

Report
on the Status of
Journalism & Communication
Education in India



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Editor : V. Appa Rao
Assistant Editor : Prem Varma
Production Assistance : R. K. Saigal

Report on the Status of Journalism/Communication Education in India

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PREFACE

The University Grants Commission decided to get a report prepared on the present status of Journalism/Communication Education in the country and entrusted this work to the Press Institute of India. The report prepared by the Press Institute of India was received by the various university departments of Journalism/Communication with a mixed feeling. Consequently, the UGC Panel on Mass Communication constituted a Committee consisting of Professor K.E. Eapen (Chairman), Professor B.S. Thakur and Professor M.R. Dua to prepare another document after obtaining necessary information from the various university departments. The present report is based on the factual information supplied by the various departments, the reports of the committee which evaluated the proposals of Madras and Berhampur Universities for starting a department of Journalism/Communication and the recommendations of the UGC Workshop on Modernisation of Journalism/Communication Curricula held at Osmania University, Hyderabad, in November 1979. Since this document had to be prepared in a very short time, we crave the indulgence of the users for lapses that might be there.

We are grateful to the University Grants Commission, especially its Chairman, Professor Satish Chandra, for the initiative and the foresight shown in the creation of a Panel on Communication, thus paving the way for the growth of communication education on scientific lines and to the various heads and Faculty members of university departments of Journalism/Communication for quickly providing the information in respect of their departments. We sincerely hope that the document will be of help in the promotion of Journalism/Communication Education and Research in the country during the eighties.

Professor K.E. Eapen
Professor B.S. Thakur

CHAPTER 1

Introduction

Formal training in journalism under the auspices of universities started about a hundred years ago in the United States. The first Indian attempt was made at the National University at Adyar, Madras, in 1920.¹ American campuses made considerable progress in journalism training through munificent support, ideawise and moneywise; liberal aids by Pulitzer (Columbia University, 1908) and Newhouse (Syracuse University, 1957) are two outstanding examples. Except for the Saurashtra Trust in Gujarat which donated Rs. 100,000 to the Saurashtra University in 1973, there has been no Indian case of the Press promoting journalism education in universities.

A modern trend in such training was initiated by Professor P. P. Singh when he started a programme at a Panjab University, Lahore, in 1941. It goes to Prof. Singh's credit that in the teeth of stiff opposition from many quarters, he saw the idea of journalism training take firm roots and flourish. Later, it was left to Hislop College, Nagpur, to give a new shape and dimension to training when its Journalism Department began under Nagpur University in the 1952-53 academic year. Its advantages were two; firstly, the call for such a training venture had come from the Indian Federation of working Journalists, Nagpur, and this brought considerable support for the programme from the local Press; secondly, Hislop College, the oldest college in the then capital city of Central Provinces, had visualised the significance of trained personnel for the press in a democracy and readily offered all its resources for setting up a course of high academic standards and professional quality.² Hislop College had attracted students from every part of India and some from the less developed countries of Africa and Asia.

At present there are more than 25 journalism/communication departments. Entering the stream in 1980 are such institutions as Karnataka University (Dharwar) and the Madurai Kamaraj University. There has been a definite increase in the number of institutions involved in training. In qualitative terms, however, the best of Indian efforts lag behind those

1. M. V. Kamath, *Professional Journalism*, Vikas, New Delhi, 1980, pp. 1-2.

2. The Shiva Rao Committee in its Report submitted to the UGC in 1964 lauded the Hislop College effort and favourably commented about its course structure, professional staff, library and practical training facilities, internship programmes, etc. and suggested that the full-time staff members and part-timers should be better rewarded.

in Nigeria or Brazil, in Thailand or the Philippines. One major reason for this is the colonial past; Britain has had no formal university involvement in the training of media personnel. Another is the unhelpful attitude of some British-educated and Westward looking professionals who have been looking down on formal university training. Though the Press pretends to be an agent of change, it is very much *status quo* oriented, and does not view with favour new ideas picked up by youngsters at universities.

Looking back into the past four decades one may detect certain trends in training. What was started in 1941 in Lahore was a craft-oriented course. Hislop College (1952) and Osmania University (1954) strove hard to improve the technical approach to reporting and editing so that many of the raw graduates who went there for journalism training got quick employment disproving the cliché that journalists are born and not made. This thrust continues with most university programmes now, seven of them offering the Master's degree.

A fresh dimension was added to this by Bangalore University (1973) when it decided to supplement the professional dimension by a two-tier social science slanted scheme. In its post-degree programme, the first year is terminal. Besides imparting training in skills and techniques involved in the print medium, stress is laid on exposing students to the notion of communication as a system, functioning in a given cultural, economic, political and social climate. The first degree, Bachelor of Science (B.S.) in Communication, declares its social scientific orientation. The B.S. course gives an introductory course even in communication research methodology.

The B.S. is followed by a one-year Master of Science (M.S.) in Communication for the serious student who would want to know more about communication as a process. Naturally, its course structure covers social psychology, communication theories and the like. It is a thesis-based degree and students are encouraged to take rural research problems and get exposure to villages concerned during their fieldwork.

Most of the Master's degree programmes stress on higher levels of the arty-crafty aspects of journalism rather than pushing students to the understanding of the relationship of media to other social institutions. The tendency so far has been to look at the press (private owned) and electronic media (public owned) in isolation rather than as sub-systems of the political reality that India is. The press, film and radio-TV, be they in the private or public sector, are largely owned and operated by the upper class—admittedly there are regional variations and exceptions—and have, therefore, not carried effective and convincing messages of social change.

Kerala university (1980) is introducing another stream of communication education. The general objective of this programme, to be introduced with the 1981-82 session, is to improve the quality of the profession and to stimulate communication research. This is to be achieved through regular graduate and post-graduate courses as well as by short-term/refreshers programmes for media personnel and teachers. While the overall goal is to provide basic competence in general communication principles and practices, and to help those who intend to become scholars and knowledge generators, the emphasis will be on knowledge utilisation. Thus, it has been a long march from the craft-oriented approach initiated in 1941 to the knowledge generation and extension involvement proposed in the 1980's.

Some of the other major landmarks in the growth of journalism/communication education deserve to be noted. In a multi-lingual society such as India's, the significance of local and regional languages for communication purposes is being increasingly recognised. The first response to this challenge came from Saurashtra University at Rajkot where a journalism course with Gujarati as the sole medium of instruction was started in 1973. Several universities, of course, have been offering instruction in regional languages as optionals.

Mysore University was the first to introduce journalism as an optional subject at the undergraduate level (1951, Maharaja's College). With the introduction of three-year degree courses in 1959, the Bachelor of Arts degree included journalism as a major subject. Another milestone was the upgradation of the Diploma in Journalism at Osmania University to India's first Bachelor of Journalism Degree. The Indian Institute of Mass Communication has introduced a full-fledged Diploma Course in News Agency Journalism (1978) and is now planning to start Diploma Courses in Advertising and Public Relations from 1981-82.

The next chapter of this report outlines the historical development of the journalism/communication area of study, discusses the present status of education in the country, and examines the adequacy of the various programmes.

Following this is a brief section on the role of the UGC in the training efforts: appointment of its Panel on Mass Communication, and what the Panel has done during its first two years.

The fourth chapter examines the recommendations of many important committees and the UGC workshop on modernisation of journalism curriculum held at Osmania University, in November 1979. It lists the important recommendations under different headings such as courses, duration, etc. The fifth and final chapter deals with the outlook for future.

CHAPTER II

Development of Training

The oldest tradition of academic interest in journalism can be traced back to 1672 when the University of Leipzig (German Democratic Republic) arranged lectures on journalism.¹ Journalism training in the modern sense, however, started much later. In the United States of America, after a few sporadic efforts in the second half of the 19th century, the first regular four-year curriculum was organized by the University of Illinois in 1904. Thereafter, there were quick developments. There are now more than 200 colleges and universities in that country offering the four-year curriculum. About 50 of them run the Master's course and 20 have the doctoral programme.

In this part of the world, the National Peking University offered courses in journalism in 1918 and China's first university department of journalism was founded at St. John's University, Shanghai, in 1920.² In our country, the first course was launched by Mrs. Annie Besant at the National University, Adyar (in Madras), in 1920's. The effort did not last long.

In Calcutta, there was a talk of university course in journalism as far back as the early thirties. The Indian Journalists' Association, under the presidentship of Shri Mrinal Kanti Bose (chief leader-writer of *Amrita Bazar Patrika*), was the principal sponsor of the scheme for a course under the auspices of Calcutta University. Not all, however, shared Bose's enthusiasm. As Dr. Roland E. Wolseley writes in his *Journalism in Modern India*, our "first journalistic instruction at the modern university level was that offered in 1938 at Aligarh Muslim University, a diploma course." Mr. Rahm Ali Alhashmi, who had experience of both English and Urdu journalism, was in charge of this course. When he resigned "on account of some differences with the authorities", the course was abolished in 1940.

The oldest continuing department of the Indian sub-continent was set up by Professor P.P. Singh in 1941, at Lahore, under the auspices of Panjab University. Professor P.P. Singh himself had obtained a Diploma in Journalism from London University and the Master's degree in Journalism from Missouri University besides adequate newspaper and news

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1. Katzen, May 1975. *Mass Communication : Teaching and Studies at Universities*. Paris : The UNESCO Press. p. 105.
 2. Katzen, May, *op.cit.*, p. 188.

agency work experience. He saw the department survive despite stiff opposition from journalists many of whom believed that journalists were born and could not be trained.

The only other university to establish a department of journalism in the forties was that of Madras (1947). The early fifties saw the Universities of Calcutta (1950), Mysore (1951), Nagpur (1952) and Osmania (1954) take the plunge. Four more departments came into existence in the sixties. These were in the Universities of Poona (1964), Gauhati (1967), Shivaji (Kolhapur; 1968) and Jabalpur (1968). From 1970 to 1978 as many as 15 universities launched journalism courses of one or the other kind. These were the Universities of Punjab Agricultural (Ludhiana; 1970), Ravishankar (Raipur; 1972), Marathawada (Aurangabad; 1972), Banaras Hindu (Varanasi; 1973), Saurashtra (Rajkot; 1973), Bangalore (1973), Berhampur (1974), Punjabi (Patiala; 1974), Madurai Kamaraj (1975), Garhwal (Srinagar, Garhwal; 1976), Rajasthan (Jaipur; 1976), Aligarh Muslim (1976), Calicut (1976), Kerala (Trivandrum; 1977), and Maharshi Dayanand (Rohtak; 1978).

So far as the specialised areas of communication are concerned, we find several agricultural universities, besides the National Institute of Rural Development (Hyderabad), offering courses in agricultural/rural communication. The institutes of management and the university departments of business management teach subjects like business/executive communication, development communication and advertising management. There are still others like the National Institute of Health and Family Planning Welfare.

Besides universities, training in journalism and the allied areas is imparted in India today in other institutions—government and private. There are some 40 private colleges and institutes now offering part-time instruction in different parts of the country. The oldest among them is the Horniman College of Journalism in Bombay which was established in 1936 and was then called the American College of Journalism. The growth in private sector was phenomenal in the sixties and seventies. The largest chain today is that of the Bharatiya Vidya Bhavan whose main centre at Bombay, founded in 1961, is known as the Rajendra Prasad Institute of Communication and Management. The Institute at present has constituent and affiliated units at 23 places. And then there are other institutes. Quite different from these private courses is the whole-time diploma course of one year in mass communication technologies and TV production being offered at the St. Xavier Institute of Communication, Bombay.

Correspondence courses in journalism are available from the Bombay offices of the British Institute of Commerce and International Correspondence Schools apart from several other private institutes.

The Press Institute of India, set up in 1963, does not offer any formal diploma or degree courses but arranges refresher courses, seminars, workshops and conference for journalists and other media personnel in different parts of the country.

Among the governmental training efforts, the Indian Institute of Mass Communication, New Delhi, is an important organisation. It was set up in August 1965 in pursuance of the recommendations of the Mass Communication Study Team sponsored by the Ford Foundation in 1963 at the request of the Ministry of Information and Broadcasting. The basic recommendation of the team, headed by Wilbur Schramm, was for setting up a Centre for Advanced Study in Mass Communication "with responsibilities for consultation, training, and research and development, particularly in the use of mass communication in support of national economic and social development."

The Institute offers two whole-time courses of one academic year each : Post-graduate Diploma in Journalism for Developing Countries and Diploma in News Agency Journalism for Non-aligned Countries. The intake capacity of the first course is 30-35 and of the second 20-25, including foreign scholars in both cases. Besides, certificate/refresher courses for specific periods are arranged from time to time. As against the sanctioned staff of 8 professors (including Dean of News Agency), 3 readers and 5 lecturers, the Institute has at present 6 professors, 3 readers and 2 lecturers. About 15 lectures by guest faculty are arranged every month during the session. The Institute subscribes to 267 journals and has approximately 12,000 books in its library. A weekly laboratory newspaper called *IIMC Times* is published during the period from December to March. Trainees are sent for internship to newspapers, journals, advertising agencies, AIR and Doordarshan and undertake visits to many parts of the country. The Institute is very well-equipped, better than any university department. The details with regard to equipment available, research completed or in progress, thrust areas and other relevant information are given in the proforma relating to the Institute in the appendix concerned.

Besides the I.I.M.C., the Government of India supports the Film & Television Institute of India located in Pune. It was founded in 1961 for training in films, and television course was added to it in 1971. The Institute of Film Technology in Madras, supported by the Tamil Nadu Government, was also established in 1961.

On-the-job training has been attempted by several Indian newspapers in the recent years. The most well known training scheme started in 1963, is that of The Times of India group of Publications. Among the Indian language dailies, Eenadu, a Telugu daily of Hyderabad seems to have

broken new ground by periodically organising a three-month course along systematic lines for new entrants. This enterprise is notable for its attempt to combine theory and practice in a methodical way.

It is evident that the training efforts have expanded a great deal in the last two decades and have taken varied forms. We have now pre-service training and in-service training. We have institutional training and on the job training. Institutional training itself is being imparted in government institutes, university departments and private colleges.

The need for training is no longer in doubt or dispute. What is being debated now is the type of training that we need and the manner in which it should be organized. Nearly every form of training mentioned here probably fulfills need of a kind and will survive. However, the bulk of the need for professionally trained men for the print and other media and for journalism/communication teachers and researchers will have to be met through institutional training at the university level. Let us take a closer look at journalism education in universities.

The journalism course structure has undergone a sea-change since the inauguration of Panjab University's diploma course in Lahore. The first courses were purely skill-oriented with emphasis on writing, reporting and editing along with principles and history of journalism and press laws. Printing and newspaper business management were thought of later. In the second stage of development, such allied areas as advertising, public relations, photography and radio journalism (and even TV and film journalism) were covered in the syllabi of many universities. Most of the courses also started making provision for training in Indian language journalism in one form or another. In the recent years, communication theory and research and the various applied areas of communication (like rural communication, development communication, population communication) are receiving attention.

It would be seen that the scope of the courses has expanded considerably in the last 15 to 20 years. They were once concerned only with producing reporters and sub-editors for newspapers. Later, they were training men also for advertising agencies and public relation departments; they were training men not only for the print but other mass media. The added effort now is towards producing men with grounding in communication theory and research who would become researchers and teachers. This necessarily calls for an inter-disciplinary approach which is conveniently possible in universities. At the same time, there is need for the departments of journalism/communication to work in close liaison with the media.

THE PRESENT STATUS

A brief description of the journalism/communication training programmes in 25 Indian universities should be in order. The University Grants Commission had sent a proforma to the heads of all the 25 universities offering courses in journalism/communication with a view to obtain the latest data. Of these, 22 responded. The three which did not are the Universities of Jabalpur, Rajasthan (Jaipur), and Punjab Agricultural (Ludhiana). The description of these three departments is, consequently, very inadequate.

The details given here include name of the university and the department, year the department was established, nature of courses offered with their duration and intake capacity, medium of instruction, staff sanctioned and staff in position, number of books in the departmental library and the journals subscribed to, frequency of the laboratory newspaper produced and the type of internship facilities the department has.

For certain other details such as the number of books available in the university/college library, research completed and in progress, thrust areas and other relevant information (including plan for future development), the proforma relating to the university concerned may be seen in the relevant appendix.

Panjab University, Chandigarh

This is the oldest university department in India having been set up at Lahore in 1941. After the partition of the country in 1947, the department functioned in Delhi up to 1962 and then shifted to the new campus of Panjab University at Chandigarh. The one-year post-graduate diploma course offered from 1941 was upgraded to the Bachelor of Journalism degree course in 1968. Now called the Department of Mass Communication, it offers a one-year course leading to the degree of Bachelor of Mass Communication. The intake capacity of this whole-time course is 25 students. The medium of instruction is English but there is one optional paper (Practical Journalism) of 200 marks for Hindi, Punjabi, Urdu or English journalism. The department has at present one professor, two readers (one lecturer promoted under UGC Personal Promotion Scheme) helped by a guest faculty of three. Posts of two lecturers and two part-time lecturers are vacant. The department subscribes to 15 journals and 10 dailies and has about 1,000 books. Equipment : 6 typewriters, 2 tape-recorders, radio set, camera, duplicator and PTI teleprinter. A quarterly laboratory journal, Student Reporter, is produced during the academic year. There is provision for staff-supervised practical training of one month in Delhi and Chandigarh newspapers and news agencies.

Madras University, Madras

A post-graduate diploma course in journalism was introduced in 1947. For nearly two decades the department was in charge of the head of the Economics Department and depended entirely on part-time teachers. In 1975 a full-fledged department with its own faculty came into existence and a two-year Bachelor of Journalism course (after graduation) was launched. From 1979, this has been replaced by two-year M.A. (Communication) course. The intake capacity of B.J. and M.A. courses has been mentioned as 10 and 6 respectively. The medium of instruction is English. The staff sanctioned is one reader, two lecturers, four part-time lecturers and eight other (general faculty). All the positions have been filled. Equipment : typewriters (English/Tamil), cameras, electronic flashguns, tape-recorder, calculator, roneo, TV set, radio set. There are 1,200 books in the department and 12 journals are subscribed to. The department produces two journals—a fortnightly and an annual. Students' internship is arranged in local dailies, advertising agencies, AIR and Doordarshan.

Calcutta University, Calcutta

Started in 1950, Calcutta University's diploma course was the only one of two years (part-time) for long. In 1971, this course was replaced by a two-year course leading to the M.A. degree. The medium of instruction is English and not more than 50 students are admitted every year. It was only in 1977 that the department was granted its first full-time lecturer. In addition, posts of six part-time lecturers have been sanctioned. It is a whole-time course now. "A long standing prayer to the University for a full-time professor, a reader and few full-time lecturers has gone in vain" says the proforma. There is "hardly" any equipment. And no books and journals are mentioned in the relevant column of the proforma. A laboratory newspaper is produced "occasionally" with a meagre grant of Rs. 1,000 for it. There is no facility for internship.

Mysore University, Mysore

The study of journalism as an optional subject for the B.A. degree was started in Maharaja's College, Mysore, in 1951. In 1959, journalism was accorded the status of a major subject for the three-year degree course.

The Department of Post-graduate Studies and Research in Journalism was set up at the University in 1971 and a two-year course leading the M.A. degree in Journalism was started. It is a whole-time course with an intake capacity of 15. English is the medium of instruction. The department has the sanctioned staff strength of one professor, one reader, three lecturers, three part-time lecturers and one technical assistant. All the posts except that of reader have been filled. The equipment include camera, teleprinter, projector with accessories, typewriters (5), slide projector,

tape-recorders (4), radiogram and mike set. Five dailies and six journals are subscribed to. The bulk of the books and journals are available in the university library. A weekly laboratory newspaper is produced. There is a provision for six week internship with any newspaper, advertising agency or mass media organisation.

Nagpur University, Nagpur

In 1952, a department of journalism was set up in Nagpur under the auspices of Hislop College, affiliated to Nagpur University. The whole-time diploma course of one year offered from 1952 was upgraded to the B.J. degree course in 1964. The course was suspended in 1966 for want of faculty. As the college was unable to pay the faculty members salary commensurate with their high qualifications and experience, teachers took up lucrative jobs in advertising agencies and newspaper offices. Nagpur University restarted the B.J. course (whole-time post-graduate course of one year) in 1969 to which 30 to 40 students are admitted. The medium of instruction is English but the students can take examination in English, Hindi or Marathi. The posts of one reader and two lecturers have been sanctioned for the department but they are still vacant. Besides the Honorary Head of the Department, there are 14 contributory teachers from media. Equipment : Cassette recorder, radio transister, English typewriter, hand-operated duplicator, epidiascope, printing machine (with Roman and Devanagri Type) : power-driven treadle of 13"x19", 16mm photophone projector, cassettes. The department subscribes to local and national dailies, news magazines and professional journals. There are 100 books in the department. A laboratory newspaper called *Campus Times* is published six times during the session. Students go to local English, Hindi and Marathi dailies for two-month internship.

Osmania University, Hyderabad

Osmania's journalism department was set up in 1954. Its one-year post-graduate diploma course was upgraded to the Bachelor of Journalism degree course in 1962; this was India's first B.J. degree course. Now called the Department of Communication & Journalism, it offers two post-graduate (whole-time) courses, each of one year's duration ; Bachelor of Communication & Journalism (40 students) and Master of Communication & Journalism (20 students). The medium of instruction is English but there is provision for an optional paper on Telugu Journalism. The post of professor is awaiting sanction. All the posts sanctioned have been filled one reader, five lecturers and one editorial research assistant. There are 15 part-time lecturers (for BCJ course) and 20 guest lecturers (for MCJ course) paid on lecture basis. The department has *photo laboratory* (3 cameras, developing and enlarging equipment); *audiovisual lab.* (4 cassette recorders, one TV set, two slide projectors, one 16 mm film projector with

screen and amplifier, two portable radio sets); *typewriting lab.* (15 typewriters); and *telenews lab.* (UNI teleprinter). The department subscribes to 46 journals and has 3,200 books. A monthly lab. newspaper, *The Osmania Courier*, and a half-yearly research journal, *Interface*, are produced. The BCJ and MCJ students undergo six and eight weeks' internship, respectively, in the various media organisations.

Poona University, Pune

A two-year part-time diploma course for graduates was started in 1964. The student response being unsatisfactory, this was replaced by a whole-time diploma course of one year in 1968. The post-graduate diploma was upgraded to the Bachelor of Journalism degree in 1973; 30 students are admitted to this course. From 1978-79, an additional Certificate Course in Marathi Journalism has been introduced on the demand of local journalists. This is a part-time course of three months and admission to it is open to those who are at least matriculates. The certificate course takes 25 students. The medium of instruction for the B.J. course is English and for the certificate course Marathi. The sanctioned posts of one professor, one reader and one lecturer have been filled. Besides, the department use 25 part-timers. Equipment : TV set, camera with electronic gun, epidiascope, 2 Marathi typewriters, 4 English typewriters, table transistor, a pair of deuophone equipment, cassette tape-recorder, cyclostyling machine (hand-operated), electricity-operated cyclostyling machine, one treadle machine (12" × 18") with accessories, stands for type cases, printing material, 16 mm sound projector, overhead projector for slide projector, calculator, 35 mm slide projector, projection screen. The department subscribes to 69 journals and has 2,212 books. It produces *Vritta Vidya*, a bi-monthly lab. paper. Intership is arranged in print media, radio and television.

Gauhati University, Gauhati

Gauhati University's one-year post-graduate diploma course started during 1967-68. The intake capacity of 30 is being raised to 40. This is a whole-time department but classes are held in the evening. The medium of instruction is English. The diploma course is likely to be replaced by the BCJ course soon. The department has at present one whole-time lecturer and two part-timers; another whole-time lecturer and one more part-timer are being appointed. The department has a teleprinter and 50 books. It produces two issues of the lab. journal. One of the pages contains material in Assamese and the rest in English. Internship of two months in the office of any approved newspaper, news agency or magazine is compulsory.

Shivaji University, Kolhapur

Shivaji University's department of journalism was set up in 1968. It offers a one-year (part-time) Certificate Course in Journalism. The aver-

age number of students admitted is 20. The medium of instruction is Marathi. The department has only one post of lecturer and this has been filled. There are four part-time lecturers. Besides, teachers from History, Politics and Marathi Departments also assist. The department has a tape-recorder and it takes important Marathi and English newspapers and journals. A quarterly lab. paper called *Sivsandesh* is produced. The students go for their internship to five local dailies.

Jabalpur University, Jabalpur

The department of journalism, established in 1968, offers a post-graduate diploma course of one year.

