Chapter – I

Introduction
1.1 Indian Economic Scenario

India is a fastest growing major economy in the world as per the Central Statistics Organization (CSO) and International Monetary Fund (IMF). Economic development in India is mainly dependent upon various sectors like, agriculture, manufacturing and services. According to the Economic Survey 2015-16, the Indian economy is expected to grow more than 7 per cent in 2016-17. This economic growth is possible due to the combined impact of strong governmental reforms, RBI's stress on inflation control supported by benign global commodity prices.

According to International Monetary fund (IMF) index survey, India ranks fourth among nations, in its Gross Domestic Product - GDP. Although two thirds of the Indian workforces still earn their livelihood directly or indirectly through agriculture; services are a growing sector and play an increasingly important role in India’s economy. India is a major exporter of highly skilled workers in software, financial services, and software engineering. Other sectors like manufacturing, pharmaceuticals, biotechnology, nanotechnology, telecommunication, shipbuilding, aviation and tourism are also showing strong potentials with high growth rates.

Indian economy is the seventh-largest in the world measured by nominal GDP (Gross domestic product) and the third-largest by Purchasing Power Parity (PPP). This positive growth is due to its large pool of young population, corresponding low dependency ratio, healthy savings, investment rates, and increasing integration into the global economy. India has topped the World Bank’s growth outlook for 2015-16 for the first time with the economy having grown 7.65% in 2015-16.

The International Monetary Fund (IMF) and Moody’s Investors Service have forecasted that India will witness a GDP growth rate of 7.7 per cent in 2017-18 and followed by further acceleration to 7.8 per cent in 2018-19. Due to improved investor confidence, lower food prices and better policy reforms.

According to Mr. Jayant Sinha, Minister of State for Finance, Indian economy would continue to grow at 7 to 9 per cent and would double in size to US$ 4–5 trillion in a decade, becoming the third largest economy in absolute terms.

New initiatives like ‘Make in India’ and ‘Digital India’ will play a vital role in the driving the Indian economy.
1.2 Contribution of Media to Indian Economy

The Indian Media industry is an upcoming sector on the cusp of a strong growth phase. The print industry in India continues to grow, driven by an increase in advertisings and a perceptible rise in literacy rate. The Indian newspaper industry is one of the largest in the world, with more than 75,000 newspapers published in 22 languages and a readership of 328 million. India’s Media and Entertainment economy is growing rapidly.

According to FICCI-KPMG Report 2016 (Federation of Indian Chambers of Commerce and Industry – KPMG; Klynveld Peat Marwick and Goerdeler), the Media and Entertainment Industry is a key contributor of Indian economic growth. This sector witnessed 12.8% growth in 2015 growing from Rs 1,027 billion in 2014 to Rs 1,158 billion in 2015. Television forms the core of the Indian Media Industry contributing to around 47% of the overall revenue of the industry.

Currently, Media advertising revenue in India contributes less than 0.5% of the GDP, compared to the average 1% contribution across developed economies. It is projected that media advertising will increasingly contribute a higher share to the GDP in the coming years.

As the Indian economy continues to develop and the media reach increases, the advertising expenditure to GDP ratio is expected to increase over the next 5 years. The fortunes of the media industry are linked to the growth of the economy. India is becoming the most preferred destination for media services outsourcing. Seeking to take benefits of low costs and a qualified English-speaking talent pool, global media companies are outsourcing print media services such as layout design, classifieds, graphics, data compilation, design and display to India. The Indian print industry has witnessed a continued shift towards regional and Hindi markets due to rising literacy rates and increasing disposable incomes in non-metros, as well as with more than 700 television channels, 100 million Paid Television houses and 75,000 newspapers India’s media industry provides attractive growth opportunities for multinational corporations. Enticed by economic liberalization and high volumes of consumption, many of the world’s media giants have been present in the Indian market for more than two decade.
Media is a medium intended for a large audience. It may be in the form of Print or Broadcast. In Print media information is circulated in the physical form such as Newspaper, magazines, books, journals, newsletters etc. In Broadcast, the information is transmitted electronically via radio, television etc.

The main role of media is to communicate and motivate a society on its path to development. The different types of media include print, electronic and new age media (digital media, social media, etc.).

Print Media Newspaper is the favorite form of print media. Till date most people depend on newspaper for daily news as it provides information related to politics, current affairs, crime, commerce, sports, life style, health and environment etc. Along with this, it also includes favourite pastime activities such as crosswords, cartoons, Sudoku, reviews on movies and books, riddles, etc. This is fascinating for readers of all age groups. Newspaper therefore is an important platform of mass communication. It plays a vital role in providing reliable first-hand information, building views, updating reader’s knowledge, and also serves as a strong source of advertisements.

Electronic Media Any device that stores and allows distribution or use of electronic information is Electronic Media. In Electronic media communication occurs through several devices, such as radio, telephone, television, internet, etc.

Television is the most popular means of communication, providing information and entertainment at the same time to the audience. The new age or digital media is the popular means of transmitting information from mobile phones, computers, laptop and e-books via electronic means, such as the internet, extranet, leased lines, dial-up lines, private networks etc. The internet has been the basis of many new modes of mass communication such as emails, websites, podcasts, e-forums, blogging, internet TV, etc. The internet has also enabled the use of social networking sites like Face book, Twitter, Google+, LinkedIn and YouTube, which can also be major sources for information. It is the latest of all mass media and is relatively faster, with a wider coverage (Rajendran and Thesinghraja, 2014).

Media in any democratic country plays a vital role in creating, shaping and reflecting the public opinion and determining the political, social and economic development of the country. Knowledge and skills imparted through this popular medium necessary social change can be achieved.
1.3 History and Development of Print and Electronic Media – Global and Indian Perspective

In the ancient times before the invention of paper, people used palm leaves for writing. Old manuscripts written on palm leaves have been archived in the National Manuscript Library at New Delhi. The earliest version of a newspaper was a daily sheet published in 60 BC at Rome called Acta Diurna (Daily Events), which Julius Caesar had posted throughout the city reporting the proceedings of the Roman senate (Odorume, 2012). The Chinese invented the art of printing and designed wooden blocks for printing the alphabets. This process started in 600 A.D. during the period of the Tang Dynasty (Gunaratne, 2001).

Books were handwritten prior to the invention of the printing machine. Man entered the realm of mass medium with the invention of the printing machine. This innovative technology had the power to reach a wider audience and provide information to more than one person. But it could cater only to the literate masses and those who could afford to buy a newspaper.

Guttenberg invented the first printing machine in the year 1440 in Germany. This was a hot-metal type, where letters made of metal were arranged to form words before printing. However, certain problems arose. The copies of the book were not identical to the original. The advent of the printing press made it possible to do mass production of any printed material.

In course of time, the ownership of this machine was taken over by the state, which used it to propagate its ideology, reinforcing and legitimizing the dominance of the state institution. With the Industrial Revolution, private owners were able to encash on the strength of the medium. Many regions within different countries also started printing in local dialects, which catered to the domestic requirements.

Now, printing of the written material became comparatively cheaper and transportation technologies enabled people living in far-off place to access the printed materials.

The invention of Printing Machine by Gutenberg helped in several cultural movements, such as the European Renaissance and the Protestant Reformation (Baran, 2009). In 1502, there was a news report in the name of Zeitung was published in Germany. Subsequently, in 1513, Encountre Trewe became the earliest known
English-language news sheet. In 1609, Germany's Avisa Relation Oder Zeitung has been the first regularly published newspaper in Europe. The first regular newspaper utilizing double columns, Oxford Gazette was published in 1621 (Odorume, 2012). Before the 1700s, the American colonists relied on pamphlets, handwritten newsletters, English newspapers and town criers for their news. The first North American newspaper, Public Occurrences (foreign and domestic), was published in 1690 from Boston. The first daily newspaper was The Daily Courant from London in 1702. In 1704, John Campbell established the Boston Newsletter, the first regularly published newspaper in the colonies. In 1754, The Daily Advertiser from London used the first four-column format. France's first daily newspaper appeared in 1777, Journal de Paris, while the first United States daily was The Pennsylvania Packet in 1784. By 1765, the American colonies had more than 30 newspapers.

