CHAPTER 4

JOURNALISM EDUCATION

4.1 ROLE OF JOURNALISTS

There are only a few fields of knowledge that have an explicit impact on the society. One such field is journalism. It is the principal way for us to mediate between the world of actions, the world of expertise and the general public. And journalists are entrusted by the public to enlighten them with the information they need to have a quality debate for making wise decisions from the most mundane to the most profoundly far-reaching. It has power to influence people’s attitudes and beliefs. So it needs to exercise its social responsibility and play a proactive role in challenging the subjugation of women perpetuated by the prevalent feudal social structure. The journalist cannot fulfill his responsibility without a lengthy professional training.

Journalism education in the narrow sense prepares students for careers in newspapers, news magazines, broadcast news, and news services. Now it encompasses a much wider area under the broad label “mass communication.” By whatever name it may be called, journalism and mass communication study is not a discipline in the sense that sociology, economics, political science or history is, but a rather loose interdisciplinary field covering a wide range of issues somehow related to public concerns.

4.2 SIGNIFICANCE OF JOURNALISM EDUCATION
Journalism education should prepare graduates to work as highly informed, strongly committed practitioners who have high ethical principles and are able to fulfill public interest obligations. Today the need for journalism training has been accepted all over the world. Even media owners have accepted the fact journalists should be properly trained and expected to have learnt before entering media industry (AMIC 2002). With the technical advancements in the publishing industry in place, journalism education has gained more power in influencing the industry preparedness of the media graduates like electronic newsgathering and submission to the desk. The media owners cannot expect this quality from a layman and lean towards the journalism graduates in recruitment.

According to the report of the University Grants Commission (1981) on the ‘Status of Journalism and Communication Education in India’, the need for journalism training is no longer in doubt or dispute. There is scope for proper briefing and orientation on the concept of journalism, the role it has in the society, and the role it can play in society, (Sharma, 1990). Journalism students try to form an opinion and shape their attitude towards society and all spheres of life only during their education, which would definitely get reflected in their media content, produced by them when they take up media career.

4.3 NEED FOR GENDER-SENSITIVE JOURNALISM EDUCATION

Pamela Bone, associate editor at The Age newspaper in Melbourne, Australia, and one of the most senior female journalists in the country, once said “Even where there are women on news desks in decision-making positions, they tend to take on male news values”. Issues like this can be rectified and gender conscious thoughts can be imbibed through journalism education. Moreover,
preparing women for jobs in journalism will not only increase the number of women in journalism but also change the news content in such a way it is gender sensitive. One way to promote this gender inclusiveness is to impart quality journalism education for women. This is the best way to put women into various jobs in news media and also to get women-sensitive news content.

Journalism education would also promote gender sensitivity to propel into journalism women with social consciousness particularly with reference to issues concerning women. Such sensitized women in the media will go a long way to end stereotyping of women in media content.

4.3.1 Journalism Education and Women Journalists

Journalism education will also equip women to tackle the subjugation of women within the newsroom and to shatter glass ceiling and come up in profession. When women get into the visibility range in media jobs such as decision-makers in the newsroom, they will play a more effective role in setting the agenda in favour of their gender. According to Margaret Gallagher, “Critical Mass of women will have some success in changing the long established media practices, routines and priorities which individual female professionals have been powerless to shift”.

A lot many developments are happening in the polity and the society at large to empower women. The 73rd and 74th amendments of the Indian Constitution have ushered in a three-tier form of governance with women taking the reigns of power at the grassroots. Even the debate of one-third reservation for women in Assemblies and Parliament is actively carried out in news media than
anywhere else. This is probably because of the steady increase in the number of women entering journalism profession in the recent years. But then, the number of women journalists is several folds lesser when compared to the number of women taking up journalism education. This is probably because media jobs are not all those open to women though qualified or because of the societal attitude that looks down upon women entering journalism.

In this context, it is worthwhile looking at how far journalism education is preparing women students to contribute to women empowerment once they get into media jobs. A gender sensitive education as part of journalism education will sensitize the male counterparts undergoing journalism education as well to women issues. This chapter analyses the status of journalism education in the study area – Tamil Nadu and how it prepares women students for the news industry.

4.4 COMMUNICATION STUDIES

As it is mentioned in the Introduction chapter the terms ‘Communication Studies’, ‘Media Studies’, 'Media Education’ and ‘Journalism Education’ are used in similar meanings which can be defined as any academic programme – a diploma, a degree or a postgraduate degree offered by the Universities/Colleges/Institutions in which are designed to impart the skills and technicalities in the arena such as Journalism, Mass Communication, Visual Communication and Electronic Media, that are required to work in various media industry.
4.4.1 Growth of Journalism Education in Tamil Nadu

It was all started in 1970s when the century old University of Madras started the Department of Journalism and Mass Communication with a two-year B.J. degree programme and later upgraded as M.A. Communication. It could attract a good number of students including girls. Gradually, more girl students started enrolling themselves in the programme and the gender ratio of the students is equal and even the balance got tilted towards girl students sometimes. The success run of the first journalism department in the state made the P.S.G. College of Arts and Science, a state-aided private institution, to set up a journalism department and the P.G. programme – M.A. Mass Communication was offered in the year 1984. Soon other state-run universities started introducing the media programme in their university department as well as in their affiliated colleges. But the presence of women students is minimal in these institutions that are located in other parts of the state (other than the state capital Chennai) due to the stigma attached to it – journalism is not fit for women. During this period, the curriculum of communication studies encompasses components like communication theory, print journalism, advertising and public relations primarily. Since print media was the only existent media industry, communication programme focused mainly on journalism with respect to print media.