Punjab Agricultural University, Ludbiana

The University had introduced a two-year Master's degree programme in Journalism in 1970. For some reasons, the course was abandoned before long. In 1977, the University restarted the course. Now called the Department of Agricultural Journalism, Languages & Culture, it offers a two-year course for the degree of M.Sc. in Agricultural Journalism. Those with a diploma or degree in journalism can do it in one year. The department is headed by an associate professor (reader) of English.

Ravi Shankar University, Raipur

The one-year Bachelor of Journalism degree course, introduced in 1972, is being run by Champadevi Jain Night College, a private college affiliated to Ravi Shankar University. This is a "whole time" course to which 50 students are admitted. The medium of instruction is Hindi. Posts of one professor and one lecturer have been sanctioned. However, these posts have not been filled and the department is being run by an honorary professor and two part-time lecturers. Equipment: tape-recorder and radio set. The department has 245 books and it subscribes to 5 Journals. No lab. paper is produced. The students do their practical work in the local press.

Marathwada University, Aurangabad

Set up in 1972, the Department of Journalism offers a one-year post-graduate course leading to the Bachelor of Journalism degree. It is a whole-time course with intake capacity of 30. The medium of instruction is Marathi. Posts of one reader, two lecturers and two tutor-cum-technical assistants have been sanctioned. The department at present has one reader and one tutor-cum-technical assistant. Equipment : Radio set and tape-recorder. The department subscribes to 4 journals and has 25 books. An experimental journal is published twice a year. The students undergo internship for six months.

Banaras Hindu University, Varanasi

The University's department of journalism was set up in 1973. It is

now called the Department of Journalism and Mass Communication and offers a one-year Bachelor of Journalism degree course. It is a whole-time course to which 30 students are admitted. The media of instruction are English and Hindi. As against the sanctioned staff of one professor, one reader, four lecturers and two part-time lecturers, the department now has one professor, three lecturers and one honorary part-time professor (the last one in place of 2 part-time lecturers). Guest speakers are invited from other faculties and media to cover subjects of their specialisation. Equipment : 3 typewriters, teleprinter, tape-recorder, radio set, microphone and CCTV equipment. The department subscribes to 40 newspapers and journals and has 2,000 books. The department produces *Campus* (lab. journal in English; monthly), *Parisar*: (lab. journal in Hindi; monthly), *Varuna*, (research journal, bi-annual). Students are sent to newspapers and other mass media organisations for training for three weeks.

Saurashtra University, Rajkot

The A.D. Sheth Department of Journalism was established in 1973 to make the golden jubilee of *Fulchhab*, a leading daily of Saurashtra, with a donation of Rs. 1,00,000 from Saurashtra Trust (Janmabhoomi group of newspapers) and an annual grant of Rs. 25,000 sanctioned by the Gujarat Government. The department offers one-year (plus 3-month internship) post-graduate course leading to diploma in journalism. It is a whole-time course with intake capacity of 20. There is one whole-time lecturer assisted by a general faculty of four. Equipment : overhead projector and slide projector. No journals or books in the department. No lab. paper. Students go to local dailies for internship for a period of three months.

Bangalore University, Bangalore

Bangalore University's one year post-graduate course for the degree of B.S. in Communication commenced in 1973 and the one-year M.S. in Communication course followed in 1974. Called the Department of Communication, it offers two post-graduate courses of one year each leading to the degrees of B.S. (Communication) and M.S. (Communication). These are whole-time courses with intake capacity 30 for the B.S. Course and 15 for the M.S. Course. The medium of instruction is English. The posts sanctioned are one professor, six readers and six lecturers. At present the department has one professor, four lecturers and five part-timers. Equipment : photo-lab. equipment with 4 cameras 16 mm film projectors (2 Nos.), CCTV equipment with SONY PORTA-PACK, typewriters (8), duplicating machine, electronic stencil cutter. The department subscribes to 20 journals and has 2,000 books. A lab. newspaper called *Jnana Bharathi Samachar* is produced (as many issues as the number of B.S. students). Two months' internship in media institutions is part of the B.S. (Communication) programme.

Berhampur University, Berhampur

A department of journalism was set up at Berhampur in 1974. From last year it is called the Department of Journalism and Mass Communication and the one-year post-graduate diploma course has now been converted into a degree course—Bachelor of Journalism and Mass Communication. It is a whole-time course to which 33 students are admitted. The medium of instruction is English. The department has one reader, two lecturers and part-time lecturer. Equipment : 2 typewriters, PTI teleprinter, radio set, tape-recorder and camera. The department subscribes to 6 journals and has 900 books. A lab. newspaper called *Bhania Bihar Reporter* is produced 2 or 3 times a year. Internship for 4 weeks is arranged in newspapers and news agencies.

Punjabi University, Patiala

The University's Department of Journalism came into existence in 1974. Called the Department of Journalism & Mass Communication, it offers a post-graduate course of one year leading to the degree of Bachelor of Journalism & Mass Communication. It is a whole-time course with intake capacity of 20. The media of instruction are English, Punjabi and Hindi. The department has on the staff one reader, one lecturer and three part-time lecturers against the sanctioned posts of one professor, two readers, two lecturers and four part-time lecturers. Guest lectures are arranged as per requirements. Equipment : A small printing laboratory, teleprinter and photographic equipment. The department subscribes to 15 journals and has 250 books. A fortnightly lab. paper is published. Internship for 6 weeks is compulsory.

Madurai Kamaraj University, Madurai

Courses in journalism in this University are offered through the School of Tamil and Indian Languages. The journalism section was set up in 1975. Three types of courses are offered (A) Certificate in Journalism (one-year; part-time; ten students); (B) Diploma in Journalism (one-year; part-time; ten students). (C) Special Subject for M.A. Tamil (1½ years; full time; 10 students). The Journalism section has one lecturer, a typewriter and 60 books. A bi-monthly lab. journal is published. There are internship arrangements with *Dinamani* (Tamil daily).

Garhwal University, Srinagar, Garhwal

The University's one-year post-graduate diploma course started in 1976. The only staff lecturer having resigned the following year, the course was discontinued and has now been revived from 1979. This is a whole-time course with 17 students. The media of instruction are Hindi and English. The posts sanctioned are one lecturer and one "general

faculty". Both have been filled and there are 25 guest speakers. The department has 60 books and it subscribes to 5 journals. No lab. journal. Internship is arranged in daily newspapers for 3 weeks.

Rajasthan University, Jaipur

A department of journalism was set up in the Institute of Correspondence Studies & Continuing Education in 1976. It offers a post-graduate Diploma in Journalism course of one year through correspondence, with facility of contact camps. During 1979-80, a total of 158 students were admitted. The medium of instruction is Hindi. Besides an honorary director, the department has two lecturers. There are books on Journalism in the library.

Aligarh Muslim University, Aligarh

The Journalism Division in the Centre of Professional Courses was set up in 1976. It offers a whole-time post-graduate Diploma in Journalism course of one year with intake capacity of 20. The medium of instruction is English. There is one lecturer and five part-time lecturers. Equipment : *At the division* : P.T.I. teleprinter and typewriter. *At the Centre* : public address system, 2 spool tape-recorders, two 16 mm projectors and screens, slide projectors, 2 overhead projectors, cyclostyling machine, about a dozen educational films and an auditorium equipped with 35 mm projector and screen. There are 400 books in the department. A fortnightly lab. journal called the *Alphabet* is produced.

Calicut University, Calicut

The Department of Mass Communication, set up in 1976, offers a one-year post-graduate course leading to the degree of Bachelor of Journalism. It is a whole-time course with intake capacity of 10. The medium of instruction is English. As against the sanctioned staff of one reader, one lecturer and one part-time lecturer, the department has at present one lecturer and one part-time lecturer helped by a guest faculty of four. Equipment : 3 typewriters, 3 cameras and teleprinter. A monthly lab. newspaper is produced.

Kerala University, Trivandrum

The Department of Journalism was set up in October 1976 and a two-year Master of Journalism degree course started in late 1977. The department then had only one full-time lecturer and the bulk of teaching was done by visiting professors invited from Bangalore, Chandigarh, Delhi, Hyderabad and Mysore in 1978. The intake capacity of the two-year M.J. course (whole-time) is 20. The medium of instruction is English. The staff in position is one professor, one reader and two lecturers against the sanctioned strength is one professor, two readers and four lecturers. An editorial assistant and an artist-cum-

photographer are being recruited. Equipment : Electrically operated special duplicator, photophone overhead projector, cassette tape-recorders (10), Cassette tape-recorder-cum-amplifier (2), typewriters (6), microphone (2) and 16 mm sound projector with accessories. The department subscribes to 33 journals and has 1,500 books. Two fortnightly lab. papers, *Uni-Voice* in English and *Kalari* in Malayalam, are published. Internship facilities are available with various mass media organisations.

Maharshi Dayanand University, Rohtak

Started in 1978, the Department of Journalism & Mass Communication offers a one-year post-graduate course leading to the Bachelor's degree (the exact nomenclature of the degree has not been mentioned). This is a whole-time course with intake capacity of 15. Against the sanctioned staff of one professor, two readers, and three lecturers, the department has at present one reader, two lecturers and one part-time lecturer. A large number of guest speakers are invited. Equipment : typewriters, UNI teleprinter, transport facility for spot coverage around Rohtak and adjoining districts, radio, equipment for photo lab. The department takes 8 newspapers and journals and has 225 books. A bilingual lab. paper is produced—two issues. The students are sent for 4 weeks' practical training in newspapers and journals at Delhi and Chandigarh.

Nature of Courses

In the analysis which follows we consider 22 university departments which returned the proforma plus the University of Rajasthan.⁵

The departments have different names, the courses offered and the degrees awarded are different and there are wide variations in respect of staff, equipment and other facilities provided.

Out of 23 departments, 11 are Departments of Journalism, 2 Departments of Mass Communication, 4 Departments of Journalism & Mass Communication, 1 Department of Communication, 1 Department of Communication & Journalism and 1 Dept. of Journalism & Communication. At Madurai University, journalism courses are offered through the Journalism Section of the School of Tamil Studies. At Aligarh, it is the Journalism Division in the Centre of Professional Courses. And Rajasthan University's Department of Journalism is part of the Institute of Correspondence Studies & Continuing Education.

The total number of courses being offered by these 23 universities is 28.

5. Prof. Thakur had obtained some information from the University of Rajasthan in a different context in early March 1980. Rajasthan University's proforma has been partially constructed on the basis of this limited information. The two Universities left out are those of Jabalpur and Punjab Agricultural (Ludhiana).

Three of these are Certificate Courses—all part-time but whereas two are of one year, the third is a short-term course of 3 months for undergraduates.

Six courses lead to the award of Diploma in Journalism. These are all post-graduate courses. The duration is one year except in case of Saurashtra where it is one year plus 3 months for internship. One of these courses (Rajasthan University) is a correspondence course.

One course of its own kind is offered by Madurai Kamaraj university. This is Journalism as a Special subject for M.A. Tamil course (full-time; 1½ years).

As many as 12 are post-graduate courses of one year leading to the degrees such as Bachelor of Journalism, Bachelor of Mass Communication, Bachelor of Journalism & Mass Communication, Bachelor of Science in Communication, and Bachelor of Communication & Journalism.

There are six Master's degree courses. In two cases, the Master's degree course of one year follows the Bachelor's degree of one year (Osmania's M.C.J. after B.C.J. and Bangalore's M.S. in Communication after B.S. in Communication). The other four courses are of two years leading straight to the Master's degree (M.A. in Journalism of Mysore and Calcutta, M.A. in Communication of Madras and Master of Journalism of Kerala).

Parenthetically, it may be noted that the three other courses which do not figure in the proformas received are : Journalism as a major subject for the three-year B.A. degree in Mysore's Maharaja's College; one-year post-graduate diploma (or degree) course offered by Jabalpur University; and two-year M.Sc. in Agricultural Journalism course offered by Punjab Agricultural University, Ludhiana.

It would be seen that the dominant pattern of training is that of one-year post-graduate course leading to Diploma in Journalism or the Bachelor's degree called differently at different places (B.J., B.M.C., B.J.M.C., B.S. in Communication and B.C.J.).

Intake Capacity

The intake capacity of the courses (other than the Master's) varies from 10 to 50 with most of the courses taking 20 to 35 students. For the Master's course, the intake capacity is 6 (Madras), 15 (Bangalore and Mysore), 20 (Osmania and Kerala) and 50 (Calcutta).

Media of Instruction

For 3 of the 28 courses, the medium of instruction has not been specified. Among the rest, English is the medium of instruction for 15

courses. However, some of these offer an optional paper in Indian language journalism; Nagpur University allows English, Hindi and Marathi as the media of examination. For three courses, English and one or two Indian languages have been mentioned as the media of instruction. For one course, 6 papers are taught in English and 2 in Hindi. There are 6 courses with Indian languages as media of instruction.

Laboratory Journal

Only four of the 23 university departments do not publish any laboratory journals. Others do with varying frequency. The periodicity varies from "occasionally" or "twice or thrice a year" to "as many issues as the number of students" which means about 30. Some departments produce more than one laboratory journal—in English and some Indian language. A few produce also annual or half yearly journals—research based or otherwise.

Internship

As many as 18 of the University departments have provision for internship, mostly in the print media. The duration of internship ranges from 2 weeks to 6 months. In some cases, the duration has not been mentioned.

Staff

Six university departments are at present headed by professors : These are Panjab University (Chandigarh), Mysore University, Poona University, Banaras Hindu University, Bangalore University and Kerala University.

Six others, headed by readers, are : Madras University, Osmania University, Marathwada University, Berhampur University, Punjabi University (Patiala) and M.D. University (Rohtak).

The departments in the remaining 11 universities do not yet have a professor or a reader. They are either headed by lecturers (e.g. Calcutta, Garhwal) or are in-charge of heads of other university departments (e.g. Professor and Head, Dept. of Political Science, is also head of Journalism Dept. at Gauhati) or are managed by honorary heads (e.g. Nagpur).

The position with regard to the number of whole-time posts sanctioned in 23 universities and the number filled is as indicated in the table on page 19.

The figures in this table reveal an average of 3.5 whole-time posts sanctioned per department. Further, the average number of whole-timers in position works out to slightly more than two per department (2.2).

	<i>Sanctioned</i>	<i>In Position</i>	<i>Vacant</i>
No. of Professors	9	6	3
No. of Readers	22	10	12**
No. of Lecturers	50	35	15**
Total	81*	51	30

*It needs to be noted that five universities (Madurai, Rajasthan, Berhampur, Saurashtra, Aligarh Muslim) gave the figures of posts filled but not of posts sanctioned. In all these cases, the same number has been added to the posts sanctioned to avoid distortion that might arise. (This involves 1 reader and 7 lecturers).

**So far as the posts vacant are concerned, it should be noted that because one lecturer (Panjab University, Chandigarh) has been promoted as reader under the UGC Personal Promotion Scheme, the number of vacant posts of reader would be 13 and that of lecturer 14.

Since some departments have provision of staff far above the average, several others are obviously ill-provided. Bangalore University's sanctioned staff includes one professor, six readers and six lecturers. Against this, as many as seven departments have provision for just one lecturer.

There are eight universities with provision of five or more whole-time teachers. These are Bangalore (13), Kerala (7), B.H.U., Osmania and Maharshi Dayanand (6), Panjab, Mysore and Punjabi (5).

Even more distressing than the inadequate provision of staff positions is the fact that more than one-third of the sanctioned posts have not been filled. Why? The causes need to be located and the situation remedied. The departments at Nagpur and Raipur have not filled even one post of whole-time teacher.

Almost all the departments use part-time lecturers and/or a guest faculty. The extent of dependence on them is determined by the requirements of the courses and the strength of the whole-time faculty. We have had to keep the number of part-timers (as also of guest faculty) out of calculations here because the part timer's involvement in the department and their remuneration vary a great deal. A part-time lecturer in Gauhati, for instance, getting Rs. 700 p.m. would be different from a part-timer else-where who may give 10 lectures in an academic year and get paid on lecture basis.

Books and Equipment

In respect of data on the number of books and journals in college/university library, some difficulty arises because of some having given the number of journalism books and others the total number of books. Further, in some cases all the books seem to be in the university library.

Among the best departmental libraries are these of Osmania (3,200 books, 46 journals), Poona (2,212; 69), B.H.U. (2,000; 32) and Bangalore (2,000; 20). Mysore University has a large collection of books (5 to 6 thousand) in the University library; it takes about 20 journals in all. The departments of Kerala University (1,500;33), Madras University (1,200; 12), Panjab University (1,000; 15) and Berhampur University (900; 6) would seem to be in somewhat good shape.

Comparison of departments in respect of equipment is rendered difficult because of the different types of equipment they have. It is certain that no university department is as well equipped as the Indian Institute of Mass Communication. It is also clear that some of the university departments are very poorly equipped. Among them are the ones at the Universities of Calcutta, Saurashtra, Ravishankar, Gauhati, Rajasthan, Garhwal, Madurai Kamaraj, Shivaji and Marathwada.

Bangalore University and B.H.U. have acquired CCTV equipment. This apart, Poona University's seems to be best equipped department. Others have some equipment but they cannot by any means be said to be well-equipped.

Research

There is not much of research activity yet in the departments of journalism/communication. Some work has been done or is being done in the Universities of Bangalore, Osmania, Mysore, Panjab, Kerala, Poona, Berhampur, B.H.U., Madurai, Calicut, Saurashtra, Madras, Shivaji and Gauhati.

Master's Course

Some universities are hoping to start the Master's course in the near future. They are Panjab University, Chandigarh; Poona University, Pune; Punjabi University, Patiala; Berhampur University; Calicut University and Aligarh Muslim University.

The short proforma on which information has been collected does not reveal a good deal of vital information necessary for a thorough assessment of the training programmes—collective as well as department-wise. However, the circumstances under which the work was undertaken required the proforma to be short and simple.

The proforma does not tell us, for instance, what kind of students are admitted, how many of the trained men eventually become mediemen, teachers and researchers, what are the qualifications and experience of the teachers. Even so, purely on the basis of quantitative data (number of whole-time lecturers in the departments and availability of equipment, books and journals) it can be concluded that the training programmes at most places are in a far from satisfactory state. A provision of 81 whole-

time teachers for 23 departments tells a lot about the university authorities' attitude towards journalism/communication training. Still more revealing is the fact that 30 of those posts have remained vacant. The fact that seven of the departments have no more than one lecturer and some do not have even one whole-time staffer completes the tale of woe. There are undoubtedly some bright patches here and there but on the whole the picture is depressing and calls for immediate remedial measures.

The UGC Panel on Mass Communication, at its meeting in March 1980, identified the various recommendations in the report of the Hyderabad Workshop, P.I.I.'s report, the Shiva Rao Committee report and the reports of committees which visited Berhampur and Madras Universities.⁶ These recommendations have been consolidated in a subsequent chapter.



6. The Berhampur and Madras Reports are given in full as appendices B and C of this Report.

CHAPTER III

Role of the UGC

The University Grants Commission's involvement in journalism/communication studies has been protracted and in a low key. During 1959, the C.P. Ramaswamy Iyer Committee was set up, with Prof. P.P. Singh, Dr. Nadig Krishna Murthy, Prof. K.E. Eapen and Shri. N.V.K. Murthy as members. Its main recommendation was for the setting up of an All India Centre for Journalism Training but no follow-up action was taken on it. A single-man committee of Shri. D.R. Mankekar was asked in 1963 to report specifically on upgrading the Hislop College course to the Master's level. A grant of Rs. 1,50,000 was proposed by the Commission for this purpose but due to some unforeseen developments, the College could not avail itself of this grant.

In 1964, in the context of Delhi University's proposal for a journalism course, another committee, headed by Shri B. Shiva Rao, looked into many of the major aspects of existing efforts in training. This consisted of Shri M. Chalapathi Rau, Shri S. Mulgaokar and Shri Chanchal Sarkar, with Dr. P.J. Philip of the Commission as its Secretary. Surprisingly, it did not include even a single teacher of the subject and therefore was criticised by various university journalism faculties.

Another UGC committee of this nature was in the context of the Berhampur University proposals, 1976. It was headed by Shri M.V. Desai. The other members were Dr. Nadig Krishna Murthy and Prof. K.E. Eapen. (See Appendix B for details).

Madras University, in 1977, requested a group consisting of Shri B.G. Varghese (Convenor), Shri M.V. Desai, Shri Krishan Sondhi and Prof. K.E. Eapen to outline a scheme for enlarging its journalism programme. They looked into the totality of the communication system and made specific recommendations for Madras University purposes. Although this was not a UGC committee as such, it produced a most exhaustive document with possibilities of its application to many other institutions. (See Appendix C).

More than these sporadic attempts, the best thing that happened during the Fifth Plan period was the creation of a UGC Panel on Mass Communication, on a par with several other disciplines, in the hope of accomplishing better university involvement in communication training and research. One lacuna with the panel has been its composition.

Unlike other panels, university teachers are very much of a minority on the panel. The weightage has been given to media professionals, especially with the daily press orientation. This has adversely affected the panel deliberations. Consequently, the Commission set up two advisory committees: one on modernisation of curriculum and the other on research in communication. These were composed mostly of university professors and/or recognised researchers. Their deliberations would have some impact during the 1980s. Some of their concerns and recommendations are referred to below because of certain freshness in thinking in this emerging field of study.

It was agreed that the courses in journalism/communication be restructured so as to make them relevant to the needs of the developing environment of India. The feeling was that the journalism students should receive not only technical training but also be sensitised about the process of communication and its relevance to social change in all its manifestations. The courses could be of an inter-disciplinary nature where the expertise of physical and social scientists is blended with skills and crafts of media professionals. To make training more meaningful and effective, there would be need to introduce regional languages as alternate media of instruction in addition to the English medium.

While, except for the Mysore University, all university courses are post-Bachelor's and of one academic year in which students are expected to develop a theoretical understanding of the subject and also gain mastery over the skills and crafts of communication, the advisory committee on modernisation of curriculum thought it necessary, at least experimentally, to go in for a three-or four-year undergraduate programme. It could be patterned after such professional courses as in agriculture, engineering or architecture. This would have many advantages, viz. catching the entrants young, introducing the regional language in the stream of communication courses and ensuring reasonable time for offering a proper mix of background subjects with those in skills, backed by practicals. Journalism students in the past had sometimes come with a Bachelor's or Master's degree in another subject, not necessarily pushed with the desire of becoming professionals or scholars but to beat time till they got employed elsewhere.

The three or four-year Bachelor's is to be followed by a two-year Master's (unlike the present one-year Master's in some universities). It was agreed that such a programme should provide indepth knowledge of communication theories, processes and effects, and make students proficient in research methods. This has to be a thesis-based one; also, provision is to be made for advanced study in one or two professional areas.

Among this advisory committee's other recommendations was a suggestion for a workshop of all journalism heads or their representatives to spell out course details at various levels with a view to bring about some standardisation of curricula; another suggestion was, considering the size of India and the magnitude of its problems, for the UGC to take the lead in setting up half-a-dozen centres (regionally distributed) for advanced study in journalism/communication as part of a five-year thrust.

The Advisory Committee on Research of the UGC identified three main objectives for communication research in India: knowledge development, development of communication systems and providing communication support to developmental efforts. It felt that communication should include not only information/entertainment but also education analogous to the IEC (Information, Education and Communication) concept. The research scope should revolve round such areas as media, culture, audience, sources of communication, content and its process and management.

Knowledge development was to include (i) evolving communication research methodology, (ii) developing communication research models, (iii) understanding the processes of communication under varied conditions, and (iv) developing communications models/theories suitable to Indian conditions. Development of communication systems meant: (i) giving direction to communication planning that would lead to growth and expansion of communication systems (including organisational structure, physical infrastructure, personnel and procedures), (ii) giving direction to the growth and expansion of communication systems, and (iii) understanding the political and socio-economic policies that would lead to growth and expansion of communication systems. Depending upon sectoral or integrated approach to developmental communication, communication support to development would involve: (i) assessing communication needs of developmental programmes, (ii) ascertaining the best communication methods available, (iii) designing media in terms of appropriate content and style of presentation, and (iv) assessing the overall impact of media efforts. In the light of these broad objectives and areas of communication research, more specific objectives under each field of research were spelt out as under :—

1. *Development Communication :*

- (i) to assess the communication needs of developing programmes such as in agriculture, health, family planning, nutrition, industry, etc.; and
- (ii) to evolve communication strategies for specific development projects.

2. *Media Production and Management :*

- (i) to provide research base in designing the form, content and presentation style; and
- (ii) to assess the effectiveness of various types of message forms and methods of presentation.