Newspapers remained a powerful force against British rule and helped to propel America towards the Revolutionary War (1775-1783). It was a story of continuous progress towards mass distribution, independence and authorities in the society or a series of struggles.

In 1810, the German printer, Friedrich Koenig, facilitated the industrialization of print media by linking the steam engine with a printing press. Koenig’s machine produced more than 1000 pages in contrast to hand-operated printing press, which could create approximately 500 pages per hour. By the year 1930, the number of pages produced by printing presses increased to 3,000 per hour. This improved efficiency gave rise to the daily newspapers and other related media in the 19th century, which acted as appropriate mediums of connecting with the rapidly changing world for the urbanized Americans, who lived in distant areas. The media helped the rich and the unoccupied people to efficiently utilize their money and time during the industrial revolution. Media theorist, Benedict Anderson stated that newspapers also helped to bring a sense of national identity by considering the readers across the country as one united community (Anderson, 1991).

In the 1830s, the daily newspapers were threatened by the penny papers, as the broadsheets proved to a cheaper alternative to newspapers. The penny papers provided sensitive and interesting news in contrast to the dry political news given by the newspapers. Newspapers, mostly served to the rich and the highly educated audience; whereas, the penny press served cheap alternatives to the mass with
interesting anecdotes. The penny press can be seen as the antecedent to the recent gossip papers (Briggs and Burke, 2005).

Daily newspapers and periodicals were written for the local audiences, who had communication and language problems. In fact, the present newspapers are a development of the earlier newspapers and are not compatible with the global media industries. The formal human settlements in Europe and the United States, in the late 19th century, enabled the residential powers to permit the creation of the colonial systems of media, which was popular and significant in maintaining the regal rule (Herman and McChesney, 1997).

Several factors, such as the growth of capitalism, and the development in the transportation and communication technologies, accelerated commercial communication across various societies. The advent of the telegraph and the submerged wires in the mid-nineteenth century marked the commencement of the telecommunication era, where information was being conveyed faster. The media had become a full-fledged industry by the end of the twentieth century (Müller and Tworek, 2015).

“Daily newspapers and periodicals, which ensued, were written almost exclusively for the domestic audiences, which combined with the language problems to limit their export. In fact, to this day newspapers remain the media industry that is least integrated into the global media system. When much of the planet was formally colonized by Europe and the United States in the late 19th century, the colonial powers generally permitted their home-based press interests a role in shaping the colonial media systems, which were understood to be of major importance in maintaining imperial rule.”

With the growth and expansion of capitalism, and the consequent development in the transportation and communication technologies expedited commercial interaction within the society. The advent of telegraph and underwater cables in the mid-nineteenth century marked the dawn of the telecommunication age. For the first time information could reliably travel faster than people. By the twentieth century, media had plummeted into an industry.
Indian Perspective

James Augustus Hickey is considered as the father of the Indian press. He published the first Indian newspaper, the Calcutta General Advertise or the Bengal Gazette from Calcutta in 1780. The southern India got its first newspaper as The Madras Courier in 1785 by Richard Johnson, a government printer (Kumar, 2014). Bombay Herald was the first newspaper published from Bombay in 1789, followed by the Bombay Courier in 1790, which carried Gujarati advertisements. This was combined with the Times of India in 1861. Samachar Darpan was the first newspaper in a regional language (Bengali). Oodunt Marthand was the first Hindi newspaper published in 1826. In 1878, The Hindu was founded, and played a vital role in promoting the cause of Indian independence from the colonial yoke. Currently, newspapers are published in almost all major Indian languages (Jeffry, 2000). The Indian government utilizes print media to propagate extensive messages through different newspapers and journals (Aggarwal, 2002).

The Indian print media have played a very important role in the independence movement of India. The power of the print media was largely created for the historical knowledge and the freedom struggle activities meant for social liberation, reforms and amelioration. The history of written communication and print media in India follows the development of the civilization that responded to reformed cultural technologies. The process of sending complex materials, information and perceptions, both on an individual as well communal basis, require tremendous evolution. The Indian press published newspapers in various Indian languages and lead from the front in the freedom struggle. Several Indian freedom fighters employed newspapers to motivate people in taking part in the freedom struggle (Patil, 2011).

Our country inherited from the British colonial rule, the tradition of private commercial press. That tradition prevailed for almost half a century after independence. The Indian press remained uncontrolled by the government and free of official censorship (except for the eighteen-month ‘emergency’ under Prime Minister Indira Gandhi in the mid-1970s). The dominant press did, however, develop the independence struggle, and especially the English-language press, has only recently moved away from its cozy relationship with the political and bureaucratic establishment.
Today, India publishes more daily newspapers than any other country in Asia covering an eclectic range of languages and cultural diversity that is unparalleled in the world. In 2016, there were over 75,000 newspapers and periodicals in India being published in 93 languages. Around 5,000 dailies are read by over 100 million readers in 14 languages. But in a nation with a high rate of illiteracy (76 percent), the effects of these newspapers are limited to a literate audience.

This point is expressed well by Bourdieu (1993: 282), “What is bought is not just a newspaper but also a generative principle producing opinions, attitudes, ‘positions’, defined by a distinctive position in a field of institutionalized position generators. And we may postulate that readers will feel more perfect the homology between their paper’s position in the field of the press and the position they occupy in the field of classes (or class frictions), the basis of their opinion-generating principle.”

The magazine boom occurred in India in the late 1970s, as newly founded news magazines like India Today capitalized on Indian readers’ unfulfilled needs for news and other information during the emergency years (1975 to 1977) when press freedom of press was revoked. This boom occurred because of improvements in printing technology and the sale of commercial advertising, especially color advertisements, which greatly enhanced the attractiveness of magazines. Detailed, investigative news coverage by magazines provided an attractive alternative to most newspaper coverage.

In the late 1980s and the 1990s, Indian newspapers also underwent a facelift in order to keep up with magazines and with the rise of television, which was a major competitor for advertising revenues. Strong political coverage has been scaled down and colourful features on lifestyles, business, and entertainment have been added. During the 1990s, many publishing groups moved into the production of television programs and launched Internet portals, gaining a wider audience when compared to the print media. These moves, similar to the ones taken by Times and Newsweek in the US, were initiated by Bennett Coleman (publishers of a leading newspaper, The Times of India).

Newspapers are accessible to all caterories of people across the country newspapers are still quite popular and have a huge base of subscribers. The business of publishing news has been assumed to be more reliable, wherein the relevant
material is observed, updated, refined and repacked. Powerful business houses are behind some of the print media, who execute their work independently. Some of the well-known Indian news agencies are Press Trust of India, Indo-Asian News Service, Asian News International, Gna News Agency, Samachar Bharti, United News of India and Hindusthan Samachar (Manjappa, 2014). Presently, many modern and complicated technologies are being used in the print media in the developed and the underdeveloped countries. However, they are facing tough competition simultaneously from the electronic media. Moreover, with the emergence of the Internet, which updates the information every second and is just a click away, the popularity of newspapers has reduced among the younger generations (Rajendran and Thesinghraja, 2014).

According to Registrar of Newspapers in India (RNI), India has 105,443 registered publications till March 2015.

