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A STUDY OF MEDIA CURRICULA IN HARYANA UNIVERSITIES

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ABSTRACT :

The paper undertakes a comparative review of curricula of mass communication PG program of six universities in Haryana. The comparison focuses on the following issues: provision of semester system, MOOC's, CBCS, Theory and Practical ratio in curricula, categorization of common and unique courses in Curricula Typology of courses in curricula. Therefore, a comparative analysis is attempted through this paper to gauge certain parameter of media education that may help determine the quality of such courses or programs.

KEYWORDS : *mass communication , Practical ratio in curricula, categorization of common.*

INTRODUCTION

The roots of Journalism in India may be traced with James Augusts Hicky's 'Bengal Gazette' in 1780 and the origin of Journalism education was assumed with the effort of Dr. Annie Besant in 1920's by arranging training for budding journalists. New horizons of journalism educations were opened after independence. The need of trained journalist was strongly in demand, but mushrooming of various media institutions has somewhat negatively affected the quality of education for future media journalists. The standardization of media education and a common curriculum were in demand. Stephen Reese and J. Cohan (2010) discussed that Journalism education would be on comprised of higher professionalization of awards instead of hands-on media training.

OBJECTIVES:

i.   To find out thecomparative analysis of the mass communication curricula of PG programme in six universities of Haryana in across various parameters.
ii. To know the course typology in Mass Media PG courses in Haryana universities.
iii. To categories the common and unique nomenclature courses in curriculum of mass communication PG programsin the universities of Haryana.

REVIEW OF LITERATURE

The curriculum is an integral part of any education including journalism one. Some direct questions have been raised by many scholars such as- What we are teaching, how and with what means we are teaching, whom we are teaching. In this research paper, investigated literature emphasized on curriculum. The binary approach on represented liberal art education and the other represented purely professional training are under constrains by the critical analysis today. And, consensus seemingly favors the eclecticism to combine both perspective if journalistic education is to be balanced and fruitful.(Wolseley. R. E. ; 1943) Tere,N.S.(2002) has keen to upgrade the status of journalism education but think to be rooted in Indian

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cultural matrix. Sanjay, B.P.(2012) stressed on the challenges of curriculum designing with the development of constant relationship with the media industry.

RESEARCH METHODOLOGY

In this research paper researcher applied quantitative approach by adopting content analysis method .The curricula of Post graduate program of media department from 6 state and central universities have been analyzed.The research paper involves analysis of the curriculum of curriculaPost-graduation courses at journalism and mass communication departmentsof respective universities of Haryana. In this research paper, five state and one central university of Haryana i.e. Guru Jambheshwar University, Hisar, Kurukshetra University, Kurukshetra, Maharishi Dayand University, Rohtak, Chaudhary Ranbir Singh University, Jind, YMCA University of Science and Technology, Faridabad and Central University of Haryana, Mahendergarh.

Data Analysis and Discussion

The data is presented and discussed as below.

Table-1:Position of Semester System, CBCS, Moocs in PG courses

Name of University	Yes or No	No. of semesters	CBCS	MOOCs
DCMT-GJUST	Yes	4	Yes	No
IMC&MT- KUK	Yes	4	Yes	No
DJMC-MDU	Yes	4	Yes	No
DJMC- CRSU	Yes	4	No	No
DJMC- YMCA	Yes	4	Yes	Yes
DJMC- CUH	Yes	4	Yes	No

The above table shows the uniformity in semester system in Mass Media PG courses in Haryana. But it shows deviation in CBCS in following Choice Based Credit System and MOOCs as, except Department of JMC, Chaudhary Ranbir Singh University, Jind all other mass media departments are following CBCS, On the other hand onlyYMCA's mass media department provisions   MOOCs. So in case of CBCS and MOOCs the above table doesn't show the uniformity.

Table-2: Total no. of courses and credits in Mass Communication PG program

Name of University	No. of Courses					No. of Credits				
	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	Total	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	Total
DCMT-GJUST	6	6	7	6	25	24	24	29	24	101
IMC&MT-KUK	5	5	5	5	20	20	22	22	20	84
DJMC-MDU	5	7	6	5	23	25	30	28	24	107
DJMC- CRSU	5	5	5	5	20	Nil	Nil	Nil	Nil	Nil
DJMC-YMCA	6	8	9	6	35	22	24	25	26	97
DJMC- CUH	5	7	5	6	22	24	29	23	28	104

The above table shows the total number of courses taught in each semester of PG courses in Mass Communication Department. The credit range of courses for two years is 22-35. The maximum number of courses were taught in the Mass Communication Department of YMCA University. On the other hand, courses taught in Mass Communication departments of IMC &MT and CRSU stand at 20 and are almost equal.Further, Another data set shows no. of credits in each semester of Media Departments of respective

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universities. The average range of credits of a particular Department in every university is 84 to 107 in PG programs of Mass Communication. However, according to UGC guidelines the ideal No. of credits for MAJMC program is 100. The above table indicates that the Department of Journalism and Mass Communication at GJUST, Department of Mass Communication, MDU and Department of Journalism and Mass Communication at Central University of Haryana, Mahendergarh have above 100 credits and matches the UGC guidelines of Choice Based Credit System. The Department of JMC, CRSU is yet to follow CBCS in the syllabus.