3. *Communication Processes :*

- (i) to analyse the process of communication in various settings such as rural, urban, organisational, etc.;
- (ii) to study in depth interpersonal channels of communication under the contexts mentioned above; and
- (iii) in addition to the data generated under (i) and (ii) above, basic studies on process/paradigms/models/theories.

4. *Communication Research Methodology :*

to develop innovative and appropriate procedures and methods, both applied and basic, for communication research.

5. *Communication Planning and Management*

- (i) to develop communication programme planning, taking into consideration the media, cultural context, organisational structures, resources and national development priorities;
- (ii) to develop strategies for implementing communication programmes;
- (iii) to develop monitoring and evaluation systems that are suitable for implementation of communication programmes ; and
- (iv) to analyse the organisational structures for effective implementation of communication programmes.

6. *Feedback and Impact :*

- (i) to provide useful information to communication policy makers, media managers and media producers for media effectiveness;
- (ii) to assess the overall impact of specific projects and strategies; and
- (iii) to evolve a suitable feedback mechanism for effective monitoring.

7. *Communication and Culture :*

- (i) to study the relationship between cultural differences and communication processes;
- (ii) to study the traditional forms of communication; and
- (iii) to study the linguistic dimensions of communication.

These were only indicative of what could be attempted under university auspices, with their limited resources, during the 1980's. Both head counting type of research and critical research were envisaged. The significant contribution of the deliberations of the advisory committees was that a beginning was made in organised efforts for standardising and improving the quality of education and communication research in universities.

As recommended by the Advisory Committee on Modernisation of Curriculum, a UGC workshop for all heads of departments of journalism/communication or their representatives was held in Hyderabad, November 16-19, 1979. The main objectives of this first national workshop were :—

1. to structure courses in communication in India so as to make them relevant to the needs for the developmental environment in India. (The courses, therefore, could have a broad perspective; print medium audio-visuals, extension education methods; they be relevant not only to the urban audiences but also to the vast rural masses) ;
2. to discuss journalism/communication training/research needs, draft suitable syllabi and suggest ways for preparing text-books, with a view to make the courses relevant to national aspirations and modern trends in the discipline; and
3. to suggest ways for updating practical training, internship, research and extension facilities in the instructional areas.

Twelve general sessions were held to debate in detail about all these and other topics of concern. Four working groups gave substantive inputs for these deliberations. These groups were on (i) syllabi and training ; (ii) language journalism education ; (iii) research and extension; and (iv) equipment and facilities. Many of the workshop recommendations may look elementary and non-controversial, but in the Indian context this was a benchmark exercise. On the one hand there are teachers with doctoral qualifications in journalism/communications from abroad and on the other hand a significant number of them with no formal journalism/communication training or at best with only a certificate from a polytechnic or private agency in advertising or linguistics. A meeting of minds is usually not possible because of this diversity in the teacher's background. Therefore, the unanimous acceptance of the need for standardising course contents, their duration, syllabi, training modes and internship facilities was itself an achievement. Some of the major recommendations were :—

1. to have an appropriate mix of theory and practical skills, especi-

ally at the first degree level and to have specialisations only at the Master's and higher levels ;

2. to have a minimum staff pattern (1 Professor, 2 Associate Professors and 4 Assistant Professors), in addition to other personnel such as librarians, audio-visual assistants, technicians etc., considering the range of subjects and interests ;
3. to upgrade certificate/diploma courses to degree programmes (to one or two-year post-Bachelor's), to be followed suitably by Master's to meet the local needs ;
4. to encourage not only media specialisations such as in radio-TV but also in areas of applications such as agricultural extension ;
5. to strengthen internal practical training facilities by having lab facilities varying from print to CCTV, depending on the nature of programme offered ;
6. to emphasise language journalism and to offer suitable courses as situations demand ;
7. to impress upon the UGC and other national and state agencies to extend financial and other help in the preparation of textbooks, as most of the present materials are foreign and not necessarily relevant to Indian needs ;
8. to give proper orientation to communication research courses, and to spark fresh research endeavours ;
9. to strengthen existing associations of journalism teachers with a view to implement decisions of the above type, and to devise some kind of an accreditation body as a watchdog ;
10. to approach the Government of India and the State Government not only to give preference to journalism graduates in the matter of employment (e.g. Ministry of Information and Broadcasting), but also to have journalism teachers on such bodies as the Press Commission, Press Council and the like ;
11. to approach the government for procuring, as in other university subjects, foreign fellowships, cultural awards, etc. for faculty improvement purposes ; and
12. to seek UGC assistance for flow of journalism/communications teachers within the country with a view to better sharing of specialists across the country.

Though all these may look sound and reasonable, their implementation will not be easy. Partly so, because of the newness of the "communication" approach and partly because of primitive vested interests exhibited by some professionals in their pronouncements. Increasingly, more univ-

ersities are opting for journalism/communication training without giving adequate thought to its academic and financial requirements. To have a department of this kind is a status symbol for many universities, but often, after its creation, it remains at that level uncared for.

Both the Ministry of Information and Ministry of Education are concerned about the growth of media of communication and their utilisation for national purposes—be it for publicity and propaganda or for continuing and non-formal education. A third concerned group is of the professionals, very often untrained and, therefore, with jaundiced outlook on university attempts at training. The realisation needs to dawn at various levels that university involvement ought not to confine itself *for* training personnel for the media, but more importantly it could be sensitising young minds *about* the media and the process of social communication. The newspool debate, informatics, multinational role in global communication, the use of INSAT and the like demand a fresh cadre of university trained intellectuals who recognise the interrelationships among various social institutions with organised media of communication, both within national and international perspectives.



CHAPTER IV

Some Recommendations

With a view to placing the journalism/communication education on a strong footing, the UGC has taken a lot of interest in the recent years.

If journalism/communication education as it exists now is to be improved, the first step that should be taken in this regard relates to standardisation of university journalism/communication courses. Journalism/communication instruction at the university is imparted at two levels : Bachelor's and Master's.

To begin with, the courses for Bachelor's and Master's degrees in journalism/communication should be identified and outlined. The UGC has been working in this direction for sometime now. Many committees were constituted during the past two decades, as mentioned earlier, to take stock of journalism/communication education at the various Indian universities.

The Shiva Rao Committee which visited the university departments of journalism at Panjab University (Chandigarh), Osmania University (Hyderabad) and Hislop College (Nagpur) made many recommendations. With the passage of time, many of them have lost relevance. However, some of its suggestions should not be ignored. The following are still valid :

(a) adequate emphasis on courses on editing, press technology, press and society; as well as on current international issues, modern economic problems and local government; (b) sufficient knowledge of Indian Constitution and politics, including law and the press and history of the Indian Press; and (c) adequate practical work in newspaper/news agency.

Another attempt in this direction was made when the UGC sent a visiting committee to Berhampur University. The following points from that committee's report deserve to be noted :

1. There should be adequate emphasis on teaching of folk media and its integration in the multi-media approach in the academic course.
2. Close contact should be established with newspaper organisations by the journalism/communication department through I.E.N.S.; I.F.W.J.; A.I.N.E.C.; N.U.J.; and other bodies.

Since the University of Madras initiated some job-oriented courses during the vice-chancellorship of Dr. M.S. Adisheshiah, the communica-

tion courses were also given some attention. A committee which appointed said that communication should be looked at from a wider horizon. It also felt that adequate provision should be made for so modernising mass media as to be of use to the people in backward areas at the same time. Development of folk media with the use of modern gadgets should be incorporated in the university courses. Due attention should also be given to development communication. Film and television communication should at the same time find place in the university courses. It was necessary to have sufficient stress on the use of communication media for social purposes.

The Press Institute of India survey on the status of journalism education, sponsored by the UGC, made certain recommendations which deserve citing here :

1. An entrance test should be held for admission. No admissions should be made without this test.
2. Journalism teachers should be encouraged to visit other journalism departments from time to time.
3. The journalism department library should be well equipped and contain all media journals published in India.
4. The payment to part-time lecturers should be reasonably good.
5. There should be adequate number of posts of professors/readers/lecturers in journalism/communication. Some universities should have centres for advanced studies in the subject. UGC should also provide funds for summer schools for journalism/communication.
6. There is a great need for journalism/communication department to maintain employment figures of its alumni.
7. The new journalism departments being established in the universities should not be situated far away from the main town where daily newspapers are located.
8. There should be a central body to control journalism/communication education in the country.

The latest in the series of attempts to modernise the syllabus was made at the Hyderabad Journalism/Communication Workshop, held in November 1979. The recommendations of this workshop were unanimously approved by 22 heads of the journalism/communication departments or their representatives who attended the workshop.

The Hyderabad workshop finalised the syllabus for Bachelor's and Master's degree courses in journalism as follows :

COURSE CONTENT FOR ONE-YEAR BACHELOR'S DEGREE IN JOURNALISM/COMMUNICATION

Part A : Written Examination

	<i>Marks</i>
<i>Paper I</i>	100
(a) Introduction to Communication	
(b) Development Communication	100
<i>Paper II</i>	
(a) News Reporting	
(b) Feature, Magazine & Editorial Writing	
<i>Paper III</i>	100
(a) Editing	
(b) Graphic Arts	
<i>Paper IV</i>	100
(a) Broadcast Journalism	
(b) Media Management	
<i>Paper V</i>	100
(a) Laws Related to Mass Media	
(b) History of Mass Media in India	
<i>Paper VI</i>	100
(a) Public Relations	
(b) Advertising	
<i>Paper VII</i>	100
(a) Language Journalism or Introduction to Communication Research	
(b) Traditional Media or (i) Photo Journalism (ii) Sports Journalism	

Part B : Practical Examinations

Paper I	News Reporting	100
Paper II	Feature and Magazine Writing	100
Paper III	Editing	100
Paper IV	Graphic Arts	100

Part C : Internal Assessment

300

Internship, editorial assessment, class work, tests, laboratory journal, journalistic survey and seminar and research assignments, etc.

Internship : Internship for a minimum of eight weeks for practical training in a newspaper, magazine, radio station, television station, advertising agency, or any other mass media organisation should form an integral part of the one-year degree programme.

The heads of some of the media institutions do not like to accept the responsibility of awarding marks or grades for the work done by the internees. Whether marks should be allotted or not should, therefore, be left to the choice of the departments concerned. However, it must be compulsory for every student to obtain a certificate from the mass media organisation concerned about his having completed the internship to qualify for admission to the degree examination.

Class Tests : The following subjects are recommended for periodical class tests :

1. News Reporting
2. Feature and Magazine writing
3. Edition
4. Graphic Arts.

Some more subjects such as broadcast journalism or advertising and public relations may be included for class tests by departments which are in a position to impart intensive practical training to their students in these subjects too.

Laboratory Journal : Publication of a laboratory journal is a must for every department of journalism/mass communication/communication and, therefore, it is necessary to ensure active participation of all students in its publication. Marks should be allotted for contribution to the publication of the lab. journal to encourage students to make their contribution with greater earnestness. However, the option to allot marks for such work should be left to the departments.

In addition to course content suggested above, in case some universities wish to adopt different streams, the following could be the **alternative course** for one-year Bachelor's degree in journalism/mass communication :

Part A : Written Examination

Paper	I	(a) Introduction to Mass Communication (b) Public Relations	100
Paper	II	(a) News Reporting (b) Feature & Magazine Writing	100
Paper	III	(a) Editing (b) Editorial Writing	100
Paper	IV	(a) Graphic Arts (b) Advertising	100
Paper	V	(a) History of Journalism in India (b) Laws of the Press	100

Optional four subjects :

I. Language Journalism	100
II. (a) broadcast journalism (b) media management	100
III. (a) Introduction to communication Research (b) Development Journalism	100
IV. (a) Photo Journalism (b) Sports Journalism	100

Part B : Practical Examination

Paper I News Reporting	50
Paper II Feature Writing	50
Paper III Editing	50
Paper IV Graphic Arts	50

Part C : Internal Assessment including classwork tests :

Internship, laboratory/journal and introduction to communication research, survey and seminar— 300 marks.

COURSE CONTENT FOR MASTER'S DEGREE IN JOURNALISM/COMMUNICATION

As far as the course content for the Master's degree in journalism/communication is concerned, the objectives of this course should be to provide students a thorough grounding in communication theory and research, and enable them to specialise in some professional/communication area. In addition, the course should aim at training media specialists, teachers and researchers.

The following course contents are suggested for the Master's degree course :

Compulsory Papers :

Paper I Communication Theory	100
Paper II Research Methodology	100

Any one Group of the following :

Group A :

Paper III History of Journalism	100
Paper IV Editorial Writing	100
Paper V Criticism and Review	100
Paper VI Science Journalism	100

Group B :

Paper III Interpretative Journalism	100
Paper IV Financial and Industrial Journalism	100

Paper	V	International Communication	100
Paper	VI	Organizational Communication	100

Group C :

Paper	III	Advanced Editing	100
Paper	IV	Production Methods	100
Paper	V	Magazine Journalism	100
Paper	VI	Photo Journalism	100

Group D :

Paper	III	Audio Visual Communication	100
Paper	IV	Traditional Folk Media	100
Paper	V	Development Communication	100
Paper	VI	Agricultural Journalism	100

Group E :

Paper	III	Political Communication	100
Paper	IV	Public Opinion and Propaganda	100
Paper	V	Advertising	100
Paper	VI	Public Relations	100

Group F :

Paper	III	Radio and TV Journalism	100
Paper	IV	Film Communication	100
Paper	V	Traditional Media	100
Paper	VI	Development Communication	100

Group G :

Paper	III	Development Communication	100
Paper	IV	Health and Family Planning Communication	100
Paper	V	Organization Communication	100
Paper	VI	Rural Communication	100
Paper	VII	Dissertation—200 marks	

Internal Assessment—200 marks.

Staffing Pattern

There is no uniform staff pattern for journalism/communication departments in Indian universities. The staffing pattern needs to be streamlined. It has been found that even when post-graduate courses (M.A./M.S.) are offered in some universities, there are no posts of professors, or where a professor is available, readers' posts are not filled in, or there are very few posts of lecturers.

Besides, there are universities where the Master's courses have been started without filling the posts of readers and professors.

The Hyderabad workshop's recommendation was that wherever journalism courses exist, the normal UGC pattern of minimum staffing should be as follows :

Professor—1, Reader—2, Lecturer—4.

Library Facilities : The workshop also felt that as courses in journalism/communication are professional and field-based with laboratory and library facilities, there should be at least one *assistant librarian* or *library assistant* and a trained technical/audio-visual assistant in every department.

In addition to the minimum prescribed staffing pattern comprising full-time teachers—Professor (1), Readers (2), Lecturers (4), communication/journalism department should also utilise professional experts and experienced mass media personnel as visiting and guest faculty. Sufficiently attractive remunerations should be offered to the guest-speakers so that men of eminence in mass media field accept these assignments.

Pattern of Journalism Education

In order to bring uniformity to class room instructions in journalism/communication, the University Grants Commission should recommend the following broad patterns of communication education :

Wherever possible, universities may upgrade diploma and certificate courses in communication/journalism to those of full-fledged degrees—Bachelor's, Master's, M.Phil. and Ph.D.

On the question of *duration* of the degree courses, it is felt that the following existing patterns of duration for different courses may continue:

- (a) Journalism as an optional subject at the under-graduate level in the three-year programme. This could be introduced by certain colleges and universities leading to the award of Bachelor's degree in Arts with journalism as an optional subject.
- (b) A one-year post-degree Bachelor's course in journalism/communication/mass communication.
- (c) Two-year Master's programme.
- (d) One-year Master's programme to which holders of Bachelor's degree in journalism/communication are admitted.

Agricultural Journalism Education

In view of the increasing relevance of agricultural and rural journalism/communication to the developing needs of the country, the subject should be introduced by agricultural universities wherever

possible. Journalism/communication courses with field-based reporting and information dissemination methods and techniques could also be integrated in these courses. There is also scope of offering specialised courses involving the extensive use of traditional and folk media, audio-visual and extension communication methods to suit the needs of the 80 per cent of the people who live in India's rural areas.

Since agricultural journalism forms part of journalism courses in many agricultural universities and also extension communication is being increasingly introduced as either an optional or even compulsory subject in most communication courses today, agricultural journalism syllabi, including extension and extension communication, may be made part of the journalism and communication courses in Indian universities.

Internship

The present system of internship for students needs to be streamlined so as to make it more effective in the training process. Towards this end, it is felt that the concerned organisations should be consulted before, during and after the period of internship so that there could be proper co-ordination in imparting professional skills.

The UGC could help co-ordinate with the Information and Broadcasting Ministry to facilitate practical training (internship facility) for journalism/communication students with All India Radio, Doordarshan, and Information and Publicity units of the I & B Ministry such as DAVP, PIB, Films Division, Field Publicity, Song & Drama Division, etc.

Journalism Education in Indian Languages

The future of Indian journalism lies mainly with the language press. It is recognised by most communication/journalism educators/practitioners that efforts should be initiated to introduce journalism/communication courses in Indian languages at some universities, to begin with. There could be five alternative plans:

- (a) Full-fledged degree courses in regional language journalism;
- (b) Parallel communication/journalism courses in regional language could be started, where there are English medium courses;
- (c) An optional paper in regional language journalism could be introduced along with the existing full-fledged courses in the English medium;
- (d) Reservation of certain quota of seats for language journalism students, in journalism courses taught in the English medium;

It is widely felt that in universities located in cosmopolitan cities, where journalism/communication is being taught in the English medium, it may not be feasible to have a compulsory language journalism paper.

This may deter some students from joining journalism courses, as the language of the region may not be known to them. Also, no university has the facility to teach compulsory language journalism courses with practicals, in all Indian languages.

Minimal Inputs & Physical Facilities

In order to provide adequate training facilities, the department of journalism/communication should have the following minimum infrastructure:

- (a) printing and typography laboratory;
- (b) typewriter laboratory with at least 15 typewriters;
- (c) audio-visual laboratory, with such equipment as cassette tape-recorders, overhead projectors, 16mm projectors, slide projectors.
- (d) Where specialised courses are run, there is need to have full-fledged laboratory facilities such as radio-recording and production of programmes, video-tape recorders and television studios and consoles.

In addition, the following could also be made available to the departments to enable the students to have sufficient experience of electronic gadgets used in operating mass media equipment: radio receiving sets, epidiascope, duplicating machines, still cameras, electronic calculators, public address system, etc.

The departments should have adequate accommodation. There should be separate rooms for the chairman of the department, readers, lecturers and for the departmental office and supporting staff. A reasonable amount of practical work in the press, laboratory, dark room and in the field should be given to the students.

Organisational Problems of Journalism Teachers

The University Grants Commission should provide adequate scholarship/fellowships grants for research in communication and journalism fields. Summer institutes in journalism/communication should be encouraged. The UGC panel on communication should mainly comprise professors and media leaders.

With a view to encouraging research, the teachers should be encouraged to go on brief study tour/research programme abroad. The UGC should have a regular scheme for this project.

In addition, there should be a regular inter-change of journalism/communication faculty in the university under UGC's auspices. Efforts could also be made to arrange scholarships for research and training in foreign universities. UGC could also extend visiting assignments to foreign professors to work in Indian journalism/communication departments for brief periods.

CHAPTER V

Outlook for Future

Communication is a fashionable word which got into the Indian vocabulary mainly during the 1960's. The word means many things to many people. This conceptual variance has clouded the approach to communication training and research. Thus, India has gone for the hardware structures of communication, including communication satellite efforts and supporting ground facilities, without giving serious consideration to the training of the people who will offer the inputs and those who will evaluate the software performance.

In the less developed countries much of the communication process happens through word of mouth (face to face) or through cultural channels such as puppet shows or folk arts. What are called the traditional means of communication are often the submerged part—and the substantive part at that—of the totality of the communication iceberg of a given society. As communication practitioners and evaluators are not adequately aware of these aspects, they function in an unrealistic “mass media” culture. So-called mass media products, in the Indian context, are mainly produced and dispersed in the urban conglomerates and pockets of this mainly rural country. Neo-scholars and planners often ignore not only the rural-urban differences but also inter-state (Kerala v Rajasthan, for example) and inter-community (Parsis v Muslims) differences while debating about strategies for the instrumental use of communication facilities.

It is not appreciated that communication, as a process, does not stand on its own pedestal. It happens within a given social reality. It happens better among the same kind of people. Many misconceptions haunt communication programmes as the elites responsible for national communication policies draw from experiences of media-saturated societies, from basically the Western world. This is likely to continue till the time indigenous knowledge about the limitations and possibilities of communication in the local/regional/national contexts is discovered. This has to be an academic effort, not bureaucratic, or political as the case has been so far. It needs to be recognised that the formulation of intelligent communication practice should be based on research findings. We have had too many hunches and whims, especially of the imported variety, that have just not worked. Practitioners tend to be allergic to social scientific examination of their performance and are reluctant learn from research results.

In a world where information is power, be it scribbled on walls or spread via communication satellites, India is yet to take serious academic note of the processes and effects of communication. For example, studies on political communication are conspicuous by their absence. While communication is increasingly accepted as a national "nutrient", little is done about its production. The concern about information as a resource is hardly realised. Radio-TV networks, for example, are created resources, unlike such natural resources as land, forest, ores or oil. As a resources it is not inert and fixed, but one capable of production like nuclear energy. Today scientific and technical information is the lifeblood of progress. Reducing family sizes and producing more food are information challenges as well. However, except for tokenism, little tangible work is going on in this whole area of vital and immediate relevance.

Much has been said in the 1970s about Third World dependency on the developed nations for news and entertainment. Giant news agencies and TV networks, mainly of the West, dictate the contents of the press and TV screens of poorer countries. The flow of instant culture is unidirectional, from the North to the South. The need to correct this imbalance is recognised, but little is done about it. Even countries such as Finland, Tunisia and Yugoslavia usually send communication scholars who have done their homework to serious international debates on the New World Information Order: India gets represented by bureaucrats or others with scanty knowledge of communication. This does not usually happen with conferences related to economics or atomic energy.

We vaguely talk about and plan for formal as well as continuing education, about open universities. The use of media for instructional purposes is accepted but little is done to conquer instructional technology. It is agreed that media help to learn more, retain better what is learnt and improve performance skills. But hardly any effort is made for appropriate media selection and production; to grasp the principles of media use, be it in classroom or in the community centre, in the complex cultural scenario that India is. Tools for teaching such as sticks for writing on the ground, pencil and slate, white chalk and blackboard, printed material, etc., have now competitors in powerful audio-visuals and educational tele communications. Carefully thought-out media purposes as well as judiciously selected resources relevant to the learners, their environment and subjects concerned have to be sorted out. However, media are no substitute for man. Thus instructional technology, for classroom or lifelong education, has to remain a flexible and happy blend of human and non-human resources. All this clamours for experimentation and evaluation, not unquestioning imitation. Who will do that except universities?

The UGC's approach paper for the development of higher education

during the Sixth Plan period focusses attention on making 'extension' an integral part of college and university activities. Media, modern and traditional, will have to play a part in such endeavours, But universities are not even seriously thinking of these.

Several new areas of study were injected into independent India's educational stream. One could readily recognise public administration/management or domestic science/home economics. The IITs and the new agricultural science institutions fall under this category. Some of them are comparable to the best elsewhere. But in the field of communication training and research there is little that the nation can be proud of.

Given the university frame, a communication programme would have to be circumscribed by availability of teachers, books, equipment, enlightened administration, etc. Indian University efforts have often been limited to the print medium, to journalism. To contrast, nine out of ten television people in the nearly 1,000 TV stations of the United States are believed to be university products from various American schools of journalism and communication. USSR, it is said, trains more for communication tasks than the USA.

A variety of training efforts is possible. It could be the media approach, as most university departments are attempting at the moment with "Journalism" where the thrust is mainly vocational and technical—the "how-to-do it" type of courses: How to write a report: how to give a headline; how to crop a picture and the like. As Bangalore University is currently trying, it could be slanted to other media also: to radio and television. The tilt in education could be as to the role and relevance of communication rather than craft-orientation, i.e. education *about* media of communication rather than *for* them. The bias of training could be application of communication technology—application in advertising, public relations or extension. One may as well think of different levels of training: an undergraduate course with vocational emphasis, followed with post-graduate course and social scientific thrust.

Communication research is an absolutely virgin field in Indian universities. What is the relationship of modern media to social institutions? How is the process of communication related to other social processes? What are the implications and consequences of the relationship? Such questions are rarely raised. National communication policies get decided upon with no sound social scientific evidence in support, but by professional, bureaucratic and political whims. Conventional wisdom and media mythologies have only limited relevance in this Age of Information. There is little use trying to spin rope out of sand.