**History of Electronic media**

The British scientist, John Baird invented the audio-visual medium of transmission in the year 1926. The utilisation of television was for the first time used in educational field by the State University of Iowa, U.S.A., at a world fair held in the year 1932. Although public television broadcasting was started jointly by the U.K. and the U.S. in the year 1936, it came to be established during the Second World War. However, the introduction of television in the educational field suffered a setback due to the onset of the Second World War. Till the year 1948, very few educational institutions used television as an educational medium, which was of a great concern by educationalists who saw the potential of using television in the classrooms. The development of the television broadcasting was enabled through satellite equipment in western countries, which further propelled the utilisation of television as a powerful medium by providing momentum between the years 1950 and 1960 (Bignell, 2012). In order to promote the utilisation of television as a medium in the field of education, the U.S. Federal Communication Commission reserved 242 frequencies of airwaves for transmission of educational content, on a non-commercial basis in the year 1952 (Magnuson, 1965). The U.K. Open University has been the pioneer of distance learning system since it tapped the potential power of television in the educational sector. It was used on an experimental basis, by introducing students with the
necessary resource material such as educational films, video recordings, demonstration of experiments, description of living species, places, people, etc. The television was also used to demonstrate the application and the employment of various kinds of tools (Satyanarayana and Sesharatnam, 2000). Television was first introduced in the Indian educational system in the year 1959 with the help of the United Nations Educational Scientific and Cultural Organisation (UNESCO). It gradually developed during the 1960s, private players and commercial networks also emerged as potential partners. The biggest step towards the growth of the television audience started in the mid-1970s, with the advent of Satellite Instructional Television Experiment (SITE), which transmitted educational content to 2,400 villages in six Indian states. The American Satellite ATS-6 broadcasted learning programmes intended for the welfare of the rural Indian population, and helped in delivering broadcasting skills much before India began to use their national satellite INSAT, after eight years (Singhal and Rogers, 2001).

Indian television started with government-owned lone channel named Doordarshan, which controlled programs (mostly developmental and propaganda oriented) at fixed timings broadcasted (Ranganathan and Rodrigues, 2010) from 1959-1991 (Athique, 2012). Twentieth century saw the appearance of twenty-four new private channels in India (Kumar, 2014). The advent of satellite transmission has contributed to the barrage of channels in Indian media, along with that privatisation of market with the entry of MNCs changed the scenario of the Indian media industry. CNN introduced international satellite television in India through its reporting of the Gulf War in 1991. In the same year Richard Li launched Star Plus ‘the first satellite channel in India’ followed by Subhash Chandra’s Zee TV in 1992. This was the first privately owned Hindi channel.

Doordarshan faced a stiff competition in news and public affairs from international channels like BBC and CNN (Kumar, 2014). However, It still remains a prominent player with more than 90% reach among the Indian viewers (Ranganathan and Rodrigues, 2010). From 1995-2000 many other Indian news channels such as Zee News, Star News, Aaj Tak etc emerged on the scene. Within a short span of time, Aaj Tak dominated the news industry as India’s number one news channel. The content was primarily news, but it included current affairs, talk shows, soap operas, game shows, and some western entertainment programmes. Private television
programmes have greatly increased the number of choices available to the Indian audiences and has brought about many important social changes. Current key players in the television industry are Star India Pvt Ltd, Zee Entertainment Enterprises Ltd and Multi Screen Media Pvt Ltd (IBEF, 2016). The numbers of television channels in the state of Karnataka are approximately 137, out of which 116 channels are thematically based on entertainment and 21 channels are based on news and information. This demonstrates that entertainment based channels (84%) were preferred by audiences over news based channels (15%). This was one of the reasons for the growth of alternative media groups (www.indianetzone.com).

The Indian television viewers are estimated to be around 150 million by the year 2019, among which 125 million consumers would be cable users and 25 million consumers would use direct-to-home television (ww.aidem.in). Since the total number of homes in India is estimated to be 240 million, a considerable space for growth of the television market is still prevalent (Ibid). Although internet and computers are popular, television is still a dominant electronic medium with which children engage themselves in (Roberts et al 2015).

In order to achieve higher transparency in electronic media, certain policy changes were adapted by the government. The Indian Government in 2011 passed ‘The Cable Television Networks (Regulation) Amendment Act’ for the Third phase of digitisation of cable television networks by 2015. The number of DTH subscribers in India is expected to increase from 48 million 2015 to 76 million by 2019 (IBEF 2016). The advent of limitless multi-channel private satellite television has made a vast difference in the media landscape. The state-controlled radio and the television have a restricted content broadcast and relay; whereas satellite television employ either cables or direct-to-home channels to deliver a varied assortment of programmes broadcast over more than 600 channels (Ram, 2011).

The story of radio begins in the 1920s in colonial India. The first program was a private broadcast in 1924 that was operated from a 40-watt transmitter from the Madras Presidency Club (Rajadhyaksha and Willemen, 1999). This station was operational for about three years. Seven months later, British Broadcasting Corporation (BBC) started its service in the United Kingdom. The commercial broadcasting service began with the formation of two radio clubs in Mumbai and Kolkata under an agreement with the British government. This broadcasting company
was called the Indian Broadcasting Company. In 1936, this was renamed as All India Radio (AIR). The objective of this radio station was to inform, educate and entertain the masses. Post-independence, six stations were inherited from the British government which had stations in Delhi, Mumbai, Kolkata, Chennai, Lucknow and Trichy along with a complement of 18 transmitters, six on medium wave and the rest on short wave. However, the broadcast coverage time was only 2.5% with only 11% population reach. Similar to the television industry, radio in India also was a state-owned monopoly governed by Prasar Bharati (an autonomous body funded by the government of India) for a long time (Kasbekar, 2006). In the year 2000, the Indian government privatised certain FM channels which lead to the opening of a huge number of other local FM and regional channels. The industry landscape has remained unchanged with AIR as the principal broadcaster with 24 X 7 days’ coverage. It is the largest media organization in the world and operates 262 radio stations currently, making its reach about 92% in the country. The broadcasting is done in 23 languages and 126 dialects. External Services Division’s programmes are broadcast in 11 Indian languages and six foreign languages reaching 100 countries. There are more than 245 private FM channels operating in 86 cities (FICCI-KPMG 2016). Along with this, there are 179 community radio stations (Information and Broadcasting of India, 2014), digital radio and the new entrant in the field, internet radio stations. Internet radio consists of several players – online versions of existing radio stations along with a wide variety of online streaming services like Apple Music, Wynk, Gaana, Saavn, Guvera, and Hungama. Among the metros, Bengaluru continued to sustain its top spot with the highest radio listenership of 1,413 minutes per week, followed by Kolkata with 959 minutes/week (FICCI-KPMG, 2016).

**Development of Digital Media**

The new age media are the most active type among all instructional media and are therefore the most popular means of retrieving information. It has transformed the lifestyles of people and their mutual relationships, as it contains a vast amount of information and knowledge (Erickson, 1998). Interaction is an important factor in good communication skills and the internet has made it possible. The information revolution has served to equalise global differences with regards to the available
economic opportunities and growth (Silverstone, 1994). In today’s world, it has covered all spheres of human life.

Information and technology are interlinked with the society’s economic development. The progress of internet has a deep impact on the society, since people are dependent upon technology. Everybody can have access to the omnipresent technology irrespective of people residing either in cosmopolitan cities or in rural areas.

The early Internet was devised and implemented in American research units, universities, and telecommunication companies that had vision and interest in cutting-edge research to build a strategic communication network (Cohen-Almagor, 2011). The programme grew in the 60s and 70s, into a network of computers that transmitted information by packet switching. Within sixteen months there were more than ten sites with an estimated 2,000 users and at least two routes between any two sites for the transmission of information packets (Slevin, 2000; Conn, 2002). ARPANET (Advanced Research Projects Agency Network) was the world’s first advanced computer network using packet switching. Packet switching was a new and radical idea in the 1960s. Users could access and use computers and printers in other locations and transport files between computers via Network Control Protocol (NCP) (Cohen-Almagor, 2011).

All kinds of information have become ubiquitous and are easily available in this form of media. This alternative source of traditional media is free and fast. Vast information is stored and retrieved through the use of technology. Modern technological advances and progressions have enabled the electronic media to build on its strengths and merits for fulfilling the multi-faceted political, social, cultural and societal requirements in developed as well as in developing countries. These features mark this media as one of the smartest choices for the customers to accept at a global level (Rajendran and Thesinghraj, 2014). Gradual developments are being made to render information interesting and worthy of utilising.

