population Projection, 2016 conducted by the Statics division of Ministry of Human Resource and Development, India. Thus, in such a demographic pattern in the state, the importance of

media literacy education cannot be undermined in order to empower them for participating democratic governance of the country.

Increasing demand for media literacy education globally, emphasizes more on reducing the negative impact of corporatization as well as the commodification of information. This requires a transformation process through media literacy education in which the students are taught to build their worldviews based on their critical inquiry into the sub-cultural readings of gender, class, race, religion, etc. inscribed in the media texts. Regarding the importance of media literacy in India, Nagraj, Kundu and Nayak (2014) state that "the public sphere is shrinking with the dominance of private ownership of media and market forces; obviously the citizen-initiative to stem the marginalization of media literacy is inevitable. The public sphere is slowly emerging as a conflict arena between corporate and civil society activities. In light of these perspectives, efforts should be made to empower and enhance the capacities of the citizenry to critically evaluate media performance on a larger mosaic and this confirms the need for media literacy programmes". In such a media environment when the audiences tend to suspend their judgments on the mediated realities, media become a vehicle for creating false consciousness. Thus, in order to create some counter-hegemonic messages as well as the alternative representation it requires deconstructing the mediated second-hand realities through promoting media literacy education. This study recommends revising the syllabus of the postgraduate programme of media and communication studies in Assam in order to facilitate the students to inculcate their critical literacy for strengthening the public sphere which is the core of a democratic country.

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Television Advertisements and its impact on adolescents

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A Case Study of Silchar Town

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— Abstract —

Today, advertising seems to be everywhere and ever present exerting a far reaching influence on the daily lives of people. Advertisements develop self-concepts in order to induce purchase decisions and have been the subject of a great deal of attention in the last ten to fifteen years. The young generation gets inspiration more than any other age group from the TV commercials, as they believe what they see. Most of the young generation believes television advertisements to be informative and most of them respond to them favorably. Television advertising can have a powerful influence on adolescents, food preferences, consumption and behavior. They have become a strong influencing group and even have the ability to influence the purchase decisions in the family from cakes to cars. This study aims to evaluate the impact of TV advertisements on adolescents in Silchar town of Assam.

The impact of television is vital because of its enormous potential as an audio-visual communicator. Television is perceived as a persuasive medium of communication and acts as a source of information, education, entertainment and consumerism. It enables the creative man to communicate by combining motion, sounds, words, color, personality and stage setting to express and demonstrate ideas to large and widely distributed audience.

Television advertising is the most memorable and easily digested formats around us. Unlike other strategies, television commercials have a variety of tools to call upon to gain a viewer's attention, such as video, animation, graphics, voice, sound effects and music. The young audiences remain glued to the television and enjoy what they see. Because of the combination of color, sound and action, television attracts more youngsters than any other medium (with the exception of cinema). Most of the advertisers rely on television for advertisements of their products in order to attract the adolescents as they are their target audience in most of the cases. This is due to the fact that adolescents and teenagers are easy to be persuaded to buy any product, which is being advertised on TV. Television advertising employs attention-grabbing trick such as catchy and pleasing music, lyrics, jingles, attractive artists, utilizing various appeals such as fear, humour, rational etc. As TV is the most popular medium due to its sound with picture, it is the best tool for selling brands and services. It is often said that a picture can tell more than thousand words, that's why TV advertisements are the best to demonstrate the product in an attractive manner.

Impact of Television Advertisements

Kalra and Karla (1996) studied the impact of cable television viewing on adolescents. The study was conducted in four colonies of Ludhiana city in Punjab covering a sample of 150 adolescents in the age group (13-19) who had cable TV connections in their houses. The authors point out that the media invasion has triggered off a number of unhealthy trends in the society. It has even interfered with social mingling and family bonds. The 'villain' has driven guests away and injected lethargy into the youth and students. Studies have gone out of gear and the ocular, physical and mental health of the 'victims' have been affected. The authors point to the special responsibility of parents in curtailing the negative effects of cable television.