Table-3: Theory and Practical Ratio

Name of Dept.	Theory	%	Practical	%	Aggregate	%
DCMT-GJUST	1190	47.6	1310	52.4	2500	100
IMCMT-KUK	1200	60	800	40	2000	100
DJMC-MDU	1520	76	480	24	2000	100
DJMC-CRSU	930	44.2	1170	55.7	2100	100
DJMC-YMCA	1075	43.9	1375	56.1	2450	100
DJMC-CUH	1200	57.1	900	42.9	1200	100

The above table shows the ratio of theory and practical in postgraduate programs of Mass Communication in departments of concerned universities of Haryana. DCMT-GJUST, DJMC-CRSU, DJMC-YMCA have more practical component as compared to theory. On the other hand IMCMT-KUK, DJMC-MDU and DJMC-CUH have more theory component which dominates the curriculum. However, DJMC-MDU has the lowest practical component i.e. 24% among all the departments of universities in Haryana.

Table-4:Mass Communication Course Typology at the universities of Haryana

Name of University	Course Typology
DCMT-GJUST	Core Course, Open Elective
IMC&MT- KUK	Core Course, Open Elective
DJMC-MDU	Core Course, DSE, Foundation Elective, Open elective
DJMC- CRSU	Core Courses
DJMC- YMCA	Core Course, DCC, FC, MOOC, AUD Course, DEC, SEC, OEC
DJMC- CUH	Core Courses, GEC, DCEC, SEEC

AUD course Audit course
DCC-Discipline Centric Course
DCEC- Discipline centric elective
DEC Discipline elective course
DSE-Discipline Specific Elective
FE-Foundation Course

GEC-Generic Elective Course
MOOC-Massive open online course
OEC-Open elective course
OE-Open Elective
SEC-Skill enhancement course
SEEC-Skill enhancement elective course
Course = paper

The above table basically describes types of different courses being taught and offered in different media departments of universities in Haryana. To understand this typology, we should first consider the "type of courses" provided by UGC in the guidelines of Choice Based Credit System.

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Table-5: Type of courses as described in UGC guidelines for CBCS, 2014

S.No.	Courses	
1	Core Courses	There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a program in a said discipline of study.
2	Elective Course	Elective course is a course which can be chosen from a pool of papers. It may be: • Supportive to the discipline of study • Providing an expanded scope • Enabling an exposure to some other discipline/domain • Nurturing student's proficiency/skill.
		Generic Elective-An elective may be focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."
3	Foundation Course	The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

Source: https://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf

So in the light of UGC-CBCS guidelines, Core Courses and DCC fall in same categories and are compulsory and therefore not optional. We have another category of elective courses. Open Elective, DEC, DCEC, OEC are different nomenclature of optional courses offered by Media Departments of all universities. But Department of Journalism and Mass Communication of YMCA University and Central university of Haryana are more vibrant to opt for different kind of elective courses. Also,Foundation Compulsory Courses and Foundation Elective Courses are chosen by YMCA University and Maharishi Dayand university only.

Table-6: Clubbing of Similar Courses

Name of courses with Name of University	Category
Introduction to Mass Communication (GJUST)	Basics of Communications and Media
Theory and Practice of Communication (IMCKMT)	
Introduction to Communication (MDU)	
Fundamentals of Communication (CRSU)	
Introduction to Media Communication (YMCA)	
Introduction to Communication Theory (CUH)	
Writing Skills for Print Media (CRSU)	Writing for Media
Writing & Designing for Print Media (YMCA)	
Media Writing I,II, III (GJUST)	
Writing Skills (CUH)	
Language Skills & Writing for Media (MDU)	
Media Writing (IMCKMT)	
Cyber Journalism (IMCKMT)	Ad & PR
Online Journalism (MDU)	
Introduction to Convergent Journalism (YMCA)	
New Media (CRSU)	
Media Laws & Ethics (CRSU)	Media Laws & Ethics