The internet has enabled multifarious communication and has introduced several new opportunities, which were not available earlier. Several websites represent various kinds of companies and organisations. Electronic mail, popularly known as email, has made long distance communication a seemingly easy task by
overcoming the conventional ways of communication and catering to the realms of the modern life. In 1973, Lenny Kleinrock sent the first personal message over ARPANET. Ray Tomlinson of Bolt Beranek and Newman (BBN) wrote the first email program. The sign ‘@’ was introduced as a means of punctuating email addresses, separating the user name on the left from the site or computer identifier on the right. In 1992 the number of Internet hosts broke the 1 million mark with almost 50 web pages and by 1993 there were 623 Websites in the world. This form of communication has removed several communication barriers across nations and has helped in the development of new ideas through sharing. This form of media positively affects the societal perspectives on various issues as it enables the minimisation of physical distances, prejudices and inequalities.

In 2015, India overtook the United States and became the second largest internet market in the world in terms of number of users after China. In a report by Sen and Nielsen, 2016, it is estimated that the country would reach 400 million internet users by the end of 2017. From 1995 to 2010, use of internet in India grew from almost nothing to a mere 8%, even as global access reached 30%. From 2011 to 2015, the Indian figure rose to over 30%, and the bulk of that growth is from 2014 and 2015. In absolute numbers, it took 15 years to reach the first 100 million Indians online mark. At this rate it will be three more years to reach 200 million mark, on the fourth year to reach 300 million, and then another year to reach 400 million mark. The rapid growth in internet use in India in recent years is primarily driven by the spread of mobile internet access. The Indian internet environment is far more mobile-centered than that of high income democracies, where 80–90% of internet users have both desktop access at home and mobile access via their phone. A limited telecommunication infrastructure still holds back the roll-out of home broadband and 4G mobile accesses, especially outside major metropolitan areas. But, while major telecommunication providers are investing in expanding their infrastructure to provide better access, the Indian government has launched its high-profile Digital India initiative to increase connectivity, and large international players like Facebook and Google have each presented their own initiatives to lure more Indians online.

In a study by Shivarudrappa (2014), which evaluated the impact of new media on traditional media of communication in Karnataka, It was discovered that while residents of the surveyed communities were drawn by the new media, the impact has
however not reached that level of eliminating traditional media. Contradictory answers were obtained as it determined that the new media constitute a threat to the survival of traditional media of communication in urban communities while in the semi-urban and rural, there was no threat. It was also found that the old media possess attributes that could withstand the rampaging effect of the new media. The traditional media are culturally rooted. As such, they are part and parcel of the daily life of the people. Some recommendations were suggested such as:

- The various socializing agents in the studied communities should be strengthened in a bid to curb the effects of the new media on traditional media in Karnataka.
- Urgent steps must be taken by government to also curb a new trend in which criminals now use social media to trail people for assassination.
- The TRAI should also address mobiles phone users’ complaint over dubious charges and inter-connectivity problem which rob them of excellent service.
- Government should also compel Power Holding of Karnataka to once and for all find a lasting solution to the problem of erratic power supply.

1.4 Role of Media in Economic, Political, Social, and Cultural Development

When India became independent in 1947, the country’s population was about 345 million approximately (Srinivasan, 2004), with an average literacy rate of 18% (Rao, 2002). There were around 215 newspapers, including 44 in English published in India (Shrivastava, 2008), and six All India Radio (AIR) stations and no television network (Ranganathan and Rodrigues, 2010). After decades of lull, the Indian media witnessed a sudden ‘boom’ and gigantic phenomenal growth (Chaudhuri, 2010) ever since the liberalization of the Indian economy in 1990s (Ranganathan and Rodrigues, 2010).

The Indian print media, have since independence multiplied to 99,660 registered publications (13,761 newspapers and 85,899 periodicals) registered with Registrar of Newspaper in India (RNI) (Ministry of Information and Broadcasting of India, 2014). The readership has reached the 301 million mark according to the Indian Readership Survey (2016).
India has one of the largest broadcasting industries in the world (IBEF, 2016). As per the Ministry of Information and Broadcasting of India (2015) records, there are more than 260 FM (frequency modulation) radio stations, 179 community radio stations and 832 television channels (406 news and current affairs, 426 others). The media industry- print, radio, television and online- at present, caters to a huge market by any standards with 700 million people (IRS, 2015), of which more than 74% are literate (Ernst and Young, 2011). This stupendous progress of Indian media, along with the potential numbers of viewers, has made the Indian media industry one of the fastest growing sectors of the Indian economy. India is ranked amongst the top ten markets for growth in this sector, with respect to India’s total growth in GDP (CII and PWC, 2014).

According to the CII and PWC report (2015), the Indian media industry has generated 1,130 billion in revenue in the year 2013 with an increase of 19% over previous year. The biggest sector is the Indian television industry, which has sustained its growth with a revenue increase from 366 billion in 2012 to 420 billion in 2013, signifying year-on-year growth to about 15%. Internet access and advertising through the internet have observed to be the fastest-growing segments with annual growth rates of 47% and 26%, respectively.

Based on the analysis of reports by CII-PWC (2014) and FICCI-KPMG (2016), the industry is expected to reach 2,260-2,272 billion at a CAGR of 14.3% to 15% from 2013 to 2020. This is more than double the rate of growth of the global media industry. The television sector is expected to continue its robust growth during this period, to reach 846 billion, at a CAGR of about 15%. Internet advertising and internet access are projected to be the fastest-growing segments with CAGR of 28% and 21%, respectively. The radio sector is also projected to grow strongly at a CAGR of 17%. Films contributed 126 billion to the industry, growing steadily at a yearly growth rate of 13%. Out-of-home advertising is anticipated to slide to the last position in terms of revenue contribution to the sector with its share coming down to 1% in 2018. It is predicted that in 2018, television will continue to lead the industry in terms of revenue contribution with 37% share of revenue. Internet access is expected to rise as the second-highest supplier with a share of 29%, up from 22% in 2013. With the upsurge in the share of internet access, the contribution of large segments such as print and films is expected to drop. The share of print will probably decline from 20%
in 2013 to 14% in 2018, while the share of films is expected to depreciate from 11 to 10% during this period. The revenue from advertising is expected to grow from 350 billion in 2013 to reach 632 billion in 2018 and 994 billion in 2020 at a CAGR of 13%. However, the current advertising revenue in India is less than 0.5% of the GDP, compared to the average 1% input in most of the developed economies. According to the current report by FICCI-KPMG (2016), the ratio of expenditure towards advertising to GDP is less than 1%. This is substantially lower in comparison to the developed and other developing countries. The Print and TV industry contributes to over 75% of the advertisement spent in a year. The advertising expenditure to GDP ratio is expected to increase over the next 5 years due to the advancement in media spread. The growth of the mobile internet advertising market will be four times the current size; however, it will be much lower in comparison to other countries such as the USA. This may be due to the dominance of traditional media in Indian market. The newspaper circulation will continue to grow and will be supported by a corresponding growth in advertising (CII and PWC, 2014). Overall, the share of consumer spend is expected to increase from about 69% in 2013 to about 72% in 2018 (CII and PWC, 2014). Television and print will remain the largest contributors to the advertising world in 2018. Internet advertising will undergo a huge shift and emerge as the third-largest segment, with a share of about 16% in the total advertising share. There is a projected growth of the media industry, which will be increasing through global collaborations. Mobile internet connections in India are expected to increase at over 20% CAGR to reach about 543 million in 2018. This clearly shows that the digital media is the future of technology with the wired internet advertising market expected to grow at 26% CAGR (CII and PWC, 2014). According to a data released by the Department of Industrial Policy and Promotion (DIPP), approximately US$ 4.98 billion was invested by Foreign Direct Investment (FDI) in the Information and Broadcasting (I&B) sector (including print media) from April 2000 to March 2016 (IBEF, 2016).

Mass media has been linked with many independent parts of the society (Donohue et al., 1966). It has mostly conquered a considerable percentage of common people’s time spent through reading newspapers and magazines, watching television and cinema, and listening to the radio (Mehraj et al., 2014). People normally depend on mass media to receive information related to political issues, social issues,
entertainment, etc. This is quality time spent with the family and friends. However, the merits and the demerits of mass media usage are highly debatable (Livingstone and Helsper, 2006). The question on the effects of mass media originating from public schema, and not an academic one needs urgent attention.

Mass media has been a great source of information for individuals as well as societies and can influence human psychology. It plays a substantial role in enforcing positive and negative effect in terms of societal, industrial and even national perspectives.