Advertising is a way of gaining sales effectiveness and of keeping selling expenses low. Advertiser wants to be certain that he, his store, and his product are identified in the advertisement and he is gaining benefit from it, even when he cannot be there to deliver the message in person and also because the

advertisement must be carried by newspapers or magazines or television or radio or billboards, or by some other mass medium. The advertiser must pay the owner of those media for the space or time he used for the advertisement (Jugneheimer & White, 1980). The Independent Television Commission in the UK noted that two out of top five most offensive advertisements in 1995 were animated; though naturally inclined to the medium, children may easily be disoriented by the message (Davies, 1986).

A study was conducted in two girl's higher secondary schools-one government and one private, situated in Gandhi Nagar area of Jammu City. A sample of 100 adolescents girls (50 from each school), studying in class 9th-12thwere selected for the study and the study revealed that the girls viewed TV advertisements with a great interest and found them entertaining and informative. The main reasons for liking an advertisement was the information it provided regarding the discount, special gifts attached, brands and quality of the product. The non-informative factors like celebrities, Catchy slogans, visual effects funny advertisements, good music and action were also the reasons for liking an advertisement, in order of priority (Malathi & Kumar, 1989).

Schooler et.al. (1996) surveyed 571 adolescents of California aged almost 13 years old, they identified that there exists a strong relationship between viewing advertising of tobacco and then using it. They checked that advertisements that have use of alcohols and tobacco, they affect more children. Sargent, et.al. (1997) made a survey of 1265 youths of rural New Hampshire and Vermont aged between 10 to 19 years old, and they found that smoking is caused by watching advertising which contain use of smoking. Children are attracted towards advertisements that make them happy, make them please and feel good (Collins, 1990).

Saksena (1990) also found that adolescents were influenced by TV advertisement and mostly purchased those brands and products, which are more advertised on TV. He also studied the impact of media on lifestyle of adolescents in the age group of 12-18 years of age and found that media especially television and satellite channels certainly affected the lifestyle of individuals. They tend to buy the product advertised by media, irrespective of its cost. The way of presentation mattered in case of food items whereas in case of clothing, designer label mattered.

Collins, et.al. (1992) observed on the basis of a study conducted in four nations – Ireland, Australia, United States and Norway- that parents were concerned about television advertisements because they are seen as creating a need in children and through them, commercial pressures in their parents.

An ideal advertising is aimed at providing positive information in order to gain commercial benefits through a stylish, attractive and refined way, which can persuade and compel the users, to buy the product which is being advertised (Kotler & Armstrong, 1993).

Advertising is almost everywhere in our daily life. Its forms and roles are both contested and admired. Some see advertising both as the mirror and the maker of culture. Even when advertisements contribute new sounds and the symbols that shape feature, its words and images reflect the present and the past. Others say advertising is purely an economic activity with one purpose i.e., to sell. Many advertisers and agencies believe that advertising creates "magic in the marketplace" (Russel & Lane, 1996).

Kaur and Kaur (2002) explored fashion awareness among rural and urban adolescents. The study was conducted in three villages and three localities of Ludhiana city (Punjab) which comprises 100 rural and 100 urban adolescents. Their study observed that television was the most important media of information regarding fashion awareness among rural and urban respondents.

Kotwal, Gupta and Devi (2008), conducted a study on 100 adolescent girls, studying in class 9th-12th, to know the impact of T.V. advertisement on their buying pattern and the results they found were that advertisements played a vital role in introducing a new product in the family list and making better choice during shopping. They also found that majority of the respondents after watching an advertisement wanted to buy the new brand introduced in the market and the respondents were disappointed when they were not allowed to buy products of their choice and were of the opinion that T.V. advertisements helped them to make better choice during shopping. In their study they also revealed that respondents preferred to buy branded and standardized products which are more advertised on television.