The communication highway has many cross-streets and bylanes. As a field of study it has no well defined contours. It is this mosaic nature of

communication which makes it exciting and challenging to academia. Economics and political science, psychology and sociology, law and linguistics have all contributed to its growth elsewhere because information systems are perceived as important as armies, food production, industrialisation and trade. But they remain mostly blind alleys in Indian universities. Should they continue to be so?

The policy statement from the Government of India give the impression that India is aiming at a quantitative and qualitative improvement of the media facilities in the country and that the electronic media would be better used for education of the rural based masses in particular. Considerable thought and action are going into the hardware aspects of INSAT, colour TV transmission and sets. One does not see similar enthusiasm for the software areas concerned. This is where the universities can play a role, in the recruitment and training of a new breed of communication personnel to go with a new philosophy of communication usage. With necessary will, the UGC can play the midwife's role in this challenging task of delivering a comprehensive training and research package.

This should be propelled with a vision for the 21st century, providing for both the arty-crafty aspects and telematics of tomorrow.



APPENDIX A

UNIVERSITY GRANTS COMMISSION

Profiles of Journalism/Communication Departments of Universities and Institutions

1. Name of the University/Institute : **Indian Institute of Mass Communication**
D-13, N.D.S.E. Part II, New Delhi 110 049
2. Name of the Department : —do—
3. Year of Establishment : 1965

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
(A)	Post-graduate Diploma in Journalism for Developing Countries	1 academic year	Whole-time	30-35 (including foreign Scholars)
(B)	Diploma in News Agency Journalism for Non-aligned countries	—do—	—do—	20-25 —do—
(C)	Certificate/Refresher course for specific periods are arranged from time to time.			

5. Medium of Instruction : English

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	8 (including Dean of News Agency)	6
Reader	3	3
Lecturer	5	2
Part-time Lecturer	—	—
General Faculty	When in session the Institute arranges about 15 lectures every month by guest faculty.	

7. Equipment Available:

A. Photo Equipment

1. 35 mm Reflex Cameras Ashahi Pentax	2
2. Telephoto Wide Angle Lenses for above	3
3. Twin Lens Reflex Cameras	10
4. Box & Isoly Cameras	15
5. Enlargers	2
6. Complete Set of Processing Tanks etc.	3 sets
7. Slide Making Equipment	1 set
8. Micro Film Camera	1 set
9. Xerox Photo Copying Machine	1 set

B. Closed Circuit TV Equipment

1. C.C.T.V. Cameras	4
2. Monitors	6
3. Viewfinder Monitors	2
4. Special Effect Generator & Vision Mixer	1
5. Synch Pulse Generator	1
6. Distribution Amplifier	1

C. Projection Equipment

- | | |
|----------------------------|-------|
| 1. Auto Slide Projector | 2 |
| 2. Manual Slide Projectors | 3 |
| 3. 16 mm Film Projectors | 3 |
| 4. 35 mm Film Projectors | 1 set |
| 5. Overhead Projector | 1 |

D. Audio Equipment

- | | |
|------------------------------------|--------|
| 1. Tape Recorders Reel to Reel | 4 |
| 2. Tape Recorders Cassette | 6 |
| 3. Mixers and Equalizers | 4 |
| 4. Receivers | 4 |
| 5. Monitor Speakers | 4 |
| 6. Conference Room Sound Systems | 9 sets |
| 7. Amplifiers | 6 sets |
| 8. Disc Players | 2 |
| 9. Two in one Radios and Recorders | 3 |

E. Film Making Equipment

- | | |
|--|-------|
| 1. 16 mm Movie Camera | 1 set |
| 2. Simple Viewer and Editing Equipment | 1 set |
| 3. Tripods and Lights | 1 set |
| 4. Exposure Meter etc. | 1 set |

F. Art Equipment

1. Complete Equipment for Silk Screen Printing
2. Art Studio Material and Equipment

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	12,000 appr.	—
Journals subscribed	267	—

9. Is Lab. Paper Produced? Its frequency: IIMC Times, a Lab. paper, is published once a week during the months of Dec.-March.

10. Internship facilities: Scholars are sent for internship in newspapers, journals, advertising agencies, AIR, Doordarshan and all over the country.

11. Research Completed

1977-78

1. How to Improve Press Coverage..... a study
2. Inventory of Rural Press

1978-79

1. Study of the Role of Mass Media during Floods
2. Development Awareness through Mass Media—a study
3. Compilation of the Summaries of Research Studies
4. An Inventory of Working Journalists

1979-80

1. Youth and Mass Media—study in Delhi
2. Content Analysis of some Newspapers of Udaipur
3. UNCTAD V News—Content Analysis of Newspapers (Institute of Communication Studies, Switzerland).
4. Images of Foreign Countries—Content analysis of National Dailies, Radio and TV (UNESCO).

In Progress

1. Perception of Social Tensions by Communicators
 2. Role of Mass Communication during Lok Sabha Elections, 1980: a study in
 - (i) Two Parliamentary Constituencies in Haryana
 - (ii) One Parliamentary Constituency in Delhi.
 3. Study of Poster War in Delhi.
12. Other relevant information (including plan for future development):
 Department of Evaluation Studies conducts surveys and evaluation of the various private and government owned media from time to time.
13. Thrust areas:
- (i) Communication Research
 - (ii) Print Medium
 - (iii) Visual Communication
 - (iv) Development Communication



APPENDIX A (Contd.)

1. Name of the University : Punjab University, Chandigarh-160 014
 2. Name of the Department : Department of Mass Communication
 3. Year of Establishment : 1941
- | 4. | Degree/Diploma awarded | Duration of course | Whole-time | Intake capacity |
|----|--------------------------------|--------------------|------------|-----------------|
| | Bachelor of Mass Communication | One year | Whole-time | 25 |
5. Medium of Instruction : English (For Paper VII : *Practical Journalism* option is allowed in English, Hindi, Punjabi and Urdu).
 6.

	Staff Sanctioned	Staff in Position
Professor	1	1
Reader	1	2 (One lecturer promoted under UGC's Personal Promotion scheme)
Lecturer	3	Nil
Part-time Lecturer	2	Nil
General Faculty		3
(Rs. 12,000 available for guest faculty)		
 7. Equipment Available ;

Teleprinter (PTI)	1
Radio set	1
Tape Recorder	2
Camera	1
Typewriter	6
Duplicator	1
 8. Books

	In Department	College/Univ. Library
No. of Titles	1,000	3,000
Journals subscribed	15	—
 9. Is Lab. Paper Produced ? Its frequency. Yes, Quarterly (Tabloid of 6 to 8 pages)
 10. Internship facilities (1) Students are attached to various newspapers and news agencies for a period of one month in Delhi and Chandigarh.
(2) All students go to Delhi for a week for field trips to various mass media institutions. This is in addition to field trips to newspaper offices, government press, radio station and legislature assembly in Chandigarh.
 11. *Research Completed:*
Prof. B. S. Thakur
 1. Conducted two mass communication surveys in the villages of Andhra Pradesh (1962-64). Published (with Allen Broadford and N. V. Thirtha) *Villagers and the News and Impact of the Radio on our Villages*.
 2. Conducted a newspaper readership survey in the cities of Hyderabad and Secundrabad (1964-65). Published (with E. G. Parameswaran) *Newspapers Reading Habits in Hyderabad & Secunderabad*.
 3. Studies undertaken in the U.S.A. in 1965-66. All India Radio as a medium of information, education and entertainment; Coverage of the Vietnam War on

American TV; Effect of "Clear and Present Danger" test on Constructive Contempt cases in U.S.A. during 1941-66.

4. Did two studies for the Press Institute of India: On one the coverage of the 1968 communal riots of Nagpur in the city's six dailies and the other on the academic background of journalists in Punjab and Chandigarh (1971).
5. For the Press Commission of India, prepared two monographs (July-Sept. 1979) entitled "Journalism Training : India, Britain, U.S.A. and Germany)" and "Performance of the Press". The latter was a study of press failures of different kinds in six dailies—*The Tribune* and *Indian Express* of Chandigarh, *The Hindustan Times*, *The Statesman*, *The Times of India*, and *Patriot* of Delhi.

Mr. H. S. Dilgir

1. *Two Centuries of Struggle : Press Wins Freedom in India*
2. *Freedom of the Press in America*
3. *Indian Journalism and Role of Christian Missionaries*
4. *Dances of India and Concept of Natraja*
5. *Public Opinion and Pressures*

Mr. A. Rajarathnamoni

1. Acceptance and Perceived Utility of TV in the Villages—A study of the SITE Project.

In Progress

Mr. H. S. Dilgir

1. *Theatre is a Medium of Communication*

A. Rajarathnamoni

1. ETV programmes under the SITE Project.
12. Other relevant information (including plan for future development)
The proposal for one-year Master's course (Master of Mass Communication) has been approved and the course will be introduced soon.
13. Thrust areas : Print media
Broadcast media

APPENDIX A (Contd.)

1. Name of the University : Madras University
2. Name of the Department : Department of Journalism and Communication
3. Year of Establishment : 1975 (1947) From 1947 it was under Economics Dept. offering full time P.G. Diploma in Journalism.

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
(A)	B. J.	2 years	Whole-time	10
(B)	M.A. (Comm.)	2 years	Whole-time	6

5. Medium of Instruction : English

6.	Staff Sanctioned	Staff in Position
Professor	—	—
Reader	1	1
Lecturer	2	2
Part-time Lecturer	4	4
General Faculty	8	8

7. Equipment Available

Typewriters (English/Tamil)
 Cameras
 Electronic Flashguns
 Tape Recorder
 Calculator
 Roneo
 Television
 Radio

8. Books	In Department	College/Univ. Library
No. of Titles	1,200	—
Journals subscribed	12	40

9. Is Lab. Paper Produced ? Its frequency : Fortnightly and Annual.
10. Internship facilities : Local dailies, Advertising Agency, AIR and TV.
11. Research Completed : Nil

In Progress :

Dr. D. Sadasivan
 March of Madras Press

12. Other relevant information (including plan for future development).
13. Thrust Areas : Nil

APPENDIX A (Contd.)

1. Name of the University : **Calcutta University**
2. Name of the Department : **Department of Journalism, Darbhanga Building, Calcutta University, Calcutta.**
3. Year of Establishment : **1950 (Diploma Course); 1971 (M.A. Course)**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	M.A.	Two years	Whole-time	50 (maximum students)

5. Medium of Instruction : **English**

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	—	—
Reader	—	—
Lecturer	1	1
Part-time Lecturer	6	—
General Faculty	—	—

7. Equipment Available : **Hardly anything.**

8.	<i>In Department</i>	<i>College/Univ. Library</i>
Books No. of Titles	—	A number of books are in the Central Library
Journals subscribed	—	—

9. Is Lab. Paper Produced? Its frequency : **Occasionally.**

10. Internship facilities : **Nil**

11. *Research Completed*

In Progress : Some students are carrying on research project.

12. Other relevant information (including plan for future development) :

The Department of Journalism has been one of the most neglected departments of the University of Calcutta. With one full time Lecturer (granted since 1977) it is simply impossible to run the show. There are a number of part-time lecturers, some come from the press world, who are all good, sympathetic teachers. Yet one cannot do much or should expect much from them.

A long standing prayer to the University for a full time Professor, a Reader and a few Full-time lecturers has gone in vain. Equipment facilities are also nil. A meagre grant of Rs. 1,000/- (One thousand rupees only) to run a departmental journal is hardly anything in these days of mounting costs.

Despite all these handicaps, the department attracts a number of bright and enterprising students and a number of the former students have secured good position in various fields of mass media, acquitting themselves extremely well in various assignments. With such depleted staff and poor facilities it is hardly possible to plan anything new or rosy for the future and it is a pity that one of the premier departments of a prestigious university has to fight hard to put up a tolerably good show. It is only two years since the headship has fallen on the Reporter as the department all through has had been manned by part-timers. And to bring about any appreciable change or improvement within such a short time with such poor resources is a well-nigh impossible task.

13. Thrust Areas : **Nil.**

APPENDIX A (Contd.)

1. Name of the University : Mysore University, Mysore
2. Name of the Department : Deptt. of Post-graduate Studies and Research in Journalism, Manasa Gangotri, Mysore 570 006.
3. Year of Establishment : 1971 (Journalism as an optional was introduced in 1951).

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	M.A. in Journalism	Two years	Whole-time	15

5. Medium of Instruction : English

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	1	1
Reader	1	—
Lecturer	3	3
Part-time Lecturer	3	3
Gen. Faculty (Technical Assistant)	1	1

7. Equipment Available :

Camera	1
Teleprinter	1
Projector and other accessories	1
Typewriters	5
Slide Projector	1
Tape Recorders	4
Radiogram	1
Mike set	1

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	—	5 to 6 thousand titles
Journals subscribed	5 Newspapers 6 Journals	14 Professional journals

9. Is Lab. Paper Produced ? Its frequency : Weekly
10. Internship facilities : Duration—six weeks on any newspaper, advertising agency, or other institution of mass communication/ journalism.
Subsidy of Rs. 100 plus one way fare.
11. *Research Completed :*
 1. Readership Survey in Ganjam near Mysore.
 2. Survey of Mass Communication habits in Hinkal, near Mysore.
 3. Public opinion survey on elections—1980.

By Staff :

Dr. Nadig Krishna Murthy
Professor and Head

1. *Effective use of print media in 'Rural Communication'*

(a) A paper presented at the International Seminar on 'Rural Communication' held at Hyderabad on December 18 and 19, 1977. The seminar was organised by the Department of Communication and Journalism, Osmania University, Hyderabad, in collaboration with ICSSR and the

Asian Mass Communication Research and Information Centre (AMIC), Singapore.

(b) Published by :—

In English (i) March of Karnataka, Bangalore - 1978.

(ii) Communication Arts; New Delhi—1978.

In Kannada (iii) Manavika Karnataka of Mysore University 1978, Vol. 8, Issue 2.

2. *How School Achievement Related to Mass Media Use*

With Dr. H. S. Eswara, Professor of Communication, Bangalore University—
Published in Journalism Quarterly (USA), Winter 1978.

3. *Why Jobs Elude the Professionally Trained*

Published in the Indian Press, New Delhi, March 1979.

4. *Journalism Education in India*

A paper presented at the Annual Convention of the Association for Education in Journalism held at Houston, Texas, USA, on August 5, 1979.

5. *India's First Newspaper—Bengal Gazette*

Published by the Vidura, New Delhi.

Books Published :

1. Patrikodyama Padakosha (Kannada) with Mr. K. V. Nagaraj, Lecturer.

2. Patrikodyama Parichaya (Kannada) with Mr. K. V. Nagaraj, Lecturer.

3. British Patrikodyama (Kannada).

4. Mysoru Nagarada Patrakartharu (Kannada) (Edited)

II. Mr. K. V. Nagaraj, Lecturer

1. Patrikedagalu Mattu Patrika Shikshana (Kannada) Published in Manavika Karnataka—1976.

2. Non-aligned Newspool : Constitution Achievements Published in Manavika Karnataka—1979.

Other Publications

1. Journalism as a Factor in Democracy—Tushar Kanthi Ghosh.

2. An Open Society and a Free Press—D. R. Mankekar.

3. Art of Writing, Editorials, Journalism in Jeopardy—B. S. Rao.

4. Zenger, Times and Ghosh (Kannada) T. T. Sharma.

5. Indian Films as Change Agents : A Hard Look—P. N. Malhan.

6. The Press as an Instrument of Social Change—B. S. Rao.

7. Common Errors of English in the Newspapers—S. V. Ranganna.

8. The Press : Its Rights & Responsibilities—H. Y. Sharada Prasad.

9. Development of Journalism in South Kanara—P. S. Ishwara Bhat.

10. Journalism : Yesterday and Tomorrow—Khushwant Singh.

11. Patrikodyamiyagi Gandhiji (Kannada)—K. V. Srinivasan.

12. Transnational News Agencies and National Media Policies—Somanath Sapru.

13. Editorials—V. P. V. Rajan.

12. Other relevant information (including plan for future development) :

(1) Two Lecturers of the department have been doing research for their doctorate.

(2) The department proposes to impart instruction in pictorial journalism, electronic media and mass communication research as specialisation.

13. Thrust areas : (1) Print media.

(2) History of Journalism.

(3) Mass Communication/Journalism Research.

APPENDIX A (Contd.)

1. Name of the University : Nagpur University, Nagpur
2. Name of the Department : Dept. of Journalism, University Library Building, North Ambazari Road, Nagpur.
3. Year of Establishment : Nagpur University revived it in 1969 (Earlier the Deptt. was run by Hislop College from 1952 to 1966).

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
	Degree of Bachelor of Journalism	One year (after graduation in any faculty)	Whole-time	30 to 40

5. Medium of Instruction : English (Media of Examination : English, Hindi and Marathi).

6.	Staff Sanctioned	Staff in Position
Professor	—	Present staff is of Honorary Head of the Department and 14 Contributory Teachers drawn from Media men.
Reader	1	—
Lecturer	2	—
Part-time Lecturer	—	—
Gen. Faculty	—	—

7. Equipment Available :

Bush Cassette Recorder
 Bush Admiral Transistor (Radio)
 Remington Rand English Typewriter
 Remington Rand Hand Operator Duplicator
 Epidiascope
 Printing Machine (With Roman & Devanagari Type) Power driven
 Treadle 13" x 19".
 Photophone Projector (16 mm.)
 Cassettes
 Adequate furniture and fixtures

8. Books

	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	100	1000

 Journals subscribed : Local and national daily newspapers, News magazines and journals like Vidura, Communicator, Economist, Editor & Publisher and Nieman Reports.

9. Is Lab. Paper Produced ? Its frequency :
 CAMPUS NEWS Published by Department normally six times during an academic session.

10. Internship facilities :
 All leading Nagpur English, Hindi and Marathi daily newspapers extend this facility for two months in a year.

11. Research Completed : Nil

In Progress :

Nil..... except annual sample survey and investigation by students on subjects related to mass communication, the papers on which are read at the annual Seminar of the Deptt., in which senior local mediamen also participate.

12. Other relevant information (including plan for future development) : —
13. Thrust areas : It is this Department's endeavour to provide through its Lab. newspaper, CAMPUS NEWS, a pattern for a rural or small town (Tehsil places) daily newspaper.



APPENDIX A (Contd.)

1. Name of the University : **Osmania University, Hyderabad 500 007.**
2. Name of the Department : **Department of Communication & Journalism.**
3. Year of Establishment : **1954.**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
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(A)	Bachelor of Communication & Journalism (BCJ)	One academic Year (July to June)	Whole-time	40
(B)	Master of Communication & Journalism (MCJ)	—do—	—do—	20

5. Medium of Instruction : English (Optional Paper on Telugu Journalism offered).

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	Pending sanctioned	Nil
Reader	1	1
Lecturer	5	5
Part-time Lecturer (BCJ @ 20 per period)	15	15
Gen. Faculty (Editorial Research Asstt.)	1	1
MCJ Guest Faculty @ 50 per period)	20	20

7. Equipment Available :

<i>Photo Laboratory</i>	— 14' × 16' size — Three cameras — Developing and Enlarging Equipment etc.
<i>Audio-Visual Lab.</i>	— 10' × 16' size — 4 Cassette Recorders — One TV Set — Two slide projectors — One 16mm Film Projector with Screen and — Two Radios (Portable) — Amplifier etc.
<i>Typewriting Lab.</i>	— 8' × 16' size — 15 Typewriters
<i>Telenews Lab.</i>	— 10' × 16' size — One UNI Teleprinter

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	3,200	2,050
Journals subscribed	46	12

9. Is Lab. Paper Produced ? Its frequency :

- (a) The Osmania Courier-Monthly Lab. paper is subscribed and also receives advertisements.
- (b) Interface—Research based half yearly journal. Also receives advertisements.

10. Internship facilities :

Both BCJ and MCJ have six and eight weeks internship respectively where students are attached to various media instructions.

11. *Research Completed :*

1. "Villagers and the News" B. S. Thakur, Allen Bradford and N. V. Thirtha.
2. Impact of Radio on our Villages" B. S. Thakur, Allen Bradford and N. V. Thirtha.
3. "Newspaper Reading Habits in Hyderabad-Secunderabad : A Survey" B. S. Thakur and E. G. Parameswaran.
4. "Role of Language Press in Social Democracy" : S. Bashiruddin and S. D. Nilekar.
5. "Survey of the Role of Working Women in Hyderabad-Secunderabad" S. Bashiruddin and Saraswati Reddi.
6. "Survey of Rickshawallahs of Hyderabad" S. Bashiruddin/T. Ram Murthy/ Abdur Rahim and D. R. Mohan Raj.
7. "Multi-Media campaign of Municipal Corporation of Hyderabad" : An evaluation survey. Usha Vyasulu.
8. "Evaluative Study of Rural Newspapers : A study of Sulekha" Abdur Rahim.
9. "Role of Rural Press" : S. Bashiruddin and Abdur Rahim.
10. "Survey of Urdu Press in South India" : for the II Press Commission : Abdur Rahim.
11. "Visual Communication : A study of Election Symbols" Usha Vyasulu.
12. Other relevant information (including plan for future development).

The Department proposes to introduce and develop new areas of teaching and research specialisation keeping in view the needs of the region : These areas require various facilities and inputs.

The following areas have been identified : Rural Communication, Language Journalism, Folk Media, Science and Industrial Journalism, Film Journalism, Sports Journalism, Information processing & Documentation/Management information system.

Also the Department proposes to introduce a research based M.Phil. course in Journalism and Communication for the next academic year 1981 and will be specialising in basic areas like Development Communication, Rural Communication, Language Journalism, Traditional & Folk Media, etc.

Future Training Staff :

In view of the above, there is a pressing need to have adequate staff both teaching and supporting technical staff.

During the VI Plan period the Department plans to stabilise BCJ, MCJ and M. Phil. courses.

13. *Thrust areas :*

1. Print Medium (Newspaper Reporting, Magazine Journalism).
2. Public Relations.
3. Mass Communication Research.

APPENDIX A (Contd.)

1. Name of the University : Poona University, Ganeshkhind, Pune 411 007.
2. Name of the Department : Department of Journalism, Ranade Institute Pune 411 004
3. Year of Establishment : 1964

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
	(A) Bachelor of Journalism	One year	Whole-time	30 students
	(B) Certificate in Journalism	3 months	Part-time	25 students

5. Medium of Instruction : Bachelor of Journalism : English
Certificate of Journalism : Marathi

6.	Staff Sanctioned	Staff in Position
Professor	One	One
Reader	One	One
Lecturer	One	One
Part-time Lecturer	} Twenty-five (25)	
General Faculty		

7. Equipment Available :

One Television : Televista, Model Elite, Screen Size 20", Single Channel;
One Camera with Electronic Gun : 35 mm., Lens, battery & Mains operated;
One Epidioscope : Weswex : Fitted with rack and pinion focusing arrangement slide carrier, filmstrip & Microslide attachment & the Schrrren.
Two Marathi Typewriter Machines;
Four English Typewriting Machines;
One Radio Receiving set, Bush Berriton;
Table Transistor, Battery Operated;
A pair of Deuo phone Equipment;
One Cassette Type tape recorder : 'Philips' Battery and mains operated;
One Cyclostyling Machine : 'Gestetner' Hand Operated;
One Cyclostyling Machine : 'Blue star' Elec. Operated;
One Treadle Machine with accessories 12" x 18";
Stands for Type cases;
Printing Material;
16 mm. Sound Projector;
Overhead Projector for Slide Projector;
One Calculator;
35 mm Slide Projector;
Projection Screen.

8. Books

In Department	College/Univ. Library
No. of Titles	2,212
Journals subscribed	69

All material with the Dept. at Pune-4.	
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9. Is Lab. Paper Produced ? Its frequency : Yes. "Vritta Vidya" Bimonthly
10. Internship facilities : Available in print media, radio & TV.
11. Research Completed : Editorials of 2 Marathi newspapers.

In Progress : Readership Survey of Marathi newspapers.

12. Other relevant information (including plan for future development)
Master's Degree Course is instituted but not started for want of regular teachers (1 Reader 2 lecturers)
13. Thrust areas : (a) Development Journalism
(b) Radio, Film and TV

The University is likely to get a Franchise Radio station soon, and the Department of Journalism will be entrusted with software.



APPENDIX A (Contd.)

1. Name of the University : Gauhati University, Gauhati 780 014.
2. Name of the Department : Department of Journalism.
3. Year of Establishment : 1967-68 academic session.