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Media Laws & Ethics (CHU)	
Media Laws & Ethics (MDU)	
Media Laws & Ethics (YMCA)	
Media Laws & Management (IMCKMT)	
Media Laws (GJUST)	
Development of Media (MDU)	Media : History, Challenges, Journalism
Growth of Media (CUH)	
Cyber Journalism (IMCKMT)	
New Media (CRSU)	
Introduction to Convergent Journalism (YMCA)	The world of New Media
New Media (CUH)	
Online Journalism (MDU)	
General Current Awareness I,II,III (GJUST)	
Current Affairs & Media Issues (IMCKMT)	
General Awareness (as elective) (MDU)	General Current Awareness
Current Issues in Media (as elective) (MDU)	
Communication Research (CRSU)	
Communication Research & Methodology (YMCA)	
Communication Research (CUH)	
Communication Research (CUH)	Communication Research
Communication Research (GJUST)	
Communication Research (IMCKMT)	
Communication Theories & Research (MDU)	
Communication & Information Technology (GJUST)	Communication Technology
Communication Technology (IMCKMT)	
Special Paper I, II, III, IV, V, VI (GJUST)	
Print Media Production (IMCKMT)	
Electronic Media Production (IMCKMT)	
TV & Video Production (YMCA)	Media Production
Radio Production (CRSU)	
Television Production (CRSU)	
Radio & TV Production (CUH)	
Special Paper – I, IV (GJUST)	
Radio Journalism (IMCKMT)	
TV Journalism (IMCKMT)	
Print Journalism I,II (MDU)	Journalism
Radio Journalism (CRSU)	
English Journalism (YMCA)	
Radio & TV Journalism (CUH)	
PR & Advertising (CRSU)	
PR & Corporate Communication (CUH)	
Advertising (CUH)	Ad & PR
Advertising (IMCKMT)	
PR & Corporate Communication (MDU)	
Development Communication (CUH)	Communication for Development
Communication for Development (MDU)	
Current Affairs & Media Issues (MDU)	General Current Affairs

General Current Awareness I, II (GJUST)	
Communication Research & Methodology (IMCKMT)	Communication Research
Communication Research (CUH)	
Communication Theories & Research (MDU)	
Performance & Cultural Studies (YMCA)	Cultural Studies
Intercultural Communication (CUH)	
Computer Applications (IMCKMT)	Communication through Graphics & Design
Computer Application (MDU)	
Basics of Computer (as elective) (CUH)	
Graphics and Design (CUH)	
Graphics and Media Production (GJUST)	
Design & Graphics (CRSU)	
Designing for Print Media (YMCA)	
Internship (CRSU)	Internship
Internship (CUH)	
Internship (GJUST)	
Dissertation (CUH)	Research Project
Project Report & Comprehensive Viva-Voce (MDU)	
Dissertation (GJUST)	
Film Documentary Field Work (CRSU)	Projects related to specialization
Minor Project (YMCA)	
Portfolio & Projects (CUH)	

The above table shows the nomenclature of media program in different universities. There are many nomenclature of mediacourses which are either similar or look similar. The researcher has categorized it in a common list.

Table-7: List of Unique Courses at Haryana universities

Name of Course	Name of Department
Sport Journalism	DJMC-YMCAUST
Feminism and Gender Studies	DJMC-YMCAUST
New & Alternative Media	DJMC-YMCAUST
Community Radio	DJMC-CUH
Event Management	DJMC-CUH
Popular Culture	DJMC-CUH
Political Journalism	DJMC-MDU
Business Journalism	DJMC-MDU
Women & Media	DJMC-MDU
Environmental & Media	DJMC-MDU
Travel Journalism	DJMC-MDU

The above table shows the list of unique courses provided in the media departments of universities of Haryana.It shows that media department of YMCAUST has 3 different media courses, and central university of Haryanaalso has 3 unique courses whereas MaharishiDayand University has 5 unique course.

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CONCLUSIONS

The present study attempts comparative analysis of curricula of media departments of six universities in Haryana with one of the objectives of exploration about of CBCS, MOOCs, Semester Systems, Theory and Practical. On the basis of result, a few conclusions can be drawn. All media departments show uniformity in system and no. of semesters in PG Courses. Further all follow CBCS pattern in Curriculum except Chaudhary Ranbir Singh University, Jind and but MOOCs is provisioned for, in only one university i.e. YMCA. But when the talk of ratio of Theory v/s Practical, there is no similarity at all, In fact, great deviation can be seen as there. Core courses go by the same name across all media department by elective courses have different names.The research categorizes various courses which have similar or seems similar nomenclature. Itcategorizes 20 courses as Common Courses and 11 courses as unique course. So we can say curriculum & pedagogy although has some similar attributes, However, They are diversified on too many aspects.

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   Note: This paper is extracted from Ph.D. research work of author.

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