Patel and Jain (2011) in their study on 'Impact of TV Advertising on Youth Buying Behavior', established the fact that TV advertisement influences today's youth for buying decisions. TV advertising has enhanced their involvement in product selection and purchase, they prefer to buy TV advertised products and it is helpful in buying the new products. Their study was conducted on students between the age group 18-21 years who visited shopping mall. Abdul, Amir, Aslam, Bilal and Umair (2014) in their study Impact of TV Advertisement on Children Buying Behavior in different schools in Punjab and Pakistan found that the respondent agreed with this statement that there is an impact of TV advertisement on children buying behavior.

Advertising is almost everywhere in our daily life. Its forms and roles are both contested and admired. Some see advertising both as the mirror and the maker of culture.

The effects of advertising on body image have been studied by researchers, ranging from psychologists to marketing professionals. Researchers, such as Mary Martin and James Gentry, have found that teen advertising negatively impacts teenagers' self-esteem by setting unrealistic expectations for them about their physical appearances through the use of idealized models. They also concluded that, "exposure to ultra-thin models in advertisements and magazine pictures produced depression, stress, guilt, shame, insecurity and body dissatisfaction in female college students."

Dromgoole (2006) in his study on 'Media Effects and Body Image Perceptions on Youth, Youth Development Initiative', established the fact that female and male adolescent tend to compare themselves with models in television advertisements more frequently at younger age and as a result both the gender feel insecure and lack of confidence in themselves that led to unhealthy lifestyle which is one of the most serious things to be taken care of now-a-days. Girls with stick to crash diet to get unattainable body of those models in advertisement and boys often resort to use the steroids and over exercising to achieve a perceived muscular body.

Objectives, area of study and methodology

The specific objectives of this study are:

1.) To find out the socio-economic background of the respondents.
2.) To understand the level of mass media exposure among the respondents.
3.) To find out the level of TV advertisements exposure among the respondents.
4.) To examine the impact of TV advertisements on respondents.

Silchar is the second largest and important town located in the southern part of Assam next to the state capital Guwahati. Having a history of its own related to the colonial past, it represents the typical urban setting of a non-metropolitan city. It has got a central university which is 20 Km. away from the town, a deemed university NIT, and a Medical College, all located outside the municipal area. Silchar Municipal Board was constituted in the year 1998. In the year 2005, the municipal area of the town covered 15.78 sq. Km. The Silchar municipal jurisdiction comprises 28 municipal wards and as per Census 2001, the total population area of the town covered is 1, 43,003, (Bhattacharjee & Sen, 2003).

The present study is focused on the adolescents of Silchar town to know about the impact of television advertisements on them. According to the

Researchers, such as Mary Martin and James Gentry, have found that teen advertising negatively impacts teenagers' self-esteem by setting unrealistic expectations for them about their physical appearances through the use of idealized models.

nature of the investigation both primary and secondary data were required in the study. For this purpose, an audience survey method was employed in order to collect the primary data. 451 adolescents (respondents) belonging to the age group between 13-16 years from 28 wards of Silchar town of Assam were chosen by the convenient sampling method and data were collected from them with the help of an interview schedule. For further clarification, formal discussions were organised and appropriate notes were taken for later analysis. The secondary data required for the study were collected from the various books, research reports, dissertations and recognised websites, etc.

Variables and parameters

The social background of the respondents may be studied in terms of their sex, age group, religion, caste, mother tongue, languages known, education level of the respondents, parent's education, occupation of parents, family monthly income, frequency of visiting to market/malls and household consumption pattern such as TV, refrigerator, washing machine, digital/ordinary camera, cordless phone/mobile, room cleaner/mop/vacuum cleaner, iron, bike/scooter/scooty, goodnite/all out/jet liquidator, water filter/aqua fresh, cutlery set, dining set, etc.

Media exposure of the respondents may be defined in terms of exposure to the Modern Mass Media such as Newspaper, Magazine, Radio, Television, Cinema Hall/Theatre, Internet, Mobile, iPod, Digital Versatile Disc, etc.

The dimension of impact of TV advertisements on adolescents will be operationalised with the help of dependent variables such as frequency of purchasing TV products, satisfied about the quality of the products, experimenting new products, influenced by TV ads., makes the purchase easier, fashion and style such as dress designs, jewelry, hairstyles, trendy mobile, iPod, and bikes, eating disorders such as unhealthy and junk food (defined as foods with high-caloric density but low nutrient density), drugs addiction, etc.