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
	Diploma in Journalism	One academic year	Classes held in evening hours : whole-time Deptt.	35; being increased to 40 with effect from 1979-80 academic session.

5. Medium of Instruction : English

6.	Staff Sanctioned	Staff in Position
Professor	The Department is due to undergo a change when the BCJ course is introduced for which the Academic Council has accorded sanction. At present the Prof. & and Head of Political Science holds charge of the Department.	
Reader	—	
Lecturer	Whole-timer, Lecturer, one; part-time Lecturer 2; one more whole time Lecturer and another part-time Lecturer being appointed.	
Part-time Lecturer		
General Faculty		

7. Equipment Available : Teleprinter-1

8. Books	In Department	College/Univ. Library
No. of Titles	50	1,000 (approx.)
Journals subscribed	—	50 „

9. Is Lab. Paper Produced ? Its frequency :

Generally two issues of Lab. Journal are published in English one page carries in Assamese, the state language.

10. Internship facilities :

A candidate for the Diploma Course in Journalism examination is required to undergo a course of internship for not less than 2 months in any newspaper office or news agency or magazine establishment approved by the University.

11. Research Completed : —

In Progress :

2—Development of the Press in Assam till 1947; The Assamese Press (1846-1949) : A Study in the Growth of Public Opinion.

12. Other relevant information (including plan for future development) :

It is proposed to introduce the Bachelor of Communication & Journalism (B.C.J.) course.

13. Thrust Areas . —

APPENDIX A (Contd.)

1. Name of the University : Shivaji University, Vidyanagar, Kolhapur 416 004.
2. Name of the Department : Department of Journalism
3. Year of Establishment : 30.5.1968

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
	Certificate Course	One year	Part-time	Not limit Average 20 students seek admission.

5. Medium of Instruction : Marathi

6.

	Staff Sanctioned	Staff in Position
Professor	—	—
Reader	—	—
Lecturer	1	1
Part-time Lecturer	—	4*
General Faculty	—	—

*Lecturers from History, Politics and Marathi Departments also assist for the teaching of the said course.

Shri Pawar has left services & Shri Dharurkar has joined the department from 1.1.1980.

7. Equipment Available : Tape-recorder

8. Books

	In Department	College/Univ. Library
No. of Titles	—	1169
Journals subscribed	Important Marathi and English newspapers and journals.	Important Marathi periodicals and journals.

9. Is Lab. Paper Produced ? Its frequency : Yes. Sivsandesh Quarterly.

10. Internship facilities : There are 5 local daily newspapers published from Kolhapur.

11. Research Completed :

Dr. S.P. Pawar

Press Style revealed SIVKALIN PATRARUP GADYA in the archives of Shivaji.

In Progress : Marathi Press in 19th Century Maharashtra

Shri V.L. Dharurkar, Lecturer has taken the project for research and it is in progress.

12. Other relevant information (including plan for future development)

The Department in association with trainee student journalist prepares constructive news features of the varied activities in the campus. The Department assists in editing and printing of Annual Report and publication of small booklets on Lecture series delivered in the University.

13. Thrust areas : —

APPENDIX A (Contd.)

1. Name of the University : **Ravishankar University, Raipur, (M.P.).**
2. Name of the Department : **Department of Journalism
Champadevi Jain Night College, Raipur**
3. Year of Establishment : **July 1972**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
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	Bachelor of Journalism	One year	Whole-time	50 Students
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5. Medium of Instruction : **Hindi**

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	1	1 (Honorary)
Reader	—	—
Lecturer	1	—
Part-time Lecturer	—	2
General Faculty	—	—

7. Equipment Available : (i) Tape-recorder
(ii) Radio

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	Total books-245	—
Journals subscribed	5	—

9. Is Lab. Paper Produced ? Its frequency :
No Nil.

10. Internship facilities : The students do their practical work in the local press.

11. *Research Completed* : Nil

In Progress : Nil

12. Other relevant information (including plan for future development) :

- (i) This course is being run by a private college (Champadevi Jain Night College) affiliated to Ravishankar University, Raipur.
- (ii) It has been proposed to start 'Master of Journalism' course in the near future. The university has not yet approved the proposal.
- (iii) No full-time staff is engaged to teach the classes.
Honorary and part-time teachers engage the classes.

13. Thrust areas : Nil

APPENDIX A (Con:d.)

1. Name of the University : Marathawada University, Aurangabad 431 004. (Maharashtra)
2. Name of the Department : Department of Journalism
3. Year of Establishment : 1972

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	B.J.	One year	Whole-time	30

5. Medium of Instruction : Marathi

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	—	—
Reader	One	One
Lecturer	Two	—
Part-time Lecturer	—	—
General Faculty	—	—
Tutor-cum-Technical Asstt.	Two	One

7. Equipment Available : Radio, Taperecorder etc.

8.	<i>In Department</i>	<i>College/Univ. Library</i>
Books		
No. of Titles	25	500
Journals subscribed	4	—

9. Is Lab. Paper Produced ? Its frequency :
Experimental Journal twice in the year; free circulated.

10. Internship facilities : Six months.

11. *Research Completed* : —

In Progress : —

12. Other relevant information (including plan for future development): —

13. Thrust areas: Provincial areas.

APPENDIX A (Contd.)

1. Name of the University : **Banaras Hindu University, Varanasi.**
2. Name of the Department : **Department of Journalism & Mass Communication**
3. Year of Establishment : **1973**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
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	Bachelor of Journalism	One year	Whole-time	30
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5. Medium of Instruction : **English and Hindi**

6. *Staff Sanctioned* *Staff in Position*

Professor	1	1
Reader	1	—
Lecturer	4	3
Part-time Lecturer	2	One Hony. Part-time Professor (in place of 2 part-time lecturers)

General Faculty : (Guest speakers are invited from other faculties and mass media organisations to cover subjects of their specialisation)

7. Equipment Available :

Teleprinter	Radio
Typewriters-3	Microphone
Tape-recorder	C C TV equipment

8. Books *College/Univ. Library*

No. of Titles	2,000	500
Journals subscribed	8 newspapers	
	12 media journals	
	20 general periodicals	

9. Is Lab. Paper Produced? Its frequency :

Campus : Lab. journal in English; monthly
 Parisar : Lab. journal in Hindi; monthly
 Varuna : research journal; bi-annual

10. Internship facilities : Nil

Students are sent to newspapers and mass media organisations for training for a period of three weeks.

11. *Research Completed :*

Dr. B.R. Gupta :
 Research Project on Hindi Journalism which earned him Ph.D. from Bhagalpur University.

In Progress :

Prof. A.K. Banerji :

1. Three Ph.D. students enrolled in Sociology Department for communication subjects are carrying on research under his guidance.
2. He is carrying on research on the impact of Farm Broadcasting in eastern U.P.

Shri H.A. Ajmi :

Research on Urdu journalism.

12. Other relevant information (including plan for future development) : —

13. Thrust Areas :

The Department wants to specialise in audio-visual communication and rural communication. Hence the department proposes to set up close-circuit TV (for which necessary equipment has been purchased) and Six Silk-screen printing studio. Two lecturers have been sanctioned by the Fifth Plan visiting committee— one for Rural Communication and another for Film, Radio and TV. Since our University is situated in a densely populated and one of the most backward regions of the country, the department is ideally suited for undertaking experiments and research in rural communication covering areas of Eastern U.P. and Western Bihar.



APPENDIX A (Contd.)

1. Name of the University : **Bangalore University**
2. Name of the Department : **Department of Communication**
3. Year of Establishment : **1973-1974**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
(A)	B.S. (Communication)	One year	Whole-time	30
(B)	M.A. (Communication)	One year (after B.S. Communication)	Whole-time	15

5. Medium of Instruction : **English**

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	One	One
Reader	Six	Nil
Lecturer	Six	Four
Part-time Lecturer	—	Five
General Faculty	—	—

7. Equipment Available :

Major items of equipment :

Photo-lab Equipment with four Cameras 16 mm Film Projectors
(two Nos.)
CC TV Equipment with SONY PORTAPACK
Typewriters (eight)
Duplicating Machine
Electronic Stencil Cutter

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	2,000	Figures not available
Journals subscribed	20	—

9. Is Lab. Paper Produced ? Its frequency :

Yes. As many issues of *Janana Bharathi Samachar* as there are students in the B.S. (Communication) course.

10. Internship facilities :

Two months internship in Media institutions as part of the B.S. (Communication) programme.

11. Research Completed :

- (1) Site in Karnataka (Satellite Instructional Television Experiment)
- (2) The Press in Karnataka.

In Progress : —

12. Other relevant information (including plan for future development).

Setting up of additional Departments with emphasis on :

- (1) Communication Research.
- (2) Rural Communication; and
- (3) Communication Policy and Planning are under process.

13. Thrust Areas : (1) Development of Journalism/Communication

- (2) Radio and Television; and
- (3) Film.

APPENDIX A (Contd.)

1. Name of the University/Institute : Saurashtra University, Kalawad Road, Rajkot 369 005.
2. Name of the Department : Department of Journalism
3. Year of Establishment : 1973

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	Diploma in Journalism	One year + 3 month internship	Whole-time	20

5. Medium of Instruction : Gujarati

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	—	—
Reader	—	—
Lecturer	—	1 (one)
Part-time Lecturer	—	—
General Faculty	—	4
(The Professor and Head, Dept. of Gujarati, acts a Professor-in-Charge, Dept. of Journalism)		

7. Equipment Available:

Overhead Projector
Slide Projector

8.	<i>Books</i>	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	Nil		More than 250
Journals subscribed	Nil		Four

9. Is Lab. Paper Produced? Its frequency : No

10. Internship facilities: Students go to local dailies for internship for a period of three months.

11. *Research Completed* : Critical Study of Gujarati Press :
The department has just completed a comprehensive survey of the Gujarati press. It was financed by UGC and the press commission. Mr. Yasin Dalal conducted it.

Titles of Books written by the staff members :

<i>Title</i>	<i>Author</i>
1. Principles of reporting	Yasin Dalal
2. Advertising and public relations	"
3. Interview	"
4. How to write articles	"
5. Editors	Dr. Iswarlal Dave

All the books are in Gujarati

In Progress : Election Coverage by Gujarati Press.

12. Other relevant information (including plan for future development) —
13. Thrust areas : —

APPENDIX A (Contd.)

1. Name of the University : **Berhampur University, Berhampur-760 007.**
(Orissa)
2. Name of the Department : **P. G. Department of Journalism and Mass Communication**
3. Year of Establishment : 1974

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	B.J.M.C.	One year	Whole-time	33

5. Medium of Instruction : English

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	—	—
Reader	—	One
Lecturer	—	Two
Part-time Lecturer	—	One
General Faculty	—	—

7. Equipment Available :

Two Typewriters,
P.T.I. Teleprinter,
One Tape Recorder,
One Camera

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	900	—
Journals subscribed	6	—

9. Is Lab. Paper Produced? Its frequency :

The Department brings out 'BHANJA BIHAR REPORTER twice or thrice a year.

10. Internship facilities :

Students undergo internship in local newspapers at Cuttack and Bhubaneswar (Orissa) and also at news agencies. They are also taken to ABP (Cal). The internship is of 4 (four) weeks.

11. Research Completed :

Mr. C. Mahapatra & Mr. P. C. Mahapatra, prepared a monograph on "Calcutta Press and Orissa".

In Progress :

- (1) Mr. C. Mahapatra, Reader, is carrying on research on "Modern trends in Indian Journalism".
- (2) Mr. D. Mishra, Lecturer, is carrying on research on "Political Communication with Masses".

12. Other relevant information (including plan for future development) :

- (1) The Department wants to introduce Master in Journalism and Mass Communication course.
- (2) It also proposes to bring out a weekly rural newspaper to serve the surrounding villages under an extension programme.

13. Thrust Areas :

APPENDIX A (Contd.)

1. Name of the University : **Punjabi University, Patiala (Punjab)**
2. Name of the Department : **Department of Journalism & Mass Communication**
3. Year of Establishment : **1974**

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	Bachelor of Journalism and Mass Communication	On 2 year	Whole-time	20

5. Medium of Instruction : **English/Punjabi/Hindi**

6.	<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	1	To be filled shortly
Reader	2	1
Lecturer	2	1
Part-time Lecturer	4	3
General Faculty	As per requirements	Present panel includes 20 eminent journalists/experts

7. Equipment Available :

- (i) Small Printing Laboratory (letterpress printing) for printing experimental departmental journal (fortnightly).
- (ii) Teleprinter
- (iii) Small photographic equipment.

8.	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	250 approximately	800 approximately
Journals subscribed	15	20

9. Is Lab. Paper Produced? Its frequency : **Yes.**
Frequency fortnightly, During current session 17 issues have already been published.

10. Internship facilities :
Six weeks post-examination training is compulsory for the award of Degree.

11. Research Completed : —

In Progress : —

12. Other relevant information (including plan for future development) :
It is proposed to introduce a 2-year Master's degree course in Journalism and Mass Communication as and when physical facilities for the same are forthcoming.

13. Thrust areas : The Department has made its mark in training and retraining journalists particularly for the language press. The reservation for different language groups is as follows:
Punjabi 10 Seats

English	5 Seats
Hindi	3 Seats
Urdu	2 Sheets

The Department organised re-orientation Courses for working journalists of Punjabi newspapers, magazines and other mass-media establishments.



सत्यमेव जयते

APPENDIX A (Contd.)

1. Name of the University : **Madurai Kamaraj University, Madurai**
 2. Name of the Department : **Tamil Studies**
 3. Year of Establishment : **Journalism section 1975**
- | 4. | <i>Degree/Diploma awarded</i> | <i>Duration of course</i> | <i>Whole-time</i> | <i>Intake capacity</i> |
|-----|--------------------------------|---------------------------|-------------------|------------------------|
| (A) | Certificate in Journalism | One year | Part-time | 10 |
| (B) | Diploma in Journalism | -do- | -do- | 10 |
| (C) | Special subject for M.A. Tamil | 1½ year | Full-time | 10 |
5. Medium of Instruction :
 6.

<i>Staff Sanctioned</i>	<i>Staff in Position</i>
Professor	—
Reader	—
Lecturer	One
Part-time Lecturer	—
General Faculty	—
 7. Equipment Available : One type-writer
 8. Books

<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	60
Journals subscribed	—
 9. Is Lab. Paper Produced? Its frequency : Yes, Bimonthly
 10. Internship facilities : Arrangement with Dinamoni (Express Group)
 11. **Research Completed :**

Miss A. Santha, Lecturer in Journalism :
Eleven Papers published in different journals.

V. Sasikala, M. Phil. Student :
Translation problems in Dinamoni (A Tamil daily)

In Progress :
Ph.D. Candidates
- | <i>Sl. No.</i> | <i>Name</i> | <i>Topic</i> | <i>Remarks</i> |
|----------------|-----------------------------------|---|-------------------------------|
| 1. | A. Santha, Lecturer in Journalism | Journalistic Techniques of Oinathamth (a Tamil daily) | To be submitted by June 1980. |
| 2. | T. Manonmani
Research Scholar | Journalistic Techniques of Kumudam (a Tamil popular magazine) | To be completed by 1981. |
| 3. | V.S. Valliammal, Research Scholar | New poetry movement in Eluthu (a Tamil literary magazines) | To be completed by 1981 |
| 4. | Sasirekha, Research Scholar | Role of Women in Tamil literary magazines | To be completed by 1982. |
- M. Phil Candidates**
- | | | | |
|----|-------------------|-------------------------------|-------------------------------|
| 1. | Smt. Subbulakshmi | Children's magazines in Tamil | To be submitted in April 1980 |
|----|-------------------|-------------------------------|-------------------------------|

2. Smt. Esakkiammal

Weekly supplement in
Dinamani (a Tamil daily)

To be submitted
in April 1980

Project work

Title : A comparative study of Tamil and Malayalam dailies.

Co-Director : Miss A. Santha, Lecturer in Journalism

Director : Dr. Thera Bai, Lecturer in Sociology.

12. Other relevant information (including plan for future development):-

13. Thrust areas :

Newspaper Journalism

Magazine Journalism.



APPENDIX A (Contd.)

1. Name of the University : Rajasthan University, Jaipur 302 004.
2. Name of the Department : Department of Journalism (Institute of Correspondence Studies & Continuing Education)
3. Year of Establishment : 1976

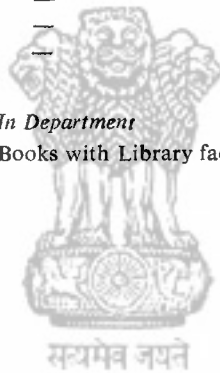
4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
	P. G. Diploma in Journalism	One year	Correspondence course (facility of contact camps	158 (1979-80)

5. Medium of Instruction : Hindi

6.	<i>Staff Sanctioned</i>	<i>Staff in position</i>
Professor	—	one Honorary Director
Reader	—	—
Lecturer	—	2
Part-time Lecturer	—	—
General Faculty	—	—

7. Equipment Available

8. Books	<i>In Department</i>	<i>College/Univ. Library</i>
No. of Titles	Books with Library facility	—
Journals subscribed		



APPENDIX A (Contd.)

1. Name of the University : Garhwal University, Srinagar 246174 (Garhwal) U. P.
 2. Name of the Department : Department of Journalism
 3. Year of Establishment : 1976

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
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	P. G. Diploma	One year	Whole-time	17
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5. Medium of Instruction : Hindi and English both.

6. *Staff Sanctioned* *Staff in Position*

Professor	—	—
Reader	—	—
Lecturer	1 (one)	1 (one)
Part-time Lecturer	—	—
General Faculty	1	1
Visiting Faculty	25 (Guest speakers)	

7. Equipment Available : Nil

8. Books *In Department* *College/Univ. Library*

No. of Titles	60	—
Journals subscribed	5	—

9. Is Lab. Paper produced? Its frequency : No

10. Internship facilities : 21 days in leading daily newspapers.

11. *Research Completed* : Nil
In progress : Nil

12. Other relevant information (including plan for future development) :

Note : Request has been made to provide one typist-cum-clerk and one peon. The plan is also to bring out lab. paper in the current session which will be completed in the month of March 1981.

13. Thrust areas :

APPENDIX A (Contd.)

1. Name of the University : Aligarh Muslim University, Aligarh.
2. Name of the Department : Centre of Professional Courses. Journalism Division
3. Year of Establishment : The Journalism Division was set up and the course was started during the academic session 1976-77.

4.	Degree/Diploma awarded	Duration of Course	Whole-time	Intake capacity
	P.G. Diploma in Journalism	One year	Whole-time	20
5.	Medium of Instruction : English			
6.	Staff Sanctioned		Staff in Position	
	Professor	—	—	
	Reader	—	—	
	Lecturer	—	1	
	Part-time Lecturer	—	5	
	General Faculty	—	—	
7.	Equipment Available :			
	Equipment at the Division	Equipment at the Centre		
	P.T.I. Teleprinter	Public Address System,		
	One office Typewriter	Two spool type recorders,		
		two 16 mm Projectors and Screens,		
		Slide Projectors,		
	50 typewriters in	Overhead Projectors (two),		
	Commerce Dept. for	One Cyclostyling Machine,		
	students' typing and Shorthand	About a dozen educational films,		
	practice.	An auditorium with about 1,400 seating capacity well equipped with 35 mm projector and screen		
		One Camera		
8.	Books	In Department	College/Univ. Library	
	No. of Titles	400	1000	
	Journals subscribed	Besides this, the Centre has a General Information and periodical Library with about 10,000 general information books and about 50 newspapers and periodicals on its regular subscription.		
9.	Is Lab. Paper produced? Its frequency :			
	The Alphabet	fortnightly		
10.	Internship facilities : A study tour is conducted and the students are taken to all the important journalistic centres of Delhi so as to acquaint them with the various aspects of the real world of Journalism and Communication.			
11.	Research Completed : —			
	In progress :	—		
12.	Other relevant information (including plan for future development) :			
13.	Thrust areas : —			

APPENDIX A (Contd.)

1. Name of the University : Calicut University, Calicut 673 635 Kerala
 2. Name of the Department : Department of Mass Communication
 3. Year of Establishment : 1976

4.	<i>Degree/Diploma awarded</i>	<i>Duration of course</i>	<i>Whole-time</i>	<i>Intake capacity</i>
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B.J.

One year

Whole-time

10

5. Medium of Instruction : English

6. *Staff Sanctioned* *Staff in Position*

Professor

—

—

Reader

1

—

Lecturer

1

1

Part-time Lecturer

1

1

General Faculty

Guest faculty of four

7. Equipment Available :

Camera-3

Typewriter-3

Teleprinter

8. Books

*In Department**College, Univ. Library*

No. of Titles

—

800

Journals subscribed

—

10 plus 25 popular
magazines and
newspapers

9. Is Lab. Paper Produced? Its frequency :

Yes

Monthly

10. Internship facilities :

—

11. Research Completed :

—

In progress : Content Analysis of Malayalam Newspapers

12. Other relevant information (including plan for future development) :

— It is proposed to install a small press room with facilities for the composing and printing work of lab. newspaper.

— It is also proposed to start a Master's programme in Journalism during the coming year.

13. Thrust areas :

The Major thrust is on print medium and Journalism research

APPENDIX A (Contd.)

1. Name of the University : Kerala University, Trivandrum
 2. Name of the Department : Department of Journalism
 3. Year of Establishment : 1977

4.	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
	M. J. Degree	2 years	Whole-time	20

5. Medium of Instruction : English

6.	Staff Sanctioned	Staff in Position
Professor	1	1
Reader	2	1
Lecturer	4	2
Part-time Lecturer	—	—
General Faculty	—	—

7. Equipment Available :	Nos.
Electrically operated Remington Special	1
Duplicator with dust cover	1
Photophone overhead Projector	1
Philips Cassette Tape-recorder	10
Ahuja Cassette Tape-recorder-cum-amplifier	2
Facit Typewriter	6
Ahuja Microphone	2
Photophone 16 mm Sound Projector with accessories	1

8. Books	In Department	College/Univ. Library
No. of Titles	1500	—
Journals subscribed	33	—

9. Is Lab. paper produced? Its frequency :

Lab. Paper	Its Frequency
Univ-Voice (English)	Fortnightly
Kalari (Malayalam)	(during sessions)

10. Internship facilities : Various mass media organizations

11. Research Completed :

In Progress :

UGC project : Content Analysis on the Role of the English Press in Chikmagalur Election

12. Other relevant information (including plan for future development) :

There is a proposal to have an experimental Bachelor's degree course in journalism in the City and a Master's Degree course of two-year duration in the Kariavattom Campus. The Bachelor's programme will cater to the needs of print Journalism, with emphasis on regional language. The Master's programme would be inter-disciplinary in nature and is aimed at producing scholars and higher level media practitioners.

13. Thrust areas :

The main thrust of the journalism/Communication programme is to improve the quality of the profession and to stimulate communication research. It is intended to provide basic knowledge in general communication, principles and practices and to help those who intend to become scholars, knowledge generators. The emphasis is on knowledge utilisation, rather than on mere knowledge accumulation.



APPENDIX A (Contd.)

1. Name of the University : Maharshi Dayanand University, Rohtak, 124 001
2. Name of the Department : Department of Journalism & Mass Communication
3. Year of Establishment : July 1978

4	Degree/Diploma awarded	Duration of course	Whole-time	Intake capacity
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Degree	One year	Whole-time	15
<i>Eligibility</i>		<i>Mode of Examination</i>	
Graduate (Admission through written test and interview)		Two Semesters (Ist Sem. Examination in Dec. and IInd Sem. Examination in May. Four papers in each semester).	

5. Medium of Instruction : Bilingual : English and Hindi (English for six papers-Hindi for two papers)

6.	Staff Sanctioned	Staff in Position
Professor	One	Vacant
Reader	Two	One
Lecturer	Three	Two
Part-time Lecturer	Nil	One
General Faculty	Nil	Nil

Note : We invite a large number of persons from the profession belonging to various categories such as, reporters, sub-editors, photographers, cartoonists etc. to deliver lectures to the students.

7. Equipment Available

Typewriters:

UNI Teleprinter service;

Transport facility for spot-coverage around Rohtak and in the adjoining districts:

Laboratory room for practical work like preparation of wall-papers, college and news-sheets:

Radio Transistor;

Equipment worth Rs. 7,000 has already been purchased for setting of photo-laboratory. Rs. 25,000 have been provided in the budget for the year 1980-81:

Publication of Lab Journal : Two issues in the year, Number of issues likely to be increased with the installation of its own printing press by the M.D. Varsity.