On a positive note, mass media has played a commendable role in spreading public awareness on health issues. It has helped in eradication of people’s misconceptions about diseases, such as leprosy, TB, polio or HIV/AIDS. The importance of polio drops in eradication of polio was a successful campaign undertaken through mass media. Mass media are tools specifically meant for the spread of knowledge, concepts and ideas to both general and specific audiences. Media covers local and international stories that enrich the reader's experience (Rajendran and Thesinghrajja, 2014). Thus, media can be instrumental in bringing significant changes by conveying vital information and skills (Johnson, 2001). It has also been helpful in connecting people located at different parts of the world. The contribution of the World Wide Web and the internet has made information available at ones fingertips and has turned the world into a global village (Mehraj et al., 2014). Media aids in creating individual tastes and requirements, and in enhancing public and social relations. The standard of individual contentedness and fulfilment of aspirations is disseminated throughout mass culture, press and television. Media also promotes trade and industry through advertisements (Johnson 2001, Mehraj et al 2014). Media has contributed to the flexibility of customs and adherence to strict moral codes and ideological obligations. It has revolutionised the landscape of rural India (Johnson, 2001).

The likelihood of media’s effects is often seen to test a person’s individuality, respect and liberty. Television has often been suggested as the singular cause of a range of social behaviours (Lipovetsky, 2000). Such an unimaginative opinion of the study inclines to pose an equally dull alternative idea of creative and informed viewers who rationally choose what to watch (Mehraj et al., 2014). Exposure to media violence in children has been observed to have a negative effect on the personality of
a child. There is every likelihood that the child will have an increased chance of developing an aggressive behaviour (Ray and Jat, 2010). It is also reflected in poor academic performance. Suicidal tendency has also been observed to be more in children who watch a lot of unsupervised television (Geetha and Krishnakumar, 2005). General opinion is that individuals strive to sustain themselves in accordance with their personal desires and the media certainly advocates this culture of individualism (Lipovetsky, 2000). Mass media’s effects can adverse if the channels are not audience-friendly, or if the broadcast message is too emotional, violent, or controversial (Lipovetsky, 2000). Unrestricted use of social media networks has resulted in deteriorating general and mental health in a majority of the youth (Mehraj et al., 2014), and has increased the dropout rate among youngsters across the cross section of society. Bandhopadhyay (2009), argues that wherever mobiles were introduced it adversely affected the spatial and individual inequalities in the society. This unpleasant scenario can be circumvented by proper research, knowledge of audience, experience in connecting media channels to audiences, and implementing the concept of message testing (Winett and Wallack, 1996).

Mass media constitutes the backbone of democracy (Kumar, 2014). Media has represented power and acted as legitimizers of political and economic subsystems (Reddi, 1989). It provides the web that holds a society together. It has been observed that the individual controlling media is the one who controls the society. The power of media has been seen in the political sphere, which has led to discovering new ways of dealing with political problems (Johnson, 2001). Media supplies political information which influences a voter’s decision. The voters have been found to identify problems in the society and serve as a medium for deliberation (Kumar, 2014). A review by the Pew Research Centre (January, 2016) establishes the fact that only 5% of U.S. adults had heard about the presidential election in the newspapers and they regarded newspapers as a good source of information over other sources, such as cable, local and national TV, radio, social media and news websites. One-third of the population knew of the election from the print media (Mitchell and Rosenstiel, 2015). However, traditional newspapers have been reported to favour political biases (paid news) and therefore, is losing its credibility day by day. There are numerous government websites giving information on political and social activities. This shows the
increasing involvement of government in social media (Rajendran and Thesinghraja, 2014).

1.5 **History of Training and Development.**

"If you tell me, I will listen.  
If you show me, I will see.  
But if you let me experience, I will learn"

-Chinese proverb

Training and development has evolved since the earliest stages of human civilization and has been gradually refined into the sophisticated process that it is today.

In ancient days (400s-1400s) the apprenticeship system was one of the first types to training practices that became widely used. This system was used by master craft men to train unskilled workers. The apprenticeship system was marked by three different stages: The unskilled novice, the journey man and the master craftsman. Together they formed an “organic” process whereby the novice “grew” into a master craftsman over a period.

As trades flourished, demand for quality goods became a norm. As a result most children of the time were sent as apprentices to live with masters of an art form, who would share with them the knowledge and teach them the skills they needed to succeed in that line of work.

Gaming simulations became an important tool in military forces in early 1800. Vestibule Training (1800s) - Training became a necessity for all employees who were working in factories, during the Industrial Revolution. A method of training was developed that combined the benefit of the classroom with the benefit of on-the-job training. This was called as Vestibule training, or “Near-the-Job” training. In vestibule training a class room is located close to the department from where the worker is being trained, and is furnished with the same machine that is used for production. Six to ten workers are trained under a supervisor. This form of training was popular during both the world wars.

In 1850 factory school was started, in which laborers were trained in classrooms within the factory walls. In 1872 due to increase in the volume of business
Hoe and Company, a manufacturer of Printing Presses in New York City established a factory school to train machinists.

With the onset of industrial age, the training of the unskilled underwent a transformation and traditional apprentice system was replaced by vocational education and training emerged to replace the apprentice system. As the training grew more methodical and focused, modern training methods began to develop during 19th century.

The world wars brought an urgent need to train a large number of defense workers to fulfill a huge demand of products. With rapid growth of industries and increase in volume of production the need for training became an absolute necessity.

In 1910 Dr. Jacob Moreno, a psychiatrist first devised the concept of ‘Role Playing’, a new method used for training employees by placing them in a situation that they would encounter in the workplace, but in a controlled environment that did not pose any risks to their lives. Role playing, thus gave the employee the opportunity to interact and appropriately apply the required skills to a particular situation.

During World War I a system was proposed for on-the-Job training that would provide a consistent and efficient training method. In 1915 Frederick W. Taylor conceived a method for shortening the amount of time, a task taken by studying workers doing the task and removing “Non-Productive Time” He called this method Scientific Management.

In 1917 Charles R. Allen developed a way of training, which involved four steps.

1. SHOW or Prepare 2. TELL or Present 3. DO or Apply 4. CHECK or Inspect

From Charles and from the research done by the Army during World war a few principles of training instructions were developed (McCord 1976)

- The supervisor within the industry should undergo training - Supervisor should be trained how to teach
- Training should always be conducted in groups of 9 to 11 members
- Job analysis should be done before any training
- Workers develop loyalty when personal attention is given in training

In 1940’s Job-Instruction-Training was popularized during the years of World War.
2. Job-instruction-training was particularly designed for "supervisors in defense" to obtain the necessary skills to be able to train their own employees in different areas (Job Instruction, 2010).

In 1950’s gaming simulation gained popularity. Trainers seriously considered the efficacy of their training programs given by trainers. 1960’s witnessed a rapid growth of training methods as the number of corporate sectors started using assessment centers. In 1965 governments initiated programmes to train young men for industrial jobs. The new training methods proposed included, training laboratories, sensitivity training, programmed instructions, need assessments, management training, appraisal systems and organizational development. In 1970s a new sense of professionalism emerged among the training community. Training programs grew significantly. Association for Talent Development came out with a Professional Development Manual for trainers. With the raise of organizational development, the focus of training shifted away from individuals towards the organization as a whole.

The 1980s and early 1990s saw important social, economical and political changes that had a profound effect on the way business were conducted, resulting in an increasing need for effective training.

Furthermore, Computers became an integral part of business and industry during 1980s and 1990s. Computer based training began to receive more attention. As technology quickly advanced and modernized, computer based training provided individuals with greater flexibility and interaction as they acquired more knowledge and newer skills through online channels.

1.6 Training and development in India

With the changing times and changing technologies, Indian companies have started realizing the importance of corporate training. In the past 20 years, business organizations in India have made excellent progress in terms of their training initiatives. This is mainly due to globalization and stiff competition, and also by the many multinational companies that have entered India. Indian organizations have realized the importance of training and development. Training is considered as an important retention tool and as an investment than as a cost to the organization. Most of the organizations are not only investing on training and development activities,
they have streamlined the process of training policies and practices from training need analysis to training evaluation and feedback, an End to End process.