Findings

Socio-Economic Profile of the Samples: The demographic profile of the samples reflects that majority of the respondents belong to the age group of 16 years (43%) to 14 years (24%) and fall under General and Other Backward Classes (OBC) categories (39% and 23%) respectively. With regards to their economic status more than 60 percent respondents belong to high expenditure group. Majority of the respondents belong to nuclear

families 64 percent rather than the traditional joint family (36%) and small family groups having maximum five members respectively. Majority of the respondents can speak Hindi (96%), followed by English (91%) and Bengali (87%) being the dominant language of this region. This proves that Hindi is popular amongst adolescents.

Regarding their education qualification which is the key ingredient for living a better life, the data shows that majority of the respondents are below high school educated (57%), followed by high school educated (37%). The respondent's fathers are mostly Graduates (41%) and mothers Higher Secondary qualified (48%).

Most of the respondents have access to the most important amenity i.e., clean drinking supply water facility (63%). It is quite surprising that majority of the respondents do not have bank account/ post office account, whereas the rest 32 percent have bank account/ post office account. Many of the respondents like to go to government doctors for medical treatments i.e. (41%), while 37 percent like to go to private hospitals and the rest 22 percent go both places respectively.

It is quite interesting that majority of the respondents have access to basic amenities such as electric fan (100%) and mobile/ telephone (98%), colour television set (75%), computer (64%) followed by cable connection or DTH (57%). Also, majority of the respondents participate in festivals/ occasions (54%).

Mass Media Exposure of the Respondents: Regarding mass media exposure, maximum respondents i.e. 82 percent subscribe newspaper of which Dainik Jugasankha (56%) is the most popular local Bengali newspaper in Silchar. 60 percent respondents like to read about cinema and sports related news which is followed by headlines (50%) and current affairs (50%). 39 percent respondents read newspaper daily and 82 percent respondents read newspaper for half-an-hour. 56 percent respondents agreed that newspaper helps in highlighting issues regarding women development/women empowerment, followed by 21 percent respondents strongly agreeing that newspaper helps in highlighting issues regarding women development/ women empowerment.

The data also reveals that more than 60 percent respondents read magazines and Filmfare magazine (23%), is the most popular magazine among the youth followed by Reader digest (21%). In addition maximum i.e.60 percent respondents read magazines for half-an-hour. 53 percent respondents agree that magazines helps in highlighting issues regarding women development/women empowerment followed by 21 percent

respondents strongly agreeing and again 21 percent respondents having no opinion in this issue.

Maximum i.e. 60 percent respondents regularly listen to radio and majority of the respondents i.e. 38 percent listen to radio in the morning hours while 67 percent respondents spend less than one hour in radio listening. Also 40 percent of the respondents prefer listening to radio programmes in Bengali language, followed by 35 percent in Hindi. Moreover, 40 percent respondents prefer listening to bhajans on radio, followed by 27 percent respondents listening to classical music.

Maximum numbers of respondents i.e. 73 percent have access to computers whereas 27 percent of respondents do not have access to computers. Interestingly, 76 percent and 71 percent respondents use computer and have access to Internet in the comfort of their homes respectively. Similarly majority i.e. 95 percent and 92 percent respondents use computer and Internet for educational purpose. 31percent each respondents use Internet for an hour and for more than two hours. Using Internet in many ways benefits majority of the respondents i.e. 88 percent and 92 percent respondents learnt computer by their experience.

Majority i.e. 90 percent of the respondents have access to traditional media, while the rest 10 percent do not have such opportunity of communication. Kirtan is most popular traditional media practiced among the respondents at home with 43 percent. 86 percent respondents have visited fair/ mela of which Gandhi mela is one of the biggest fair and 82 percent respondents have visited Gandhi mela.