8. Books	In Department	College/University Library
No. of Titles	225	75,000
Journals subscribed	15 journals	700
	8 daily newspapers.	

9. Is Lab. paper produced? Its frequency : Students produce a bilingual Lab. paper. Due to difficulty of an adequately equipped printing press and absence of facilities in block-making at Rohtak, only two issues are produced in the year. Number of issues will be increased in the year 1980-81 as the University is in the process of installing its own Printing Press

10. Internship facilities :

- (a) After the completion of two semester examinations, the students are sent for *four-weeks practical training* in news reporting and sub-editing in newspapers and journals. Since some of the leading newspaper establishments refuse to provide training facilities, the department, like other similar departments in the country, faces several difficulties in securing placements of students with newspapers. The quality of internship is indifferent as many editors/news editors/special correspondents evince little interests in students when they go for training.
- (b) Students are attached to newspapers and journals both at Delhi and at Chandigarh.
- (c) The Students visit newspapers and other journalism institutions such as P.I.B., AIR and TV, D.A.V.P., News Agencies, Press Institute of India, Indian Institute of Mass Communication etc. etc. both at Delhi and at Chandigarh. Study visits are spread over nearly fifteen days in the year.

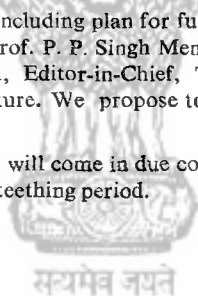
11. *Research Completed:*

- (a) The students do project work, writing indepth papers on given topics. The project study involves field work survey, collection of required material, analysis, and drawing appropriate conclusions
- (b) Students are also required to prepare clipping-books on selected topics.

12. Other relevant information (including plan for future development) :

The department organised 'Prof. P. P. Singh Memorial Lecture' in the month of February. Mr. Prem Bhatia, Editor-in-Chief, Tribune Group of Newspapers, delivered the Memorial lecture. We propose to organise a seminar during the year 1980-81.

- 13. Thrust areas : Specialization will come in due course after we have completed the five-year teething period.



**Report of the UGC Visiting Committee to Berhampur
University to examine the proposal for setting up a
new Department of Mass Communication**

Introduction

At its meeting on 31 January, 1977 the *University Grants Commission* decided that a *Committee* might be appointed to examine the proposal from Berhampur University for a new Department of Mass Communication. Accordingly a Committee consisting of the following members was requested to visit the University and discuss its proposals :

1. Mr. M. V. Desai
Director
Indian Institute of Mass Communication
New Delhi-110049.
 2. Dr. Nadig Krishna Murthy
Professor & Head of the Department of
Post-graduate Studies & Research in
Journalism, Mysore University
Mysore.
 3. Prof. K.E. Eapen
Professor & Head of the
Department of Communication
Bangalore University
Bangalore.
 4. Shri R.C. Banerji
Education Officer
University Grants Commission
New Delhi.
2. The Committee visited Berhampur University on May 9 and 10, 1977. It discussed the proposals of the University with Justice Shri B.K. Patra, Vice-Chancellor, Shri R.C. Rajguru, Registrar, Shri R.P. Mahapatra, Development Officer, Shri C. Mahapatra, Reader and Head, Department of Journalism, and Shri, S.K. Panigrahi, Lecturer in the Department. The Committee had also an opportunity of meeting Shri R.N. Rath, former Finance Minister in the Government of Orissa and Editor, Samai who gave the Committee the benefit of his views on Journalistic enterprise in Orissa and the future of mass communication.

A new department

3. Berhampur University was established in 1967. It set up a Department of Journalism in 1974 and sought to provide facilities for a one-year degree course in Journalism. This is the only University in the State to do so. Initially the student strength was fixed at eight.

4. The course in Journalism taught at the University includes history of journalism, editing, reporting, editorial and feature writing, advertising, public relations, graphic arts, newspaper business management, press laws and the Constitution. In addition, it has two practical papers on editing and feature writing, reporting, and editorial writing. The University has set aside 100 marks for seminar activities and internship. In order to train the students in editing, the department gets teleprinter news copy from Samachar in Bhubaneswar.

5. Journalism scholars bring out a wall newspaper. It covers the day's news, as dictated at slow speed by All India Radio and also the news collected from the campus. This gives them experience in editing and publishing news. In order to enable the students to learn the various processes of reporting, proof-reading, editing, make-up and production of a journal the department also brings out a practice journal—*The Bhanja Bihar Reporter*.

6. Students are taken to Calcutta and Cuttack for a three-week practical training on the Oriya and English dailies in editing and proof-reading. In Calcutta, the students visit newspaper offices, new agencies, All India Radio, TV Centre, public relations offices, advertising agencies, Press Information Bureau, film studios and information offices and libraries of foreign countries to get acquainted with their work.

7. Besides regular classes, the department has organised seminars in the past two years in which some Indian experts in the subjects and Prof. James Beveridge, UNESCO expert on Films, and TV, participated. A French film team visited the department in 1977 at the invitation of the Government of Orissa. The students have put up photo exhibitions relating to various events and personalities on the campus. The practical test is conducted with the help of an external examiner. The theory papers are assessed on single evaluation system, with the help also of external examiners. The news editors hold a test after internship in their organisations, and these marks are counted along with the marks on seminar activities which are awarded by the Head of the Department.

Books, Journals and Equipment

8. The Department has bought about 500 books on Journalism. The Department subscribes to a few journals on journalism like the *Indian Journal of Communication*, *Arts and Mass Communication*, *Vidura*, *Press*

and *Public Relations*, *Ink World* and *DATA India*. The department proposes to subscribe to *Journalist*, *Quill* and *Time*. The department has secured a radio, a tape recorder and a camera in 1977.

Staff

9. The department at present has one Reader who is Head of the Department, a Lecturer and a part-time Lecturer to teach press laws and the Constitution. Under the Visiting Professor Scheme, the department hopes to utilise the services of prominent persons in the field of mass communication. The department plans to have extension lecturers in the next session.

10. The Department started with a provision for eight seats. Six students took the first examination and one secured a first class. Five of these successful students are in the profession of journalism. The second batch of examinees consisted of six students. Five were successful in 1976, two passing in the first class. One of them works on an English daily. This year's third batch has ten students. Students from different parts of the State have come forward to take up the course. Demand for admission has grown. For the first batch there were 40 applicants, to get into the second batch 60, and last year brought 80 in applications. Consequently the University has raised the number of seats to ten. Students are admitted after a written test. The students Union of Berhampur University has suggested the start of a Master's degree course in journalism and mass communication.

11. The department receives encouraging cooperation from newspapers in Orissa. Some editors have promised employment to students upon completion of training. Some of the successful students have started an Oriya daily *Nababarta* in Berhampur. Two students of the present batch have plans to bring out an English daily newspaper from Berhampur.

12. The University Grants Commission Visiting Committee which examined the Fifth Plan requirements of the Berhampur University in January, 1975, felt that Department of Journalism was started without due and careful preparation. Its present activities have not yet taken a definite shape. It has large and ambitious schemes which appear somewhat unrealistic. The Department should offer only a diploma course for the time being. With the University having already set up a Department of Journalism, the Committee felt that the department should be supported. It therefore, recommended that the Commission might.

(a) provide assistance to the University for the appointment of one Reader and one Lecturer;

(b) sanction Rs. 10,000 for books and journals; and

(c) provide Rs. 1,00,000 for the construction of building for the Department (including furniture).

13. The Commission considered the report of the Committee at its meeting held on 14 and 15 July, 1975. It could not accept the recommendations of the Visiting Committee for providing assistance to the University towards the establishment of the Department of Journalism. Berhampur University later again requested the Commission in December, 1975 to reconsider its decision for assistance for the Department. The Commission again regretted its inability to provide assistance for the department. This proposal was subsequently discussed by Chairman, University Grants Commission with Vice-Chancellor, Berhampur University at Calcutta in June/July, 1976. The Chairman suggested that in case the University saw its way towards setting up a Department of Mass Communication instead of (print) journalism, the proposal could be considered. Accordingly the University was requested to send a revised proposal in this regard for the Commission's consideration. The Berhampur University then sent a proposal for a new Department of Mass Communication.

14. After the Commission suggested to the University that if it desired to set up a Department of Mass Communication instead of a Department of Journalism, the proposal could be put to the Commission for consideration, the University christened the existing department of journalism as the Department of Journalism and Mass Communication. The Regulations and courses of studies were changed at the meetings of Board of Studies in Journalism and of the Academic Council. The present course lays emphasis on Mass Communication, retaining (print) journalism as its base. The University proposes to have a two-year Master's Degree in Journalism and Mass Communication after two or three years when the basic infrastructure is built up. The University wishes to provide research facilities in Oriya journalism, traditional media and development journalism. The Department will collaborate in teaching with other departments of studies in Humanities, such as Oriya and Economics.

15. The Vice-Chancellor informed the Committee that meanwhile, Berhampur University's Academic Council had approved a course of studies for journalism at the Intermediate level. The Gunapur College authorities were taking steps to start a course in Journalism at the Intermediate level. The Government of Orissa has set up a Text Book Committee which has brought out an Oriya book 'Sambada-O-Sambedi-kata' for teaching journalism at the Intermediate level. The Committee was informed that there is a base production centre for television at Cuttack. A TV transmission centre is likely to be set up at Sambalpur, and another station of All India Radio is likely to be started at Berhampur. The University itself has plans to introduce a master's degree course

in Journalism. Graduates will be eligible to take up this two-year course. On successful completion of the first year, students will be awarded a Bachelor's Degree in Journalism and Mass Communication. On completion of the second year's course, they will qualify for the Master's Degree.

16. Already a number of Universities have instituted a Diploma or Bachelor's course in journalism. Among them are Banaras Hindu University, Calcutta, Gauhati, Gujarat, Jabalpur, Kerala, Madras, Shivaji, Lucknow, Marathwada, Mysore, Nagpur, Osmania, Punjabi, Panjab, Poona and Ravi Shankar. Four Universities, namely, Calcutta, Mysore, Osmania and Bangalore, offer postgraduate courses in journalism and mass communication. Besides, a number of private institutions offer courses in Journalism and Mass Communication. Prominent among them is Bharatiya Vidya Bhavan, Bombay which has instituted Diploma courses at thirteen important centres. The Ministry of Information and Broadcasting Government of India, through its national organisations like Indian Institute of Mass Communication, New Delhi and Films and TV Institute, Pune, offers useful courses on Mass Communication. The Press Institute of India offers short-term courses on journalism for working journalists, and conducts workshops and seminars.

17. Mass Communication is a useful course of studies. Its importance is considerable and growing. It can help scholars by enlarging horizons, by stimulating aspirations and by pointing to new development values and social norms. It is possible to use the mass media of communication widely and effectively for imparting knowledge and improving the quality of work and standard of life of the people and for making them understand what the problems of the country are, what the country is striving to achieve and how.

18. The modern democratic state requires a well informed population capable of making collective and reasoned judgements against a background of social change. In our country vast members of people have missed schooling. A very large proportion of the population is illiterate. Their beliefs and habits can be obstacles to economic growth. Application of knowledge enables human and material resources to be used more effectively. Economic and Social programmes are designed to step up the pace of development and modernisation. The development process can become easier, faster, economical and humane if it is reinforced with popular support and participation.

19. The educational attainments of our people are far below what is needed for effective individual living and fulfilment as also for the demands of a democratic society. In order to improve the people's understandings of the objectives and programmes for economic development-

and social change, it is necessary to educate the citizens. Such of them as so desire should be able to participate in the developmental programmes willingly and intelligently.

20. In the opinion of the Committee, time is ripe for the training of multi-media personnel who would make mass communication useful and relevant to the felt needs of the users and organise two-way, timely communication in a convincing and attractive manner. Our communication media have to operate in different linguistic and cultural milieus. The problem of speech communication in different languages and dialects thus assumes special importance. The integrated use of traditional media may also prove a viable and vital means for communication.

21. Orissa is rich in puppetry, the stage plays, folk dance and other traditional and folk media. These media are local, informal and relatively inexpensive. They allow instantaneous feed-back. They are particularly suited to rural areas where the bulk of the people are still illiterate. They have other advantages like cultural relevance, flexibility and freshness: improvisation on the spot enables the Communicator to vary the contents from situation to situation. They can reach social groups intimately. The folk media facilitate interaction. There is need for fusion between folk and electronic and celluloid mass media. Much more needs to be done by training and through experimental programmes in adapting folk media in India for development communication and social change, specially in rural areas.

22. Admittedly, the main objective of a professional course in journalism is to prepare students for a career. It is therefore necessary to formulate the courses with a practical orientation in techniques of journalism. It would be equally desirable to maintain an effective liaison with the local newspapers. From this point of view it would also be necessary to keep the intake of students limited to those who give an adequate promise of writing ability and have genuine interest in the techniques of journalism, public relations, advertising and practical newspaper, radio or TV and mass education work.

23. In so far as employment prospects of graduates in journalism and mass communication go, the committee recognises that this is part of the all-India problem of educated employment. Nevertheless, in a professional course like this, the per capita cost of training is much higher than for courses in general education. Hence, it is of the utmost importance that the State Govt. initiates studies on the employment opportunities for graduates in journalism and mass communication, especially in careers directly related to their field of training and for meeting the requirements of various sectors such as public relations and information, the newspapers press in Orissa and in allied fields of media activities in the State and with the Central Government's media unit.

24. After discussing in detail the proposals given by the Department of Journalism of Berhampur University and after careful consideration, the Committee makes the following recommendations and requests the UGC to consider giving assistance on the lines indicated below.

Recommendations

25. The present staff strength of One Reader and One Lecturer is inadequate. The Committee feels that there is urgent need to strengthen the present staff of the department of journalism and mass communication. It recommends the creation of the following posts :

1. One Professor
2. One Reader
3. Two Lecturers
4. One Research Assistant

26. A Library is essential for the working of the new department of Journalism and Mass Communication. The department has only 500 books. Steps must be taken to acquire more books on journalism and mass communication. Towards this, the Committee recommends a special grant of Rs. 25,000 to be sanctioned exclusively for the Department of Journalism and Mass Communication. Also, the Committee sees the professional necessity of and endorses the request of the department for UGC grants towards :

- (a) A Laboratory Journal
- (b) Essential equipment such as Projector, Tape Recorder, Teleprinter Service etc.
- (c) Professional Tours ; and
- (d) Photographic Unit.

A separate building is essential for the department and recommends assistance from the UGC in this regard. When the estimates of these outlays are worked out, it will be for UGC to approve of the grants needed on the basis of the details submitted by Berhampur University.

27. In the syllabus of the present course, the Committee has found some inadequacies. The department has to make the best of its special advantages. With Orissa's large tribal population to serve, it should provide special locally relevant course of interest not merely to communicators from the rest of the country but also to other working in the field of folk media. The first step lies in devising a course in traditional media of communication in the State and making it an important element of the syllabus as also in the Department's research work. Also Development Journalism needs to be incorporated in the syllabus. When the syllabus comes up at the next meeting of the Boards of Studies for revision, this recommendation should be implemented. Members of the Committee

will be available for professional advice and any other assistance if needed by the University.

28. The Committee is of opinion that time and circumstances are not ripe to start instruction in Radio and TV in the present state of the Department. At present it lacks trained personnel and other facilities including equipment. This proposal needs to be kept in abeyance. Meanwhile, the Committee appreciates the need for a small sound studio for training purposes. Funds for the construction and working of a sound studio with tape-recorders, cameras and projection equipment should be provided for training to mass communication students.

29. For a course in Journalism and Mass Communication the facility of a printing press is important. It enables the scholars to bring out a weekly, fortnightly or monthly laboratory newspaper. It gives the students an opportunity to learn something of design and the graphic arts. Berhampur University does not have a printing press. The Committee feels that an essential facility like a small printing press should be available with the Department for training the scholars and for any other work it can take up for the University.

30. While keen to strengthen the department and to make it a viable organisation, the Committee is aware that qualified and experienced personnel in this field of studies are hard to come by. Moreover, those who possess some of the academic qualifications set out by the UGC for senior teaching positions in the known and established disciplines (like physics or Sanskrit) and have, for instance, the required Ph.D. degrees, are not always the best suited to meet the needs of the professional courses (with their emphasis on local languages and dialects, Oriya culture and media practice) that the Committee has in view for Berhampur University as the central training Centre for Orissa. There is a large number of posts lying vacant in many University departments of journalism and mass communication. It is therefore important that the University Grants Commission does not take an unrealistic view of the qualifications and experience demanded of those who seek the posts of Professor, Reader and Lecturer in departments of journalism and mass communication in the country. The present practice of insisting for new and growing multi-disciplinary studies as in journalism and mass communication on the traditionally required qualifications can only lead to more vacancies or to their being filled up by persons with academic distinctions unrelated to the local needs and conditions in India.

31. The Committee is grateful to the University Grants Commission for the opportunity it has been given to study this question. It has been examined in the context of Berhampur University. Yet, in writing this report, the members have kept at the back of their mind the national

perspective. Journalism and mass communication is a significant and growing field. For a long-term view which needs to be taken in the Commission on training and research in journalism and mass communication, the commission would be well advised to set up a panel of consultants. They should be able to help until the University Grants Commission finds it necessary, to give to the emerging needs of mass communication studies its whole-time attention by having a unit specialising in journalism, mass communication and traditional media.

32. The Committee expresses its deep thanks to Vice-Chancellor, Registrar and others for their valuable cooperation in Berhampur. The professional members of the Committee have a special word of appreciation and thanks for Mr. R.C. Banerji who brought his considerable background knowledge and his experience with the UGC Committees to bear on their deliberations.



APPENDIX C

LEARNING TO COMMUNICATE

***Report on the Establishment of a Faculty of Communications
in the University of Madras***



May 1978

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*The Appendices D & E are not published here.

LEARNING TO COMMUNICATE

Report on the Establishment of the Faculty of Communications in the University of Madras

Introduction

The Vice-Chancellor of Madras University earlier this year appointed a Commission "to help the University in developing a Department of Communication". The members of the Commission are: M.V. Desai, Director, Indian Institute of Mass Communication, New Delhi, Krishan Sondhi, Communications Counsellor, Planning Commission, New Delhi, K.E. Eapen, Professor, Faculty of Communications, Bangalore University, Bangalore, V.P.V. Rajan, Chairman, Board of Studies in Journalism, Madras University, Madras; and Editor 'Madras Mail', and B.G. Verghese, Fellow, Gandhi Peace Foundation, New Delhi.

There is at present a Department of Journalism started more than 25 years ago, initially awarding diplomas, but now offering a two-year postgraduate Bachelor's Degree in Journalism. This Department is inadequately staffed and equipped. According to the Vice-Chancellor, "rather than expanding and strengthening the existing Department of Journalism, the University and the UGC have decided that the present opportunity should be taken to develop a wider programme of postgraduate training in the field of communication. This would involve training in journalism, in mass media and multi-media, as well as in other aspects and facets of communication." In this context, the Vice-Chancellor has suggested that the Commission might keep in mind the recommendations of the Working Group on Autonomy for Akashvani and Doordarshan.

The Terms of Reference of the Commission are given in Appendix 'A'.

The Approach

Communication is both a product and a process. Unfortunately, in all the haphazard educational efforts in the country as well as in media use, both by private and public agencies, the emphasis has been mainly on the 'product' aspect.

University/institute courses, naturally, have been founded on this approach whereby "how to report" or "how to edit", rather than the context within which this is done, has been the thrust. Therefore, Madras University should make a deliberate attempt to highlight the "process-role" of communication as well.

Communication is effected through various media such as print, radio, television, film, advertising, traditional art forms and the performing arts. The existing Department of Journalism essentially provides craft training primarily oriented towards the printed news media.

There are in Madras a number of other institutions that provide similar craft training in other disciplines and media activity. For example, the Institute of Film Technology offers diploma courses in all aspects of cinematography. Kalakshetra offers a number of courses in the performing arts. The University Department of Education conducts courses in teacher training and continuing education. In addition, there are a number of other institutions that offer technical training. Among them are the Electronics Department of IIT, Madras, which has a colour television facility; the Institute of Printing Technology; and the Polytechnic, which trains junior radio and television technicians and also possesses a closed-circuit television facility.

There is, however, at present, no structural link between these hardware and software facilities, except incidentally. Nor at the moment does there appear to be an institution that provides instruction in the communication process, except for the Department of Education which has elements of communication theory, psychology and sociology in its curriculum.

Communication is a resource and can be a powerful aid to development and the learning process, especially in the area of non-formal and continuing education. Unlike information, which is a one-way process, communication implies a circular flow. This two-way communication process must be understood and constantly evaluated if there is to be an effective delivery of messages and adequate and meaningful feedback.

The process of communication is affected by a variety of factors including tradition and culture, religious and ideological beliefs, levels of literacy, and a variety of economic and social parameters. The same message may be understood very differently by different people and not at all by some. Retention of communication may be lacking or inadequate unless reinforced by other means. There may be counter-messages which have to be taken into account.

In a democratic and developing society, liberty and bread must go hand in hand. It is the prompt and wide dissemination of information that makes the executive and legislature accountable and enables the people to become participants in the decision-making process. Likewise, it is the process of communication through education and extension that can lift the under-privileged out of poverty, dispel ignorance, and ensure a better quality of life for them in a more egalitarian society.

Development implies change through modernisation and technology

transfer. This, inevitably, has profound social and cultural implications which can, in certain circumstances, result in alienation and disorientation. Even otherwise, the very newness and pace of change produces uncertainties, tensions, and unfamiliar relationships, which call for a whole series of adjustments. Communication can be used to understand these changes and ameliorate tensions.

When we talk of the Indian people, we must remember that 78 per cent of the people live in rural India. The vast majority are poor and almost 45 per cent live around the bread-line. Nearly 60 per cent are under the age of 24, and half consist of women. In a country of enormous diversities with a tremendous range of socio-cultural and agro-climatic variables, mass communications can be misleading unless one remembers that the mass consists of an aggregate of location-specific and culture-specific entities. Otherwise, there is danger of focussing almost exclusively on the urban elite.

Communication is not an end, but a means. The media employed may be any one of the several available, or might be used in combination to deliver political, economic, social and cultural messages. An optimal use of communications both in terms of the medium and the message within a national context may be determined in relation to a communication policy which is itself an aspect of systems development. These are new fields. It is not surprising that the whole area of communications policy should be rather unfamiliar ground in India.

The modernisation and development processes are heavily weighted in favour of the print, electronic and film media. Nevertheless, the very rich oral tradition of India and other traditional media cannot be allowed to die. They are part of the national cultural treasure and can be used in newer forms and for newer purposes to deliver development and educational messages of contemporary relevance. The communicator must therefore know these traditional media which are closely linked with the culture of the common people. Old symbols can be reinterpreted a new.

It is easy to be mesmerised by technology and to become slaves of what appear to be exciting new gadgets. Care must be exercised to put a brake on hardware-led software decisions. Investment in communications has to rank in an order of national priorities, and cost-benefit ratios cannot be ignored. There is constant need, therefore, for a developing society such as India not merely to give a new lease of life to existing traditional media—"an appropriate media technology"—but also to experiment in low cost, small format technologies which can be used in micro units on a large scale in a variety of conditions all over the country by ordinary people with little technical and other facilities. These systems

must lend themselves to easy management. They could, however, be dovetailed into sophisticated communications systems where necessary.

There is equal need, especially in development support communications and educational technology, to build suitable interfaces between the media and the communicators on the one hand and development agencies, institutions and the administration on the other. Thus the broadcaster, for example, must have some understanding of the education or farm message he is trying to deliver, while the educators and agricultural extension personnel must have some understanding of the media and their potential and limitations. The media are not a substitute for the message or even a messenger—whether this be a teacher, village-level worker, advertiser or anybody else. The media, however, can give the messenger a longer and more effective reach.

Feedback and evaluation are of the greatest consequence, for without these, communication is blind and deaf.

The Satellite Instructional Television Experiment (SITE) 1975-76, was a great communications experience for India. For the first time, it brought together the media people, and development and educational messengers like teachers together with technologists, sociologists, psychologists, anthropologists, linguists, economists, management experts, administrators, policy-makers and a whole host of others. All of these found themselves working as members of a team and operating a large system. Evaluation studies on SITE are continuing. It was certainly a great learning experience for all these interested in communications.

This reference to SITE illustrates the need for a similar systems approach to the development of a Faculty of Communications in Madras University. Large number of faculties and departments as well as affiliated institutions outside the city of Madras, whether within the state of Tamil Nadu or outside, could usefully join together in this endeavour. And the object of such a Faculty of Communications should be related to the larger purposes of any National and State communications policy as derived from the Five-Year Plans and such national priorities as a rural bias, building from below, appropriate technology, the eradication of illiteracy, the ending of destitution, the new national health programme, etc.