Human Resources are a valuable asset to any organization. Therefore, the training system in industry has been distorted to develop a smarter workforce and produce good results. Optimization of Human resources is the greatest challenge in the organization and this is achieved through training.

Training and development has become key features in all departments be it Sales, Marketing, Human Resource, Logistics, Production, Purchase, Finance, Planning, R&D Manufacturing, Inventory Management etc., these requirements are achieved by Indian companies by providing on-the-job training and other internal educational programs which are designed to quickly improve the workers skill.

Since 2003, ASTD – American Society for Training and Development is honouring business organizations that use training function as strategic business tool and show organization wise achievement. Indian organizations are participating in this every year. It is proud for the nation that India has been awarded many times for excellence in training practices by ASTD in Training and Development events. In 2008 four reputed organization from India were listed among 40 best organizations in the world. They were viz.

Reliance Industries Limited
1. Infosys Technologies
2. Wipro
3. ICICI Bank

This is a good indication, which clearly shows that organizations in India are deeply involved in training and development aspect. Organizations are giving priority to training and development activities and integrating this into their organization goals. Now-a-day’s top management is involved in Training and development functions to develop next generation leaders.

In 2007, India’s top IT companies-TCS, Infosys, Wipro, and HCL had hired around 10,000 new employees; most of them were hired directly from academia. Training provided to them, described as “Fresher’s Training”, is a major part of corporate strategy, with CEOs and senior employees often intensely involved. It is expensive and time-consuming as all the new recruits are at their nascent stage in
understanding the practical implications of the theories they had studied while in college. However, there is a belief that, although the Indian model works well, it is only for India-specific reasons. India lacks a sound accreditation system for higher education. The workforce absorbs and trains most students who graduate from unaccredited institutions. For the political and economic stability of a country it’s important to engage youth in technological development. (Sheila Riley, 2008)

1.7 Training and Development in Bengaluru Region

Bengaluru is one of the fastest growing cities and a major economic hub in India and it is also known the moniker Silicon Valley of India. Industries such as HMT, BEL HAL, ITI and ISRO were established by the Government of India in 1950's and 60's. These initiatives made Bengaluru a hub of electronic industries and brought a group of several other medium and small manufacturers into Bengaluru. Today, Bengaluru contributes most of the IT export from India with more than 1000 IT firms registered.

Bengaluru is also known as the hub of biotech industries of India. With the boom of IT & BT industries, the lifestyle of the workforce increased the demand of Hotel industries, Fast Moving Consumer Goods industries and several other allied industries and their markets. Major investments, either FDI or Indian Investment Companies have their presence in Bengaluru and adjoining areas.

Bengaluru covers huge range of industries such as Manufacturing, Space Technology, Bio Technology, Textile, Pharmacy, Service Industries, Food Processing, Banking, Breweries, Construction, real-estate, Media etc.

The need and importance of a skilled workforce is always felt in this region. There is a steady increase in the demand for competent persons across different fields in Bengaluru.

Following are some of the associations in Bengaluru taking care of development of respective categories of industries and more over carry out varies training and skill development programmes for the welfare of employees:

NPC – National Productivity Council.
BMA – Bangalore Management Association
NPA – National Power Training Institute
Media industry in Bengaluru believes in systematic training for employees at all levels. As a part of the organizational development efforts, training programmes are being conducted in-house for employees, for all levels. In addition, staff are also nominated for need based training programmes at reputed training institutes.

Print and electronic media invests a lot of money, resources and time to develop their employees. Both these media organisations are unaware as to what type of specific skill/s are needed to be developed for their employees to fulfill their objectives. Hence, both the Medias are interested in ascertaining the effectiveness of training practices and the perception of employees with respect to training programmes conducted for their benefit.

1.8 Significance of Human Resources in the Organization

People, technology, structure and environment are the key elements in any organization. Success of any organization primarily depends on the involvement of people in it; this fact increasingly focuses towards Human Resource Development.

Technology provides the resources with which people work and this has significant influence on the working relationship and also allows people to do better work. Technological change, product innovation, product quality and customer satisfaction are given priority by a majority of Indian organizations, and there will be intense competition for people with specific skills. This dramatic change requires acceptance of new values, attitudinal change, willingness to learn new skills and competencies, and often taking risks. Such a transformation is possible only through an effective training and development programmes. Structure is the formal relationship of people in the organization; different jobs are required to accomplish different activities of an organization. These people too, are related in some structural way for effective coordination.

All organizations have internal and external environments, which influence the attitude of people, affect working condition and provide competition for resource and
power. In Human Resource approach, employee growth and development are supported towards higher levels of competency, creativity, and fulfilment, because people are the main resource in any organization.

Human resource management is the part of the organization that is concerned with the “people” dimension (DeCenzo and Robbins, 1996). An organization cannot build a good team of working professionals without good Human Resources. In order to remain competitive, any organization needs to invest in its human resources. Organizations have begun to consider people as valuable investments. This view is especially significant because of the emergence of the knowledge economy which needs highly skilled and knowledgeable people. Human Skills and knowledge are crucial to everything that is produced including goods and services.

Human resource management systems contribute to organizational effectiveness in multiple ways. The key functions of the Human Resources function is recruiting people, training and developing them, performance appraisals, motivating employees, employee engagement, workplace communication, workplace safety, employee retention and much more.

Human Resource training and development specialists coordinate new employee orientation, an essential step in forging a strong employer-employee relationship. The training and development area of HR also provides training that supports the company's fair employment practices and employee development to prepare aspiring leaders for supervisory and management roles.

Therefore, organization should continuously ensure that dynamism, competency motivation and effectiveness of its employees remain at high levels (Ravi T V, 1990). It is understood that, manpower is considered as a basic, fundamental and valuable asset in an organization. Therefore the prosperity of an organization depends on the quality and competency of human resource.

1.9 Meaning and Definitions of Training

Training is a systematic program of the organization, which aims at continuously improving knowledge, skills, attitudes, values and competencies of its workforce to perform current and future jobs.
Training is a planned programme designed to improve performance and to bring measurable changes in knowledge, skills, attitudes and social behavior of employees, training programme, presently and in the future, must focus on soft skills such as interpersonal communication, team work, innovation and leadership (H.C. Chaudary, 1991). According to Armstrong (2001) training is systematic development of knowledge, skills and attitudes required by an individual to perform a given task or job adequately.

In the opinion of Aswathappa, (2000) training indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones.

According to Niazi (2011) training is a learning experience, which has the capacity to make positive changes and reach up to the desired objectives of the organization. It improves the ability of the employee to perform the job efficiently and with excellence. Training and development programmes are the basic structural and functional foundations for the development of the employees. These foundations are important for guiding the employees through different situations. It has its strategic positioning and it directly contributes towards organization’s business goals and objectives.

As per Kulkarni (2013), training is the nerve that suffices the need of fluent and smooth functioning of work, which helps in enhancing the quality of work-life of employees and organizational development. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level.

Training and Development programmes are the framework for helping employees to develop their personal and professional skills. Training imparts knowledge to the employees regarding different issues in the organization. However, development is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Development is a continuous process whereas training has specific areas and objectives.
1.10 Importance of training

Training is an important contribution in providing learning to the employees of an organization to enable them optimally to contribute towards meeting its short and long-term objectives. Hence, all the activities pertaining to training must be related to the specific needs of both the organization and individual employees.

Training is required to:

- Improve employee's performance
- Enhance organizational effectiveness
- Sharpening and utilize employees’ creative and innovative skills
- Improve Team building, decision making, leadership, problem solving, communication, Conflict resolution and interpersonal skills
- Enhance individual growth and development
- Improve work life balance and reduce stress
- Boost employee morale and increase in motivation level
- Upgrade and acquire new skills as per current requirements
- Prepare the employees for meeting the global competition
- Enrich the organizational culture
- Develop challenging mind
- Support employees to learn cost reduction techniques

1.11 Objectives of training

Training is a planned and continuous effort to improve employee competency and the organizational performance. The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. The main objectives of Training are:

1. Individual objectives
2. Organizational objectives,
3. Functional objectives and
4. Social objectives

**Individual Objectives** – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual’s contribution to the organization.
Organizational Objectives – Organizational objectives assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – Functional objectives are maintaining the department’s contribution at a level suitable to the organization’s needs.