Interestingly, films are very popular among the adolescents as 80 percent of the respondents' watch films of which 83 percent respondents watch films on television, followed by 57 percent on laptop/ desktop. Maximum respondents i.e. 83 percent prefer to watch comedy films, followed by 63 percent horror films, 58 percent adventurous films, 53 percent action based films, 45 percent romantic films. 71 percent respondents prefer to watch Hindi films, followed by 61 percent respondents preferring to watch Bengali films and 38 percent English films.

Television Advertisements and Its Impact on Adolescents: All the respondents watch television and majority of them possess television set. Thus, from the study the researcher can say that TV is a very popular mass medium among all the adolescent respondents in Silchar town.

Majority of respondents (94%) have a habit to watch TV on regular basis and 79 percent respondents watch for 1-2 hours a day and almost all of them like to watch TV at home. Maximum respondents i.e., 99 percent like to watch television advertisements followed by documentary (95%), dance (84%), feature film and music each (79%), serials and drama (67%) and (54%) respectively. Majority i.e., 83 percent of the respondents prefer Discovery Channel, followed by each 82 percent respondents preferring Star Plus and Sony Max, each (71%) Star Gold and Zee TV, (67%) Zee Cinema, (65%) Zee Bangla, (59%) National Geographic and (50%) Channel V.

Only 5 percent respondents prefer Doordarshan Silchar and each (82%) respondents prefers programmes such as Geet Manjari, Rabindra Sangeet and Lokgeet. Also each 73 percent prefer Nazrul Geet and Adhunik Geet and each 55 percent prefer Youth and Classical programme respectfully.

Majority i.e., 96 percent of the respondents prefer to watch TV in Hindi language, followed by 72 percent preferring English and 67 percent Bengali Maximum respondents i.e., 99 percent like to watch television advertisements and they watch advertisements of various brands such as Johnson, Amway, Pampers, Vivo, Pepsi, Odonil, Maybelline New York, Ezee, Britannia Good Day, Temptation, Fogg, Colgate, Flite, Goodnite, Gionee, Amazon, Cinthol, etc.

77 percent of the respondents prefer to watch advertisements because of their favourite actor/actress and half of the respondents like the genre/theme. Moreover, only 38 percent of the respondents think advertisements are important and interestingly, majorities i.e. 94 percent of the respondents watch advertisements on compulsion.

Only 33 percent respondents could recall the advertisements related to adolescence development of which maximum respondents i.e., 70 percent recalled the name/theme Beti *Bachao, Beti Padhao Yojana* and 65 percent recalled *Padhega India Toh Badhega India*.

Majority of respondents (68%) could recall advertisements related to adolescence's health and hygiene whereas most of the respondents (83%) recalled the advertisements of Aquaguard water purifier brand (advertisements on safe drinking water), followed by advertisements of Whisper 65 percent and Stayfree 48 percent (advertisements on sanitation). Also, 34 percent respondents recalled advertisements related to social evils of which majority i.e. 79 percent recalled soaps advertisements where women's body is exposed.

Interestingly, half of the respondents do not feel that they are negatively affected after seeing advertisements whereas the rest 27 percent respondents feel that they are negatively affected after seeing advertisements of which maximum numbers of respondents i.e. 65 percent feel that soaps advertisements where women are pretended to be naked affect them negatively and most of the respondents (93%) are ashamed after watching those advertisements.

It is quite astonishing that majority i.e. 90 percent of the respondents are not in the habit of using jingles or dialogues shown in the TV advertisements, whereas only 8 percent respondents use it of which most 37 percent feel that they use jingle or dialogue of Amul brand namely, *Amul Doodh Pita Hai India*.

Also, the other major findings of the study are that, only (33%) respondents follow the costumes after watching TV advertisements. Maximum i.e. 42 percent respondents agree that TV advertisements promote Indian values/family bonds and relationships. Few respondents (27%) believe TV advertisements represent real picture of society while most of the respondents (46%) do not. Thus, on the basis of data the researcher can say that majority of adolescents in this universe do not agree to the point that TV advertisements are showing the real picture of society.