The National Adult Education Programme, for instance, envisages making literate, within a space of five years, 1979-84, 100 million illiterates, in the age group 15-35. This task is going to call for mass mobilisation of people who must be motivated to learn while a whole new corps of adult educators must be enabled to bring this vast mass to literacy. This is unlikely to happen without the aid of mass communications. Stated thus, one begins to discover the need to develop a series of inter-

disciplinary sub-systems which could then be merged into a larger communications systems and communications policy, for which there must be persons trained in the whole gamut of communications. This should be the task of the proposed Faculty of communications.

At the same time, we would emphasise the need to develop and aggregate existing resources instead of seeking to duplicate resources already available in the city or in the State. Our discussions at Kalakshetra, the State Film Institute and IIT, and with media heads in the city encourage us to believe that all these institutions are ready and willing to cooperate and that the proposed Faculty of Communications should really become a focal point of inter-action rather than a closed system in itself. We believe that other institutions such as the Agricultural University at Coimbatore, the Rural University at Gandhigram, the affiliated colleges of Madras University, the medical institutions like that at Vellore have facilities and programmes that could be utilised in developing the University's communications programme, which could be conducted and coordinated under the auspices of the Faculty of Communications at a variety of centres and at different levels. We are keen that the courses should not remain bookish but be given a practical orientation in live field conditions at every stage.

Visit to Madras

The members of the Commission in association with Mr. V.P.V. Rajan visited Madras University from April 11 to 13. They had meetings with the Vice-Chancellor Dr. V. Shanmugasundaram, Director, University Planning Board, Dr. D. Sadasivam and Miss J. Josephine Reader and Lecturer in Journalism respectively; and heads of departments or senior faculty members from the Departments of Economics, Sociology, History, Education and Continuing and Adult Education. We were also able to meet representatives of the AC College of Technology, the State Film and Television Institute, the Indian Institute of Technology, Kalakshetra, AIR and Doordarshan, private film producers, and students of the Bachelors course in journalism. These meetings provided us with a number of useful insights with regard to problems, expectations, potentials and possible structures.

New Faculty

We have already outlined our approach which sets out a "philosophy" for the proposed Faculty of Communications in the University rather than a mere Department within the Faculty of Arts. This would give it status, strength and inter-disciplinary clout. The existing Department of Journalism provides a nucleus around to build. In any event, it would not be possible or desirable to disrupt or disband this Department,

whatever its present limitations, as the University has a commitment to the students the already enrolled in this two-year degree course.

At the same time, it would not be possible or even prudent to attempt to set up a Faculty of communications in time to enrol students for the academic year 1978-79. The earliest that one should plan to launch this new Faculty would be from the commencement of the academic year 1979-80. This will also give reasonable time to achieve a precise definition and acceptance of the objectives and content of the proposed course of studies, recruit the necessary staff, locate, other resource persons, plan suitable loops and inter-faces with other Departments in the University, on the city of Madras, and elsewhere in the State, as also with other institutions outside the University; consult and elicit the cooperation of various media in the State, get budgetary approval for purchase of necessary books and equipment and, altogether, work out a phased programme of development. Any proposal should provide for integration of the existing Department of journalism in the new Faculty of Communications.

The Present Department of Journalism

The first and immediate step towards this end should be to reorganise and upgrade the present department of journalism. The department was started 25 years ago at the diploma level and was upgraded to the B. J. level in 1975, the intake being all graduate students drawn from various disciplines including the humanities and the sciences. Two batches have graduated so far and, we were informed, they have been readily employed. This suggests a functional requirement for trained media personnel though this cannot be taken as a certificate of quality. We were, however, greatly impressed by the brightness and enthusiasm of the first and second year B. J. students currently enrolled. There is no doubt that the raw material is excellent.

Discussions with Dr. D. Sadasivan, himself a historian by training and specialisation, and Miss Josephine, respectively Reader and Lecturer in the Department of Journalism, gave us a first-hand picture of the working of the Department and its immediate needs and difficulties. It offers a two-year course, leading to the B. J. degree. For this the staff of two is totally inadequate even though it has the assistance of visiting professors and part-time lecturers. As with other journalism departments, the shortage of staff is a real and serious handicap. It is to the credit of the scholars and the existing staff that they have nonetheless been able to give as good an account of themselves as they have done. Dissertations submitted by scholars in the second year of their study bear witness to the work and guidance that must have gone into their making.

Apart from the teaching staff, the support staff is also inadequate. At

present the Department does not have a full-time clerk or library assistant. The Reader and Lecturer's salaries are paid by the University Grants Commission. The persons directly employed by the University for the Department are a part-time clerk and a peon. It is only when there is a full complement of regular staff that it will become possible for the members of the Department to find time to improve their own professional skills. Additionally, they should be enable to attend professional seminars and short-time courses and take part in other acadmic and professional programmes.

Some of the difficulties of the Department stem from lack of funds. Its budget does not exceed Rs. 25,000 a year. The receipts are mainly from two sources : Rs. 15,000 from the Research and Development Fund of the University and Rs. 7,500 from tuition fees. Some Rs. 300 comes from miscellaneous funds. As for the expenses, the peon's pay takes Rs. 3,200 a year, pension contribution Rs. 700 a year, and contingencies Rs. 8,500. A stenographer has been engaged to provide training in typewriting and stenography. Payments ranging from Rs. 20 to Rs. 50 are made to part-time lecturers. There is a small outgo on cyclostyling the laboratory journal, and some funds are diverted for the purchase of books. The staff and students have been putting aside some of their own money to subscribe to a few journals and magazines. There are no funds for building up a worthwhile library or for educational tours.

If the staff is inadequate so are the facilities for training through internship with news papers in Madras and with AIR, Doordarshan, advertising firms and public relations organisations. It is necessary to bring home to these media organisations the importance of accepting scholars for on-the-job training in their own long-term interests. It should be possible for the Univesity to use its good offices to send the scholars to places outside Madras especially for work in the India language press. A small stipend or subsistence allowance would also be necessary. The experience the scholars at present get in bringing out their laboratory journal is limited because the Department has no printing press of its own. Nor has it a photography unit.

The newspapers and other media organisations have an obligation to employ trained personnel. It should be possible to improve the practical aspects of training further if the assignments given to scholars for community and social service and for NSS are given a broader base so as to include surveys of media habits and other professionally relevant field work. There is scope for this even if the present emphasis on the adult education programme is retained. What they need is an ability to meet people, to interview them meaningfully, to put down and analyse their responses to questions on media activities.

The Department of Journalism is craft-oriented, with the accent, such as it is, on the print media. However, there is neither a teleprinter nor a printing press to which the students have access. The curriculum does include elements of instruction in radio, television advertising and public relations. But these are also oriented to electronic journalism and information rather than to the larger aspects of these media.

The students seem to think that the course is much too general and does not offer opportunity for even elementary specialisation. At the same time, some of them feel that the same course might be broken into two one-year segments and described as B. J. and M. J. respectively. This is because they join the present course as graduate students and feel that the award of a mere B. J. at the end of two years places them at a disadvantage vis-a-vis those who might spend these two years to acquire a Master's degree. The present faculty would also appear to be sympathetic to this point of view.

We, however, feel that the present course needs to be completely restructured and that there is a market for both a B. J. degree, with an intake of school leavers, as well as for a more advanced M. J. course which would provide for specialisation and lead on to post-graduate work in the University at the M. Phil. or Doctorate level. This is discussed more fully later.

In terms of craft training in the media, the State Film Institute, which is shortly to develop a television component, provides adequate facilities for training in film and television which need not be duplicated by the University. There is, however, no equivalent facility of any quality with regard to the print media, radio, advertising, public relations or the traditional media. The Bharatiya Vidya Bhavan, Madras, offers a one-year diploma course in journalism which is drawn up on more or less the same lines as the University's B. J. course. What the Department does need is a University printing press, a recording studio with cassettes and other equipment, some cameras, dark room facilities, a slide projector, and a well-equipped library and reading room. The printing press could be used to print a regular university-cum extension journal which could be produced by the students and staff of the Faculty of Communications and those of other Departments such as Education. We understand that the Department of Education is shortly to acquire a closed-circuit television facility which is being financed by a UGC grant.

We propose that all these facilities though notionally "owned" by different University Departments, may be centrally located in what could develop as the University's Communications Centre.

We were informed that it is extremely difficult to get staff for the B.J. faculty because the UGC requires that such appointees hold a Master's

degree in journalism with three years teaching experience. Persons with this qualification are in very short supply.

Some questions

In our discussions with the Vice-Chancellor and faculty members, a number of questions were posed :

1. Should there be a revised job description for Journalism/Communications Faculty members?
2. Where will graduates and post-graduates of the proposed Faculty of Communications be absorbed?
In other words for what kinds of jobs in a changing media market should the proposed Faculty cater?
3. What should be the entry qualification for students wishing to join the Faculty of Communication?
4. Should research for Faculty members be compulsory?
5. How might the "communications cake" be cut-vertically or horizontally?
6. Should Madras University seek to specialise in any particular area of communications so that it becomes a centre of excellence in this particular field?

University Objectives

The University of Madras Monograph I-A "Three-Year Policy 1975-1978", by the Vice-Chancellor post-graduates a number of objectives for the University. These include contributing to the national plan objectives of removal of poverty and attainment of self-reliance? calling for a higher growth rate and better distribution of incomes; ensuring equality of educational opportunities and social justice; establishing closer links between education, development and employment; involving the academic community, including students, in the tasks of social and economic development; understanding the culture and history of the State, the country and the world; the acquisition of professional and technical skills; the promotion of research to solve the technical and developmental problems faced by the State; and the democratisation of education through the provision of formal as well as non-formal facilities, through evening colleges and correspondence courses and through a policy of decentralisation, and methods of teaching and learning involving class room practicals, field experiments, group discussion, and community service.

The same Monograph talks of promoting mobility between students, breaking down current barriers to recognition of each other's courses of study, diplomas and degrees among the Southern Universities, and the

possibility of setting up common Boards of Studies in some undergraduate and post-graduate disciplines. There is also reference to spinning off two new universities at Tiruchirappalli and Coimbatore from the existing University of Madras.

University Monograph VIII, "The Quinquennial of the University's 165 Colleges, 1971-76" refers to "the demand for more relevance in the courses in view of the fact that 80 per cent of our people live in the rural areas and that 60 per cent of our work-force including the graduate workers are employed in agricultural related activities in the rural areas. It also calls attention to the "50 per cent contribution made to the State and national income by rural industry, arts and crafts including farming".

University Monograph XIII reports that as of June 30, 1977, the employment exchanges in the State had on their register 69,000 PUCs, nearly 29,000 BAs, over 27,000 B.Sc.s, over 8,000 B. Coms, over 4,000 MAs and over 3,250 M.Sc.s.

University Monograph IV, "The Demand for Graduates and Post-graduates" points to "a disturbing imbalance between the out-turn of graduates and post-graduates of our universities and the demand for them by the society. There is, however, an increasing demand for post-graduates". The monograph concludes that "the employment of graduates will have to be in new and hitherto unexplored avenues, particularly in various forms of self-employment if the looming supply-disequilibrium is to be corrected". These conclusions were made in the context of a 25 year perspective going up to the end of the century.

University Monograph XI, "Community and Social Service as Curriculae Component in Higher Education" discusses the community and social service scheme (CSS) recently introduced in Madras University. The general objectives of the CSS are to help students to:

- (a) become aware of the family structure, caste and value systems, needs and aspirations in the community adopted;
- (b) understand how to mobilise the resources available to the community—both human and materials;
- (c) develop skills in human relations and in working with the community;
- (d) inculcate positive attitudes towards integrated rural/urban development; and
- (e) aspire for strong, constructive relations between themselves and the community, making for desirable changes and development of leadership.

The Monograph recognises the importance of people's participation and

cooperation, training in skills of interviewing and surveying, motivating students through discussions with dedicated social workers and by screening relevant films. Adequate publicity of their achievements, it is suggested, will make the students feel proud of their efforts. What is interesting in this statement is the implied centrality of communications in motivating both students and the community for development and change.

These quotations from various University Monographs provide some of the answers to the questions earlier posed. Any new Faculty of Communications must be socially relevant if it is to exist at all. It must fit in with national goals and policies and serve both the policy-maker—in fashioning national and regional communications policies—as well as the common people, more especially the rural masses. Communications must promote national values and further the objectives of development and social justice.

Three Levels

Given this premise, the Faculty of Communications might be conceived at three levels: (a) undergraduate—to serve the communications and media needs of rural development and change; (b) graduate—to provide communications skills in administration, management and policy making; and (c) post-graduate and research—in areas such as communications policy, evaluation, feedback and the development of appropriate interfaces. The new Faculty must combine teaching with extension and research. It should interact with various other University Departments—sociology, anthropology, psychology, economics, history, language, religion and culture—which have valuable inputs and insights to offer to the communicator. There is also much to be gained from interaction with the scientific departments since an understanding of technology is important both for its transfer in the process of development and change and also as an element in the process of information storage, transfer and communication itself. Satellites, computers and electronics are all parts of modern communication and data control systems.

Interaction should also be possible with various affiliated colleges and autonomous institutions such as Kalakshetra (for the study of Indian culture and some of the performing arts with their use of traditional symbols); the State Film and TV Institute (with its well-equipped facilities); the IIT (which has a colour television facility and proposes to instal both a closed-circuit TV system as well as a low-powered TV transmitter); the Institute of Printing Technology (Adyar); and the Polytechnic (which we understand trains television and possibly radio technicians, and operates a closed-circuit TV system).

Interactive Core Staff

We therefore recommend that the Faculty of Communications should

build up a small core staff but should not unnecessarily duplicate facilities which are available elsewhere. Faculty members from other departments of the university and outside the University should be enabled to lecture or guide students of the Faculty of Communications through seminars or practical training. Some equipment is already available in these other departments and institutions and need not be duplicated. The Faculty of Communications might, however, acquire such supplementary and complementary equipment as not available in the other Departments or campuses so as to provide the missing links and complete what could be a more sophisticated communications systems when all the units are taken together. Such an interactive process between Departments, disciplines and campuses, which be a useful integrating factor all round and would certainly be of value to the students of the Faculty of Communications.

Extension Learning

The Faculty of Communications should promote learning as much as teaching. Practical work, field study, projects, case studies and rural visits would be powerful means towards this end. The University, through its Departments of Education, and Continuing and Adult Education has a commitment to implementing a part of the National Adult Education Programme through the Community Social Service Scheme of the affiliated colleges. The million or more illiterates in the 15 to 35 age group falling within the "quota" of the University have to be mobilised and reached through various communications processes. This task in itself suggests an excellent learning process for the students and staff of the Faculty of Communications.

Likewise, the Agricultural University at Coimbatore, the Rural University at Gandhigram and the Avinashilingam Home Science College for Women in Coimbatore are involved in extension and in the training of extension workers in agriculture, women's welfare health and rural crafts. Such extension also requires a communications input and a knowledge of what it is that is to be communicated. Then again, institutions like the Vellore Medical College and other medical institutions must be involved in training and extension related to the new rural health programme. They too need communications support. It is suggested that the Faculty of Communications should seek to build up appropriate interfaces with these bodies as well as with other rural institutions such as the Khadi and Village Industries Board, the Handloom Board, and the development departments of Government.

Suggested Structure: Undergraduate Level

A tentative structure for the department of communications that emerges would be something as follows:

With the introduction of the 10+2 scheme in Madras from next year the PUC stage will disappear. We accordingly suggest the possibility of recruiting school-leavers for a three-year graduate degree in communications. This might consist of a two-year foundation course in some of the requisite disciplines such as the behavioural sciences and economics, culture, languages (including Tamil, Sanskrit, some of the other South Indian languages, and English), and elements of communications theory. This should be combined with some craft training in the media—print, film and electronic, backed up media internship, laboratory facilities, and field visits.

Rural Thrust

One way of developing a strong rural thrust would be for the Faculty of Communications to “adopt” a cluster of three or four villages (within the jurisdiction of a single village level worker) which it should seek to awaken, motivate, mobilise, organise and develop. This cluster of villages should be the Faculty’s laboratory for studying rural cultures and social structures, institutions, the development process, rural-urban relations, and the communications factor in all of these. Reports on the rural cluster should be published regularly in the Faculty’s weekly printed journal while recorded and film material should be used for preparing slides, filmstrips and radio and TV programmes. The very exposure of the students and faculty to a rural environment in more than a casual sense would introduce them to the problems and opportunities of rural communications. The work done by the students should be structured and evaluated and allotted between 25 and 35 per cent of the total marks awarded.

The third year at the undergraduate stage should be devoted to functional specialisations in any one media craft—print and electronic journalism, folk media, film, TV, radio advertising, and public relations.

Post-graduate Course

The University should simultaneously start a post-graduate course in communications in two streams—communications theory and systems and media craft. The communications course could involve spending one or more semesters with the Agriculture University, Gandhigram, Vellore etc., while the media craft course should involve internship for up to a semester with any newspaper (preferably outside Madras), AIR and Doordarshan, or any documentary film-maker. Those specialising in any medium should, however, be exposed to at least two or more other media including folk media and there should be some emphasis on multi-media combinations.

Strong emphasis should again be placed on the methodology of feedback and evaluation.

The University would need to approach the newspapers, AIR and Doordarshan, the Film Institute and IIT, Gandhigram, Vellore and the Agriculture University, and advertising firms within Tamil Nadu and outside on a sufficiently high level to ensure that internship and extension opportunities are provided regularly and in a purposeful manner with appropriate supervision.

Research

The graduate post-graduate courses and their rural extension will throw up a number of research programmes which should be undertaken by the faculty and, subsequently, by doctoral students.

One whole area of study and research would be the extending and upgrading of the role of the traditional media and traditional symbols in marketing new messages and ideas related to social and economic change. Another area would be in the de-mystification of advanced technology and the development and use of simple, low-cost formats which can be used and maintained by rural or other unsophisticated communities.

Personnel

One immediate problem will be to find the necessary personnel to man such a Faculty of Communications. Communications expertise is limited in India as this is a new discipline. It will, therefore, be necessary to improvise. One practical possibility would be for the University to recruit some prominent or retiring media men from AIR, Doordarshan, the film and advertising world, and the press during 1978-79 as part of a core faculty and to expose them to media training and problems whether in the country or abroad so that they are available to join the new faculty when it commences its work in July 1979. A number of senior and talented persons are retiring from AIR and Doordarshan this year. There is potential material here.

Additionally, it would be desirable to draw up a list of resource personnel in the various media and from industry and other Universities who could be drafted as part-time staff as well as to lead seminars and workshops. This list might include talented young film and documentary makers such as B.V. Karanth and Shyam Benegal and writers like Vijay Tandulkar. These are all busy people but may be attracted if they get the feeling that something new and exciting is being launched by Madras University. Their own experience would provide them with the ability and assurance to teach others what they have learnt the hard way.

Guest faculty could also be obtained from abroad in some specialised areas of communications and systems theory. Some of this may be available under UGC or ICSSR grants or through the Ministry of Education, or through bodies such as the Ford Foundation, or the Indio-US

and other educational and cultural exchange programmes. These same programmes might facilitate a two-way exchange of Madras University personnel who go abroad to learn and teach in some foreign University or institution for a semester or a year while a foreign faculty member serves in Madras University.

Rural Communications Specialisation

In terms of specialisations, rural communication suggests itself as the relevant choice. This is particularly necessary because language and cultural factors are unique to each of our States. This also suggests the need for a strong Indian language orientation as people must not merely know Tamil and other Indian languages but be able to think in them and evoke all the cultural symbolism associated with these languages.

Board of Studies

The Board of Studies for the proposed Faculty of Communications should be broadbased. It should include Heads of other University Departments/Campuses and other media institutions in the State and even outside. This will ensure that the Faculty is set up and grows as a national centre with a broad outlook, drawing students and faculty from all over the country because of its promise and excellence.

Radio Franchise Station

The University might also like to think of working on a proposal for a radio franchise station on the lines suggested by the working Group on Autonomy for Akashvani and Doordarshan. This is best set up in one of the districts rather than in Madras city. A cheaper alternative might be to set up a simple recording studio in one or two rural-based affiliated colleges which could then function as independent programme production centres as suggested by the Working Group on Autonomy for Akashvani and Doordarshan. These facilities could be operated by trained professionals who would be on the staff of the Faculty of Communications. They could be assisted by batches of students who might spend a semester each in what would be a live internship programme. Such a facility would call for several communications skills including pre-programme or formative research, the translation of development needs into programme ideas, media craft with regard to both hardware and software, maintenance, feedback, and interfacing with various development agencies and institutions.

Learning by Doing

These facilities could also be used by the Department of Continuing and Adult Education and the Agriculture University for mounting various educational, extension, and non-formal learning programmes under the auspices of the University. Learning by doing would be a powerful tool

available to the Faculty of Communications which, together with the printing press and in-house journal of the Department, would serve the University and train communicators for the State and the country.

The Job Market

It has been asked as to the market to which products of the Department of Communications will cater.

Madras University itself and the Tamil Nadu State Planning Commission have both done some manpower planning projections over the next one or two decades. These studies are perhaps as yet in a formative stage. Even so it may be possible to interpret the data and arrive at some broad orders of magnitude of personnel that would be required in the education/extension/development-communications sector and in the various media. Non-formal learning systems are likely to assume growing importance and constitute another large area that will call for communications skills.

The Akash Bharati Report places great emphasis on the growth of local and community radio and television with an education/extension bias over the next 20 years. This will require a whole corps of programme-technicians, formative researchers, audience researchers, and managers with an understanding of the communications process and communications policy. The Akash Bharati Report also envisages the growth of franchise stations operated by universities and other educational institutions, independent programme production companies and institutions, and an increasing number of sponsored programmes. This again will demand a significant number of communicators with varying specialisations.

The Indian Press is, hopefully, entering a new era of development journalism and investigative reporting. This will call for a new kind of journalist who is both a craftsman as well as a communicator and social animator. There are few, if any, institutions training such journalists at present.

Similarly, we are witnessing the growth of periodical journalism. The further development of the Indian Press too must lie in the direction of the development of district and community papers serving the small towns and the vast rural hinterland. This process will need the services of a multi-discipline, all-purpose journalist-cum-manager, different from the kind of persons graduating out of the Departments of Journalism in the country today.

Independent film producers are also growing in number and their services will be tapped by the media, the Government information services, business houses, universities and other institutions.

The present national advertising budget is of the order of Rs. 130 crores. This is a relatively modest figure even in relation to the existing GNP. This advertising is also largely urban and elitist or government oriented (notices, tenders, vacancies etc.). Advertising is an essential element in marketing. As the national market, and more especially the rural market, grows we are certain to witness not merely the growth but also the decentralisation of advertising in the service of agriculture, small and rural industry, and the little man who will increasingly come to represent "the market". The persons needed for this new advertising role are nowhere in sight and have to be trained.

Finally, the country is going to require whole armies of extension workers concerned with agriculture, rural industry, health, social education, banking, tribal welfare, family planning, etc. These people have essentially to be communicators and must have some understanding of the processes of communication.

It should become a continuing responsibility of the Faculty to keep in touch with all potential employing agencies and project with their help the manpower needs in the total media field for short-term and long-term purposes.

Phasing of Proposal

How should the development of the proposed Faculty of Communications be phased? Here is a tentative outline.

1. 1978-79 (academic year). Restructure the B.J. course and recruit core staff for the new Communications Faculty. This staff should be given opportunities for academic, in-service, and practical field training. Equipment should be procured and put in position under trained personnel with appropriate maintenance facilities. This last is most important. The Library should also be developed and the Department of Journalism should start printing a regular Weekly Paper in any job press. This paper should be the "voice" of the University.
2. Some of the newly recruited core staff should during 1978-79 be required to conduct certain field studies—mini-research programmes—and workshops. For instance, the Faculty could survey and report on the Tamil Nadu School broadcast programme; Madurai University's graduate radio support programme for external students; or the training of the new rural health extension workers (para-medical workers under the proposed rural health scheme) and their perception and the perception of the villages from which some of them are drawn of the purpose and content of the new rural health programme. Such studies would not only put "on the map" the Faculty of Communications-in-the-making, but also equip the core staff with very useful field knowledge and communications experience. The reports thus

prepared could become part of the reading material for the ensuing courses to be conducted by the Faculty of Communications since there is relatively little Indian reading material.