Social Objectives – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society.

Additional objectives are as follows: To prepare the employees both new and old to meet the present as well as the changing requirements of the job and the organization, to prevent obsolescence, to impart basic knowledge and skill to the new entrants, to prepare the employees for higher level tasks, to assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they may need in their particular fields, to build up a second line of competent officers and prepare them to occupy more responsible positions, to ensure smooth and efficient working of the departments and to ensure economical productivity of required quality.

Employee Development Programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development (Kulkarni, 2013). These include reviewing organizational objectives, evaluating the organization’s current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participant’s quality of work life. Simply put, it can be denoted as per the following formula (Kulkarni, 2013).

Employee Development = Employee Education + Employee Skills + Training Effectiveness + Employee Quality of work life.

1.12 Principles of Training

Any kind of Training should have, as its own principles (Nair N.G. and Latha Nair 1999) (23) the following.

Clear objectives - The objectives and scope of Training and Development programme must be clearly defined to meet the objectives of the organization and individuals as well.
Training and development policy - Training policy should clearly define and specify the process, responsibilities; applicability, budget etc. and it should serve as a guide for designing and implementing training programmes.

Training plan - Training must be planned in advance, pre-designed and well executed.

Equity and Fairness - All employees must get equal opportunity and get the benefit of training and development.

Appropriateness - Training must suitably fit the organizational needs as well as individual needs.

Application Specific - Training content should have a balance of both theory and practical’s. It must be "application specific".

Motivation - There must be motivation or drive for learning to take place, motivation involves interest in and aptitude for learning. Motivation should maintain throughout the training programme.

Upgrading Information - Training and development programme be continuously reviewed at periodic intervals in order to make them update in terms of knowledge and skill.

Management support - Top Management involvement and cooperation is required to make Training and Development successful and more effective.

Reward - There should be proper reward or incentive for learning to take place. The trainees must perceive that they will be rewarded through training.

Centralization - For operational control, economy, efficiency and uniformity centralization of process is found to be more common and useful.

Since training is a continuous process, sufficient care has to been taken to explore the areas in which training is needed to fulfill the organizational and individual needs.

1.13 Training policies

There are different parts of statements which describe management decisions and intentions, whatever we call them policies, practices, objectives, strategies and so on (Allan D. Pepper)\(^{(25)}\).
Each and every organization should have an elaborate and well defined employee training and development policy. The training policy entails a number of aspects such as diverse employee training programs as well as other initiatives aimed at bringing up new employees to speed with the organization’s operations.

Employee training is a part and parcel of any company’s HR mandate.

Such a policy represents the top management’s commitment to the training of its employees, and comprises rules and proceedings governing the standard and scope of training. A scope of training policy is considered for the following reasons;

- To indicate the organizations intention to develop its personnel to provide
- Guidance in the training and implementation of programme
- To discover critical areas where training is to be given on priority basis
- To provide suitable opportunities to the employees for their own betterment.
- A training policy dictates a need for wide investigation and research as to Analysis of the organization's overall and specific, training requirements in the light of the total objectives
- Setting the organization's training goals, formatting the responsibilities of training function
- Laying down procedure to implement training policies
- Selection of qualified training personnel
- Need for review and continuous control to ensure expected results on a cost benefit analysis

Training policies are necessary for the following reasons.

a) To highlight the firm's approach to the training function, provide guidance for design and execution to provide information regarding programmes to all employees.

b) Formulation of policy helps in identification of priority areas in training and since resources are scarce, they are prioritized according to the felt needs.

c) A training policy document helps to communicate the firm's intends regarding an employee’s career development, and also gives the employees the opportunities to better his prospects through training.
Thus training policy represents the top management's commitment to the training of its employees, and rules and procedures governing the standard scope of training and it indicate a company's intention to develop its personnel, provide guidance for the framing and implementation of programmes and to provide information to all concerned.

1.14 Training Outcomes

The outcome of well-planned, well-executed and successful training programme should meet these three criteria as mentioned below

1. Outcomes must be observable
2. Outcomes must be measurable
3. Outcomes must be clearly written; it should not be misinterpreted or have any ambiguity.

In terms of competency based training, competencies include both skills and tasks; therefore the training outcomes should be expressed in terms of:

- **Performance** - What the learner is expected to be able to do as a result of undertaking the training program
- **Standards** - The standard of performance expected from the learner
- **Conditions** - The conditions under which the performance will take place

According I.G.N.O.U., School of Management Studies (MS-2) (27) a well-planned and well-executed training programme should result in:

- Improved method of work
- Reduction in learning time
- Reduction in supervisory task
- Improvement in quality of products
- Improvement in production rate
- Improvement of morale and reduction in grievances
- Improvement in efficiency and productivity
- Reduction in manpower obsolescence
- Enabling the organization to provide increased financial incentives, opportunities for internal promotion and raising pay rates
- Wider awareness among participants, enlarged skill and
- Personal growth
1.15 Training Need analysis

Different practices are followed in different industries and in different organizations. Therefore, the need of training and development programs is dependent upon the requirements of the job profile (Kulkarni, 2013). It can be ensured that the employees possess the right skills for business needs, and the same need to be continuously updated in the follow up of the best and new HR practices by choosing the right type of training (Niazi, 2011). There is a need for designing the training so that it is conducted in a systematic manner/order to derive expected benefits from it. Analyzing training needs and the tools for measuring the effectiveness are important and hence an alignment of strategic and training objectives of the organization is ensured (Niazi, 2011).

The training system involves four stages, namely: A) Assessment of training and development program’s needs. B) Designing the training and development programs. C) Implementation of the training program d. Evaluation of the training program.

These training programs also help the managers in succession planning, employee retention and motivation. 78.6% of Indian companies provide training with an objective to improve productivity, quality and innovation among employees; 89.3% of organizations conduct training evaluation to determine effectiveness of training and development (Devi and Shaik, 2012). It creates efficient and effective employees in the organization. Thus, the need for training and development is determined by the employee’s performance deficiency, computed as follows (Kulkarni, 2013):


Training alone cannot give sustainable competitive advantage for any organization. Results of training must be measured to know its impact on business results, thereby taking measures for further improvements in the training program delivered. Because of huge investments, effort and time involved in the training function, top management are also interested to know the impact of training program on trainees (Devi and Shaik, 2012). Hence, training program is evaluated to determine the extent of knowledge, skills and abilities delivered through training and translated into performance. Training Need Analysis (TNA) provides a benchmark (pre-measure) of the skills trainees have before training and the same can be compared to a
measure of the skills acquired in training (post-measure) which highlights the cost savings or value additions achieved because of training (Cascio, 1991). TNA ensures that training focuses on those skills which are to be acquired by the trainees to perform their assigned jobs. Trainings must be relevant, and organized in a manner that an interest and value is created to ensure active participation by the trainees. Such trainings must be avoided which are not required by the employees, who if sent forcibly, will not be taking them seriously. Therefore, a good TNA achieves its objectivity by ensuring that only those who need the training, are included and this training template provides complete details respecting each trainee, as to why the training is needed (Blanchard and Thacker, 1999).

1.16 Training process

Training must be approached in a systematic integrated manner. Training goals, programs, methods, programme implementation and evaluation, etc. should proceed logically and sequentially. Further, they are visionary actions and a costly affair and time consuming process. Therefore, they need to be drafted very carefully. The following are the steps should be considered necessarily while organizing the training programmes.