Maximum numbers of respondents i.e. 43 percent are not sure about whether TV advertisements affect their social life. On the other hand it's very interesting as majority of the respondents i.e. 59 percent believe that TV advertisements have brought changes in their thought process and life. More than half 55 percent respondent says TV advertisements have brought changes in their costumes and 45 percent says it inspires them to keep the surroundings clean.

Maximum respondents i.e. 65 percent believe that TV advertisements are important/beneficial. Majority of the respondents i.e. 66 percent views that TV advertisements provides entertainment and relaxation and 51 percent respondents feels that TV advertisements encourage topic for discussion among friends.

More than 60 percent respondents agreed to the fact that they get prompted to buy items or products after seeing advertisements. Maximum i.e. 83 percent respondents says they bought soaps after seeing the advertisements and more than 40 percent respondents says they bought various products such as cloths, body lotion, hair oil, mobile, mosquito repellent, talcum powder, shoes, sanitary baby diapers, wheat, coffee, etc.

after seeing the advertisements. Majority i.e. 66 percent of the respondents says they have not bought any products without their parent's disapproval and also majorities i.e. 38 percent believe that the reason behind their parent's disapproval is due to their parent's dislikeness of the product.

Summary and conclusion

Television and advertising together present a lethal combination and has become an integral part of modern society. It is the most convenient route to reach not only adult consumers but also the adolescents. Adolescents are manipulated by advertisement promise that the product will do something special for them which will transform their life.

The results of the study revealed that almost all the respondents like to watch television advertisements. The main reason for liking an advertisement is because of their favourite actor/actress. Also some of the adolescents like because of the genre/theme. Few i.e. 33 percent respondents could recall the advertisements related to adolescence development of which maximum respondents i.e. 70 percent recalled the name/theme *Beti Bachao, Beti Padhao Yojana* and 65 percent recalled *Padhega India Toh Badhega India*.

Regarding advertisements related to adolescence's health and hygiene majority i.e. 68 percent could recall such types of advertisements out of which (83%) recalled the advertisements of Aquaguard water purifier brand (advertisements on safe drinking water) and 65 percent and 48 percent could recall Whisper and Stayfree advertisements (advertisements on sanitation) respectively. Also, 34 percent respondents could recall advertisements related to social evils of which majority i.e. 79 percent recalled soaps advertisements where women's body is exposed. It is quiet astonishing that 27 percent respondents feel that they are negatively affected after seeing advertisements of which maximum numbers of respondents i.e. 65 percent feel that soaps advertisements where women are pretended to be naked, affect them negatively and most of the respondents (93%) are ashamed after watching those advertisements.

Surprisingly, only 8 percent respondents are in the habit of using jingles or dialogues shown in the TV advertisements of which most 37 percent feel that they use jingle or dialogue of Amul brand namely, *Amul Doodh Pita Hai India*. (42%) respondents were of the opinion that TV advertisements promote Indian values/family bonds and relationships. Majority i.e. 46 percent of the respondents believe that TV advertisements does not represent real picture of society. But interestingly it was found that majority of the respondents i.e. 59 percent believe that TV advertisements have brought

changes in their thought process and life.

Majority of the respondents were of the opinion that TV advertisements are important/beneficial. The adolescents were of the opinion that TV advertisements provide entertainment and relaxation and also feel that TV advertisements encourage topic for discussion among friends. Interestingly, more than half i.e. 55 percent respondent says TV advertisements have brought changes in their costumes and 45 percent says it inspires them to keep the surroundings clean. Majority of the respondents prompted to buy items or products after seeing advertisements. The main items purchased after seeing the advertisements are soaps, cloths, body lotion, hair oil, mobile, mosquito repellent, talcum powder, shoes, sanitary baby diapers, wheat, coffee, etc. Majority of the respondents says they have not bought any products without their parent's disapproval and they believe that the reason behind their parent's disapproval is due to their parent's dislikeness of the product. On the basis of this study it may be stated that television advertisements both commercial and social are popular among adolescents and they have impact on their buying, watching and creating awareness habits. Some respondents also specifically desire to see more advertisements of Patanjali products as they believe it to be natural, beneficial and harmless and some of them desire to see advertisements on cancer medicines.

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