3. They could also use cassettes to take live interviews which could form part of the Faculty's Cassette library. This would constitute another teaching aid.
4. Some workshops might be conducted at which different categories of extension personnel might be brought in for communications instruction or for an exchange of views. These might include personnel to be engaged in the National Adult Education Programme and the Rural Health programme, or Rural Bank Managers, or District Development Officers, etc.
5. The new Bachelor of Communications course might be inaugurated in the Academic year 1979-80. Some of the previous year's programmes may be continued. The Faculty's weekly journal should by now have developed into a regular extension and communications periodical drawing material from outside of Madras as well as locally. If an application for a radio franchise station is made in 1978-79, this might be put into operation in 1979-80 under the guidance of the Faculty of Communications. One or two more research projects might be undertaken.
6. 1980-81: The Post-graduate Programme in Communications might commence: By this time the core staff will have gathered sufficient experience and training to structure and deliver a suitable course. The programme of refresher and short-term courses as well as workshops should be further developed.
7. From 1981-82, the Faculty might accept doctoral candidates.

We would suggest that the detailed curriculum be structured by an inter-departmental committee of the University of Madras. This should prescribe the papers, marks, field work requirements, internship experience, etc. We have illustratively appended to this report the actual syllabus prescribed by Bangalore University for the Bachelor and Master's Degree in Communications (Appendix 'B'); a proposed syllabus for a Master's degree in Communications prepared by Shri Krishan Sondhi (Appendix C) and the prospectus of the Bhartiya Vidya Bhavan Rajendra Prasad Institute of Communication Studies, Madras which gives the syllabus for the Diploma Course in Journalism, Public Relations and Advertising and Marketing. These may be useful as guides.

Communications is a new field of study and its concept as a separate discipline has to be sold to educationists, students and the public alike. We therefore recommend that members of the University Committee

involved in setting up the proposed Faculty of Communications should meet representatives of the Government, the media, advertisers and others and gather together such ideas and responses as they might have, assess their needs, and locate such gaps as might exist which the new Faculty of Communications might endeavour to fill. We would also lay great stress on an inter-disciplinary approach to the development of the new Faculty of Communications.

We believe that the University of Madras would do well to establish a strong Faculty of Communications over a period of the next five years. There is a real need for such a Faculty which should aim to develop as a national centre of excellence and advanced learning in this area. However, we would underline the importance of being socially relevant and field-oriented rather than being purely academic and imitative of western models which may not be applicable to our country and, in certain circumstances, could be positively misleading.

We have great pleasure in presenting our report.

M. V. Desai
K. E. Eapen
V. P. V. Rajan
Krishan Sondhi
B. G. Verghese
NEW DELHI
May 12, 1978



APPENDIX A

THE VICE-CHANCELLOR
THE UNIVERSITY OF MADRAS
MADRAS-600 005

April 11, 1978

Terms of Reference

Sub : Establishment of a Department of Communication

1. The Commission is requested to help the University in developing a Department of Communication.
2. At present there is a Department of Journalism which has been functioning for more than 25 years preparing students for the two-year postgraduate course in Journalism. The staff of the department has been extremely small and inadequate. For instance, the Department has never had a Professor and has had to rely very largely on part-time lecturers from the journalist profession.
3. Rather than expanding and strengthening the existing department of Journalism, the University and the UGC have decided that the present opportunity should be taken to develop a wider programme of postgraduate training in the field of Communications. This would involve training in journalism, in mass-media and multi-media, as well as in other aspects and facets of communication. In this context, some of the recent analysis of the functioning of communications in the country, culminating in the Verghese Committee Report, might be borne in mind by the group in making its recommendations for the establishment of a Department of Communication.
4. The report of the group would not only be an immediate action signal for the University, but is also awaited with interest for the wider university world by the UGC.

APPENDIX B

BANGALORE UNIVERSITY CURRICULUM (Faculty of Communication)

Regulations for the B.S. (Communication) Degree Course under the Semester System.

I. Eligibility :

1. Candidates who have secured at least a second class degree (i.e. B.A./B.Sc./B.Com./B.Sc.(Ag.)/B.E./M.B.B.S., etc.) from the Bangalore University or from any other considered equivalent are eligible to apply.
2. Admission to the course shall be made in order of merit of performance of candidates who qualify at the entrance examinations securing a minimum of 45% and 40% respectively of general and reserved categories, subject to statutory provisions of reservations.
3. The entrance exams will consist of two parts for a total of 100 marks : Part I, a two-hour written language and general knowledge test (80 marks), and Part II, an interview to seek aptitude, interest, etc. (20 marks).
4. No applicant who is a full-time employee or student in another course shall be considered for admission.

II. Duration of the course :

1. The course of study for the B.S. (Communication) degree course shall extend over a period of one academic year consisting of two semesters. The duration of the semesters shall be as follows :

1st Semester—1st July to 15th November of the year of admission.

2nd Semester—15th December to 30th April of the subsequent year.
2. The semester examination may generally commence in the last week of the respective semesters.

III. Course of study and periods of instruction :

Seme- sters	Paper No.	Subject	Marks			Periods per week
			Exam.	Inter.	Max.	
I.	1.1	Reporting (a)	60	40	100	4
	1.2	Editing (a)	60	40	100	4
	1.3	Introduction to Communication	80	20	100	3
	1.4	Graphic Arts	80	20	100	4
	1.5	Media Management	80	20	100	4
	1.6	History and Principles of Journalism	80	20	100	4
	1.7	Law of the Press	80	20	100	4
	1.8	<i>Electives</i>				
	1.8.1	Kannada Journalism	80	20	100	4
	1.8.2	Fundamentals of Writing Good English				
	1.9	<i>Optionals</i>				
	1.9.1	Advertising	60	40	100	4
	1.9.2	Broadcasting Journalism	60	40		4
	1.9.3	Traditional Media	80	20		
	1.9.4	Workshop in Communication	60	40		
	1.10	<i>Practicals/Sessional Works</i>				
	1.10.1	Lab Newspaper	—	50	50	3
	1.10.2	Field Study	—	75	75	—
	1.10.3	Communication Club	—	25	25	3
II.	2.1	Reporting (b)	60	40	100	4
	2.2	Editing (b)	60	40	100	4
	2.3	Communication and Society	80	20	100	3
	2.4	Editorial Writing	80	20	100	4
	2.5	Magazine Article Writing	60	40	100	4
	2.6	Introduction to Communication Research	60	40	100	4
	2.7	<i>Optionals</i>				
	2.7.1	Public Relations	60	40	100	4
	2.7.2	Pictorial Journalism	60	40		
	2.7.3	International and Interstate Communication	80	20		
	2.8	<i>Practical/Sessional Work</i>				
	2.8.1	Lab Newspaper	—	150	150	3
	2.8.2	Lab Magazine	—	75	75	6
	2.8.3	Communication Club	—	25	25	3
	2.8.4	Internship	—	100	100	—
						2100

IV. Examination :

1. There shall be a University Examination at the end of each semester with one paper for each unit of instruction.
2. Two class tests of the duration of one hour each shall be conducted in each of the subjects during each semester for the

purpose of awarding internal assessment marks. The valued answer scripts in the case of tests will be returned to the students.

3. The internal assessment marks once awarded for any paper shall be retained even if a student has to reappear for that paper, unless the student repeats the whole courses of the semester concerned.

The internal assessment marks awarded to a student shall be based on the assessment of the performance of the student throughout the semester with reference to attendance, interest evinced in the course, periodical tests and such other assignments as determined by the Department.

V. Attendance :

1. Each semester shall be taken as a unit for the purpose of calculating attendance. Students shall be considered to have completed attendance for the semesters if they have attended not less than 90% of the number of periods in each of the subjects, including practical and sessional work.
2. Students who do not satisfy the attendance requirements and whose shortage has not been condoned by the University will not be permitted to appear for University Examinations.

VI. Minima for a pass

1. A candidate shall be declared to have passed an examination in any semester if he/she obtained not less than 40% of marks in internal assessment, practical and theory, and not less than 40% of marks in the aggregate of the said subject including Internal Assessment, Practical and Theory put together.
2. A candidate shall be exempted from appearing in a subject if he/she obtains a minimum of 40% of marks in the subject and an aggregate of not less than 40% of marks including Internal Assessment, Practical and Theory.

VII. Practicals and Sessional Work

1. Every student admitted to the B.S. (Communication) degree course shall bring out at least one issue of the lab newspaper, *Jnana Bharathi Samachar*.
2. Every student admitted to the course shall satisfactorily work for the lab magazine, *Communicare*.
3. Every student shall participate in a field study arranged by the Department and submit a detailed report about it to the Head of the Department.

4. Every student shall participate regularly in the Communication Club activities.
5. Every student shall put in an apprenticeship internship/practical training with a newspaper or in allied journalistic/communication work for a period not less than two months, immediately following the second semester examinations.
6. No student shall be permitted to take semester examinations unless he/she obtains at least 40% marks for each of the five items listed above.
7. Students not obtaining the minima of marks, as mentioned above (item 6), will have to re-do the practical/sessional work after reenrolling as fresh candidates.

VIII. Optional

1. A candidate for the B.S. (Communication) degree course shall offer one of the optional subjects in each semester.

IX. Classification of Successful Candidates

- (a) Successful candidates in each Semester shall be classified as follow :

First Class : Those who obtain 60% and above of the aggregate marks.

Second Class : Those who obtain 50% and above but less than 60% of the aggregate marks.

Third Class : Those who obtain 40% and above but less than 50% of the aggregate marks.

- (b) Announcement of results—Classes and Ranks for the course as a whole :

- (i) Ranks and classes shall be declared in respect of the successful candidates taking their total performance in all the semesters put together.
- (ii) **FIRST CLASS :** All the successful candidates who secure 60% and above of the marks in the total performance shall be declared to have passed the degree examination in first class.
- (iii) **SECOND CLASS :** All the successful candidates who secure 50% and above but less than 60% of the marks in their total performance shall be declared to have passed the degree examination in Second Class.
- (iv) All the successful candidates who secure 40% and above but less than 50% of the marks in their total performance shall be declared to have passed the degree examination in Third Class.

- (v) However, only those candidates who have passed each of the Semester examinations at the first appearance shall be eligible for the declaration of ranks. The first five ranks shall be notified.
- (vi) A candidate can continue his studies in II Semester irrespective of the number of subjects in which he/she has failed. The results of the II Semester shall not be announced until the candidate has passed in all the subjects of I & II Semesters.



APPENDIX B (Contd.)

BANGALORE UNIVERSITY (Faculty of Communication)

Regulations pertaining to the M.S. (Communication) Degree Course (Semester System).

I. Eligibility :

1. Candidates who have secured at least a Second Class Bachelor of Communication degree of the Bangalore University or its post-degree equivalent of any other university recognised by the Bangalore University shall be eligible to apply.

Postgraduate diploma holders in Journalism/Communication (minimum II Class) of any recognised university or postgraduate Diploma in Journalism/Communication (minimum II Class) from the Indian Institute of Mass Communication may also apply.

2. Admission to the course shall be made in order of merit of performance of candidates who qualify at the entrance examinations securing a minimum of 45% and 40% respectively of general and reserved categories, subject to statutory provisions of reservations.
3. The entrance exams will consist of two parts for a total of 100 marks : Part I, a two-hour written language and professional knowledge test (80 marks), and Part II, an interview to seek aptitude, interest, etc. (20 marks).
4. No applicant who is a full-time employee or student in another course shall be considered for admission.

II. Duration of the course :

1. The course of study for the Master of Science in Communication degree course shall be of one academic year consisting of two semesters as follows :

Somester I : July 1st to November 15th of the year of admission.

Semester II : December 15th to April 30th of the subsequent year.

2. The semester examinations may generally commence in the last week of the respective semesters.

Except general holidays there shall be no other vacation during the semesters.

III. Course of study and hours of instruction

Semesters	Paper No.	Subject	Marks			Hours per week
			Exam.	Inter.	Max.	
I	1.1.	Social Psychology	75	25	100	4
	1.2.	Communication Research Methods	75	25	100	4
	1.3	Family Planning Communication	75	25	100	4
	1.4	<i>Fields of Specialisation (A) :</i>				
	1.4a.	Reporting Social change				
	1.4b.	International Communication				
	1.4c.	Writing Editorials & Columns.				
	1.4d.	Advanced Editing & Graphic Arts	75	25	100	4
	1.4e.	Magazine Production				
	1.4f.	Broadcasting (Radio-TV) : History, Development & Techniques				
	1.4g.	Advertising				
	1.4h.	Traditional Communication Channels				
	1.4i.	Film Communication				
	II. 2.1.	Communication Theories	75	25	100	4
II.	2.2.	Communication & Development	75	25	100	4
	2.3	Rural Communication	75	25	100	4
	2.4	<i>Fields of Specialisation (B) :</i>	75	25	100	4
	2.4a.	Broadcasting : Audience, Content Production & Evaluation				
	2.4b.	Inter-State Communication				
	2.4c.	Interpretative and Investigative Reporting				
	2.4d.	Pictorial Journalism				
	2.4e.	Theatre, Cinema & Book Reviews				
	2.4f.	Campaign Planning				
	2.4g.	Writing Advertisement copy				
	2.4h.	Public Opinion and Propaganda				
	2.4i.	Industrial Communication				
	2.4j.	Public Relations				

IV. Thesis work

1. All students of the M.S. (Communication) degree programme shall be required to submit a thesis at the end of the II semester, but not later than September of the academic year. The thesis will be valued by two examiners, the guide and an external examiner, for a maximum of 200 marks.
2. A candidate shall be declared to have completed the thesis work if he/she obtains not less than 80 marks (eighty) out of 200.

3. A candidate not submitting the thesis in time, or failing in Thesis work, may present the thesis later, but will have to complete this research project within three academic years from the year of his/her admission.
4. Only candidates who have presented the thesis in time shall be eligible for the declaration of ranks.

V Attendance: Progress and Conduct

1. Each semester shall be taken as a unit for purposes of calculating attendance.
2. Students shall attend lecture classes, seminars, etc., during each semester as the department may prescribe and not absent themselves from work without adequate reasons.
3. Students shall be considered to have completed a semester if they have attended not less than 3/4ths of the number of periods in each of the subjects, and their conduct and progress found satisfactory.
4. Students who fail to complete the course in the manner stated above shall not be allowed to take the semester examination.

VI. Scheme of Examination

1. There shall be a University Examination at the end of each semester with one paper for each unit of instruction carrying a maximum of 75 marks and an internal assessment marks of 25.
2. The internal assessment marks once awarded for any paper, shall be retained even if a student has to reappear for that paper, unless the student repeats the whole courses of the semester concerned.

The internal assessment marks awarded to a student shall be based on the assessment of the performance of the student throughout the semester with reference to attendance, interest evinced in the course, periodical tests and such other assignments as determined by the department.

VII. Declaration of Results

1. A candidate shall be declared to have passed an examination in any semester, if he/she obtains not less than 40% of the marks separately for each of the theory papers and internal assessments, and 50% of the maximum in the aggregate. However, a candidate failing to secure the above minima may be given exemption in the papers he/she has secured 50%.
2. A candidate may continue studies in the II Semester irrespective of the number of papers in which he/she passed in the I Semester.

3. Final results will not be announced until a candidate has passed in all the papers of both the semesters.

VIII Classification of successful candidates

1. Successful candidates in each semester shall be classified as follows :

First Class : Those who obtain 60% and above of the aggregate marks.

Second Class : Rest of the successful candidates who obtain 50% and above of the aggregate marks.

However, only candidates who have passed the examination at the first attempt shall be eligible for the declaration of ranks. The first five ranks may be notified.

2. Announcement of results, classes and ranks for the course as a whole shall be made for the successful candidates taking their total performance in both the semesters and thesis work put together, as follows :

First class : All successful candidates who secure 60% and above of the marks in the total performance shall be declared to have passed the M.S. (Communication) degree examination in Ist class.

Second class : Rest of the successful candidates who secure 50% and above in their total performance shall be declared to have passed the Master's degree examination in second class.

However, only candidates who have passed each of the semester examinations at the first attempt shall be eligible for the declaration of ranks. The first five ranks may be notified.

APPENDIX 'C'

PROPOSAL FOR MASTERS DEGREE IN COMMUNICATIONS BY KRISHAN SONDHI

1. Introduction

1.1 In Annexure-I, I give a list of University Departments in India which at present have courses pertaining to mass communication. It will be seen that all of them are essentially dealing with journalism, advertising or public relations.

1.2 The Indian Institute of Mass Communication is concerned essentially with training of government personnel in the information and publicity fields. Also some Developmental Communication and Research Projects are undertaken.

1.3 It ought to be noticed that whereas in a large country like India the requirements for communication training and research for developmental and educational purposes are very large, the facilities for such training are practically non-existent. On the other hand, in much smaller countries as for example, in the Phillippines, facilities exist for advanced training in the communication area.

2. An Integrated Communication Programme for India

2.1 In drawing up the proposed course structure, I have tried to develop a programme which would integrate the disciplines in at least two ways:

- (a) Integration of different traditions of research, and
- (b) Integration of different focii of concentration. This is explained below:
 - (a) Communication research as we know it is essentially a product of the United States. This research approach has the following two characteristics:
 - (i) Its stress is on establishing the aggregate of the opinion of clusters of vast masses.
 - (ii) There is considerable emphasis on methodological rigour in the analysis of data particularly with reference to its verification and reliability.
 - (b) The European tradition on the other hand, is based more on the sociology of knowledge as evolved in Europe and, therefore, is more concerned with systems of doctrines and accepted bodies

of facts. There is thus less of the American concern for methodology and more emphasis on developing ideas and concepts.

- (c) In the Indian situation it seems to me that we cannot afford to ignore questions relating to culture, value systems, beliefs and ideologies.

The above three approaches have, therefore, been taken into account in the proposed syllabus for the communication courses detailed below.

2.2 The other integration I have sought is the integration of different focal points of the communication research areas. Some of these typically are :

- (a) Behavioural sciences
- (b) Technology interface
- (c) Communication arts
- (d) Media
- (e) Research Methodology
- (f) Advertising and marketing.

3. Broad Structure of the Syllabus

I have conceived of the syllabus in terms of 5 broad areas :

- (a) Introductory area (compulsory for all)
- (b) Two areas in the qualitative disciplines
- (c) Two areas in the quantitative disciplines
- (d) One area in application of these disciplines
- (e) One area in advanced courses for specialisation.

4. Details of this Classification

Introductory area includes four courses which would be compulsory for all students. Details of these are given in the enclosed course chart. (Annexure II).

- (a) The two qualitative areas are :
 - (i) Behavioural Sciences
 - (ii) Culture and the Arts
- (b) The two quantitative areas are :
 - (i) Control Systems
 - (ii) Research Methodology
- (c) The applied area is Media and Marketing.
- (d) Finally we have the area of Specialisation.

5. Course Requirements

Every candidate would have to take the following courses :

- | | |
|---|---|
| (i) Introductory courses | 4 |
| (ii) One course each from the area A, B, C, D, & E | 5 |
| (iii) Two courses to be elected by the candidates in his area of specialisation from A,B,C,D, & E | 2 |
| (iv) One advanced course from the area of specialisation from 'F' | 1 |

TOTAL :	12
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The M.A. course will be of two years i.e. four semesters. Every candidate, therefore, will take $12/4 = 3$ courses per semester.

The advanced level course will include the writing of Term Paper/ Dissertation.

The media course in Section E will include some first hand experience in at least one media channel as e.g. Newspaper, TV, Film, advertising agency etc.

6. Background of Candidates

The academic requirements ought to be the same as for example is the case with M.B.A. candidates in the Institute of Management i.e. a Bachelor's degree as a requirement whether in the Arts, Sciences, Engineering and Technology. Similarly an effort ought to be made to get a mix of candidates equally spread over background disciplines of the Social Sciences, Natural Sciences, Humanities, Engineering and Technology.

7. Careers for which this Communication Course would Prepare the Candidates

(a) With the implementation of the Verghese Committee and also in view of our going in for advanced communication systems there ought to be a demand for persons in the field of *Media Management*.

(b) With the increasing role of communication for planned development we would need more persons in the field of *Developmental Communication*.

(c) Increasingly communication policy would be integrated with the planning process and the Plan projections of different Ministries and agencies. Therefore, we would need more persons in the area of *Communication Planning and Policy*.

(d) Increasingly User Ministries and State Governments ought to train their field staff in communication practices. Therefore, candidates ought to be coming forth from the *Extension area*.

(e) There is already a sizeable industry in *advertising and marketing*. This would hopefully grow as they extend their work into the area of rural development.

(f) Communication would increasingly be of interest to scholars in related academic areas like sociology, anthropology, economics, engineering etc.

(g) There would be those who would wish to go into the *teaching* of communications.

8. Academic Rigour

There ought to be insistence of academic rigour which would give a high image to the communication degree on the lines of similar achievement by the Institute of Management and the Institutes of Technology in India.



ANNEXURE I

JOURNALISM PROGRAMMES IN INDIAN UNIVERSITIES, 1971

Univer- sity	Level of instruc- tions	Dura- tion (years)	Qualifica- tion	Parctical training internship	Lab Jour- nal	Rese- arch	Orienta- tion
Panjab	PG	1	Bachelor of Journalism	Yes	Yes	Yes	Press Advertis- ing Public Relations
Madras	PG	1	Diploma	Yes	...	...	Newspaper
Calcutta	PG	2	Diploma	On own	No	No	Press
	PG	1	Master in Journalism	No	No	No	Press
Nagpur	PG	1	Bachelor of Journalism	Yes	...	Yes	Press; Public Relations Advertising
Osmania	PG	1	Bachelor of Journalism	Yes	Yes	Yes	Press
Mysore	UG Major		for B. A. degree 2	No	Yes	...	Non-profe- ssional teaching
	PG	...	M. A.	...	...	...	Newspapers
Gujarat	UG	2	Diploma 3	...	...	...	...
Poona	PG	1	Diploma	Yes	Yes	...	Newspapers
Gauhati	PG?	1	Diploma	...	Yes	...	Newspapers
Ravi- shankar	PG?	1	Diploma 4	...	...	...	...
Shivaji 5	UG	1	Certificate	...	...	...	Newspapers
Jabalpur	PG	1	Diploma	Yes	Yes	...	Newspapers
Punjab Agricultural	PG	2	M.Sc.	...	...	Yes	Agricultural journalism and communication

● PG=Postgraduate, UG=Undergraduate.

● Commonwealth Universities Handbook, 1969.

● Questionnaire

● Letter, Registrar, 6 July, 1970.

● University of Jabalpur, Prospectus for the Examination for the Diploma in Jour-
nalism, 1968.

Source : Singh (1971), with the exception of the above references.

COURSES OF STUDY

Compulsory Subjects for all candidates

1. Communication Theory and Control Systems
2. Introduction to Media Structures
3. Introduction to Communication Research
4. Introduction to Communication Technology

At least one course to be taken from each area A, B, C, D, & E.

A. Behavioural Sciences

1. Communication Theory (Advanced)
2. Communication Process (Advanced)
3. Management Communication Theory
4. Sociology of Communication
5. Interpersonal Communication
6. Rural Sociology
7. Diffusion of Innovation
8. Decision Making
9. Group Dynamics
10. Social Organisation and Social Change
11. Advanced Social Psychology
12. Communication in Developing Societies
13. Communication in Technological Changes
14. Economic Development and Cultural Change
15. News Diffusion
16. Non-Verbal Communication
17. Communication and Politics.

B. Cultures and the Arts

1. Anthropology
2. Religious Systems and Motivation
3. Ethno-Agriculture
4. Traditional performing Arts
5. Visual Anthropology, Choreometrics and Cantometrics
6. Ethnographic Film Analysis
7. Visual Communication.

C. Control Systems

1. Communication Theory
2. Information Theory

3. Simulation
4. Network analysis
5. Feedback Theory
6. Game Theory
7. Queue and Markov Processes
8. Decision Theory
9. Reliability
10. Introduction to Systems Testing
11. Introduction to Systems Engineering
12. Introduction to some Communication Systems like Sat Systems, Digital Computer Systems, etc .

D. Research Methods

1. Statistics in Communication
2. Quantitative Methods
3. Index Construction
4. Guttman Scaling
5. Factor analysis
6. Multivariate Analysis

E. Media and Marketing

1. Introduction to Media Channels
2. Radio
3. Television
4. Film
5. Broadcasting and Development
6. Media Mix in Advertising
7. Introduction to Advertising Research
8. Marketing Strategies
9. Market Research

F. Specialisation Areas

1. Marketing Management
2. Large Systems
3. Development Economics
4. Planning Techniques
5. Policy Sciences
6. Media Management