Model for Training process:

```
1. Organization Vision and Perspective Plan
   • Mission
   • Strategies
   • Objectives
   • Business plans
2. Assessment of Training needs
3. Setting Training Objectives and Developing Training Policy and Plan
4. Designing Training Programme
5. Implementation of Training Programme
6. Evaluation of Results and Feedback for Action
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Source: Bhatia S.K page No 9 Training and Development
1.17 Methods of Training

Training methods can be broadly classified into two types

1. On-the-job Training
2. Off-the-job Training

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On-the-Job Training - This method is used to teach and demonstrate the trainees how to perform current job. It aims at developing skills and habits consistent with the existing practices of the organization. The basic purpose of on the job training is to give the trainees an overview of the job and exposure to a variety of assignments. Commonly used techniques for on the job training are apprenticeships, job instruction, coaching, Job rotation etc here skilled workers or job instructors do the training. A different training techniques are used in this method are lectures, chart, manuals demonstrations etc

Off-the-Job Training - The method of off-the job training is not a part of everyday process. This method of training is preferred when jobs can be simulated in classrooms and laboratories, the location of training may be company class room, outside place, an education institution or an organization which provides training. Some popular techniques of off-the-job training are lectures, case study, seminars, conference, group discussion, programmed instructions, role playing and simulation.

On-the-Job Training Techniques

Coaching - This is a method which is used in developing managerial thinking process as well as operative skills. In coaching the supervisor plays the role of the trainer,
guide and instructor he handhold the trainees and develop them by providing feedback, periodic reviews and suggestions on the trainees performance.

The objective of coaching is not only to guide and teach the subordinates in the performance, but also provides them with diversified work so that the subordinate may grow and progress well.

Training is placed under a particular supervisor functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement.

**Apprenticeship** - Apprenticeship training is the oldest and most commonly used method for training in crafts, trades and in technical areas. Apprenticeship training means a course of training in any industry or establishment undergone in pursuance of a contract of apprenticeship and under prescribed terms and conditions. In this method of training, the trainee is put under the supervision and guidance of a superior who is well experienced in that particular field. Apprenticeship is one of the exhaustive methods of on-the-job training.

**Training by Supervisors**-Supervisors plays an essential role in organizational performance. They have to lead their team, develop skill and motivate them to deliver at the highest levels of effectiveness and efficiency. Here the supervisors have an opportunity to judge the capabilities and possibilities of trainees depend upon their job performance. The success of this method depends upon the fact that the experienced supervisors must be good instructors; they should have incentives and sufficient time for carrying out the training programmes, and they should be provided with an accurate account of the training needs of the trainees they are to teach.

**Job Instruction Training** - This is a very commonly used method to prepare supervisors to train employees. This method is also known as "training trough step-by-step learning". It involves listing all necessary steps in the job, each in proper sequence. These steps show what is to be done and how it should be done. The job instruction training method requires skilled trainers, extensive job analysis, training schedules and prior assessment of the trainees’ job knowledge.

**Job Rotation**- It is a method used for employee development. In method of training involves the movement of the trainee from one job to another. Job rotation gives the employee the opportunity to develop skills in a variety of changing jobs. The trainee
receives job knowledge and gains experience from his supervisor trainer in each of
the different job assignment. It is usually used in training for supervisory positions.

This method provides a good deal of job experience for those who are potential
executives and who need broadening of outlook and an increased understanding of the
various aspects of management. Here the emphasis is on diversified rather than
specialized skills and knowledge. This method has few advantages where monotony
and boredom in job is beaked. Job rotation permits a greater understanding of other
department activities within the organization, here people are prepared more rapidly
to resume greater responsibility, and Job rotation injects new ideas and thought
process

**Orientation** - Orientations are for newly joined employees. Orientation training
mainly emphasize on:

1. The company's history, vision, mission, future goals etc of the organization.
2. Organisation Policies, procedures and benefits
3. Organization hierarchy
4. The key leaders in the organization
5. The key members in the department, and how the department helps to fulfill
   the mission of the company
6. Human Resources policies, rules and regulations

**Special assignments or Committees** - Here the team of trainees are given specific
tasks and asked to solve an actual organizational problem. The trainees solve the
problem jointly. It develops teamwork.

**Assistant to position** - In this Method, immediate boss trains the employee on the job.
Internship is usually applied to managerial personnel and provides wide variety of job
experience. This is often used to train prospective managers

**Visual Learning** - Visual learning is a teaching and learning style in which ideas,
data and other information are associated with images and techniques. Here
demonstrations are often used in combination with lectures, pictures, text materials,
discussions, etc.

In this method, the trainer describe and displays his techniques, as when he
teaches an employee by performing the task himself and by going through a step-by-
step explanation of "why" and "what" he is doing. Visualization is very effective in
teaching and training for the acquisition on skills because it is much easier to show a person how to do a job than to tell him or ask him to gather instruction from the reading material.

1.18 Different Types of Trainings and Development Programmes Offered in Print and Electronic Media

- Interviewing skills
- Writing skills
- Reporting skills
- Editing skills
- Story Structure
- Investigative skills
- Translation skills
- Follow-up Skills
- Leadership skills
- Technical skills
- Social media and digital skills
- Photography, storyboarding and video-editing skills.
- Packaging story

1.19 Need for Training and Development

Media industry in India is striving to establish its supremacy in the field facing stiff competition. Under this condition media is forced to introduce frequent upgradation in technology and also need to upgrade the skillset of the employees through training programmes. Employees are trained continously and retained to keep them in a technologically advanced position. In current senerio several competencies are required to perform different jobs and these competencies varies according to the work performed by the individuals. Different training programmes are organised to build the competencies of different level of employees.

Training plays a predominant role in media. Through training opportunities are provided to enhance the employees skill. There are different training methods initiated in media industry with a wide spectrum of objectives from building
competencies to motivating the employees. Training not only improves productivity it also enhances the performance of the organisation. Therefore it has become imperative to study how far training programmes has contributed in enhancing the skills of the employees.

1.20 Improving effectiveness of training

The training programmes can be made effective and successful, if the following aspects are considered;

1) Specific training objectives should be outlined on the basis of the type of performance required to achieve organizational goals and objectives. An audit of personnel needs compared with operational requirements will help to determine the specific training needs to individual employees. This evaluation should form a well-defined set of performance stands towards which each trainee should be directed.

2) Attempt should be made to determine if the trainee has the intelligence, maturity and motivation to successfully complete the training programme. If deficiencies are noted in these respects, the training may be postponed or cancelled till improvements are visible.

3) The trainee should be helped to see the need for training by making him aware of the personal benefits he can achieve through better performance.
He should be helped to discover the rewards and satisfactions that might be available to him through changes in behaviour.

4) The training programme should be planned so that it is related to the trainee’s previous experiences and background. This background should be used as a foundation for new development and new behaviour.

5) Attempts should be made to create organizational conditions that are conducive to a good learning environment. It should be made clear why changes are needed. Any distractions, in the way of training environment should be removed. The support of the upper levels of management should be obtained before applying training at lower levels.

6) If necessary, a combination of training methods should be selected so that variety is permitted and as many of the senses as possible are utilized.

7) It should be recognized that all the trainees do not progress at the same rate. Therefore, flexibility should be allowed in judging the rates of progress in the training programme.

8) If possible, the personal involvement or active participation of the trainee should be got in the training programme. He should be provided with opportunity to practice the newly needed behaviour norms.

9) As the trainee acquires new knowledge, skills or attitudes and applies them in job situations, he should be significantly rewarded for his efforts.

10) The trainee should be provided with regular, constructive feedback concerning his progress in training and implementation of the newly acquired abilities.

11) The trainees should be provided with personal assistance when he encounters learning obstacles.

12) The main purpose of the training programme should be motivating the employees to improve their performance.

13) Utilize modern gadgets like PowerPoint presentation of the subject matter and computerized training packages like STADPRO to enhance participants interest and provide value added knowledge.

14) Selection procedure for training should be clear mentioned.

15) Training programme must be flexible enough to extent the duration of training as per requirements.
1.21 Conclusion

Training is a structured, formal, and defined activity conducted by supervisors, company training centers, business, schools, associations or others which includes classroom work, seminars, lectures, workshops, and audio-visual presentations. It seems very limited and restricting. Life is all about improvement and it is done through transformation. Transformations whether of the organization or of individuals always help liberate and enable people. Training is to bring about the transformation in people’s hearts and minds.