With the boom in satellite TV channels in the 1990s across the country and the consequent sudden demand for trained professionals, a host of television training institutes mushroomed throughout the last decade. As a result communication studies also embraced the components of electronic media in the curricula to produce media graduates who can work in the broadcast industry.
With the curriculum of these communication programmes already loaded with many components pertaining to all forms of communication, it becomes all the more difficult for the academicians to accommodate the modules of electronic media. Moreover, most of the departments offering communication programmes were ill equipped and lacked qualified educators to teach print journalism itself. Teaching modules such as electronic media require audio/video studio and other expensive equipment, which were not provided during those days. This was also the period in which the numbers of institutions offering professional programmes like ‘engineering’ soared to a new high. As a result Arts and Science colleges and universities offering faced a major threat of heavy decrease in the student enrolment. They had to compete with these professional colleges by offering technical and science programmes, which are integrated and job-oriented in nature to attract students to their colleges. Thus it took almost a decade for the educational institutions to offer programmes like M.Sc. Electronic Media and B.Sc. Visual Communication. Media houses also joined the fray with the Asian College of Journalism, which was run by the Indian Express Group shifting its base from Bangalore to Chennai in 2000. It offers Postgraduate Diploma in Journalism with four streams of specializations like Print/Radio/Television/New Media.

4.4.2 Media Programmes Offered

Academic programmes on communication studies are offered in the study area with various nomenclatures namely – Communications, Mass Communication, Journalism and New Media, Media Arts, E-Media Communications, Electronic Media, Broadcast Communications, Visual
Communication. Barring ‘Visual Communication’ and ‘Journalism’ most of them are being offered at the postgraduate level.

‘Visual Communication’ broadly encompasses two disciplines – Visual Arts and Communication with the equal proportion, which basically prepares the students to take up a career in the visual media. It includes courses like visual aesthetics, photography, image creation, deigning, visual effects, graphics and animation, television production, film appreciation advertising and script writing. It is considered as the ‘find’ of Loyola College, Chennai, a reputed autonomous institution in the state. Thanks to this programme, any media programme is identified as ‘viscom’ – the short form for Visual Communication.

‘Journalism’ which had been primarily focused on print media with the components such as reporting and editing has now shifted to broadcast media. One can now see papers like ‘digital editing’, which teach the skills required for the copy editing in Web/TV/Radio newsroom. While this programme is usually offered at the undergraduate level and offered as B.A. Journalism, it is often clubbed with Mass Communication and offered in a combined form as M.A. Mass Communication and Journalism, M.A. Journalism and New Media Studies at the postgraduate level. There are also postgraduate diploma pogrammes in journalism offered by Asian College of journalism and Amrita University, which are quite popular in the media circle, and more expensive compared to other institutions.

Programmes like ‘Electronic Media’, ‘Broadcast Communications’ and ‘E-Media Communications’ can be placed in the same category which are offered only at the postgraduate level. (Anna University, Chennai is offering a 5-year
integrated P.G. programme though) Due to its technical nature and lab courses in the curriculum these programmes are categorized under science programmes (M.Sc.). The curriculum includes components like Communication theory pertaining to New Media, Radio/TV/Web Production (both news & entertainment), Sound Technology, Multimedia, Graphics and Animation, etc.

4.4.3 Present Scenario

While there are no authentic data available on the total number of educational institutions offering media programmes in the State, around 30 colleges in Chennai alone offer these media programmes. According to the website, “Colleges in Tamil Nadu”, there are about 60 institutions offering media programmes in the state. State-run universities includes ‘the University of Madras, Chennai’, ‘Anna University, Chennai’, ‘Madurai Kamaraj University, Madurai’, ‘Manonmaniam Sundaranar University, Tirunelveli’, ‘Bharathiar University, Coimbatore’, ‘Bharathi Dasan University, Tiruchirapalli’, ‘Mother Teresa Women’s University, Kodaikanal’, and Avinasilingam University for Women, Coimbatore with most of them having both university departments and their affiliated colleges offering media degree programme all around the state. There are also private universities like SRM University, Chennai and Amrita University, Coimbatore, offering Communication education in the study area. Autonomous institutions like Loyola College, Chennai and M.O.P. College for Women, Chennai, the P.S.G. College of Arts and Science, Coimbatore, also run the programme successfully with Loyola College is considered to be the pioneer in popularizing one of the Communication programme – Visual Communication in Tamil Nadu. There are only three institutions namely – Mother Teresa Women’s University, Kodaikanal, Avinasilingam University for Women,
Coimbatore and the M.O.P. College for Women wherein media programmes are offered specially for women students.

In addition to the state-aided and autonomous institutions offering media degree programmes, there is also a media house run ‘Asian College of Journalism’, an institute which offers exclusive postgraduate diploma programme in journalism and functions more similar to the Columbia School of Journalism.

With the available data from the state-run universities it can be said that there are around 60 colleges in total offering media programmes with different nomenclatures in and around Tamil Nadu. There are roughly 4,000 graduates passing out with media degrees out of which 50% are women thus making the female population 2000. There are only 40 journalism educators on permanent basis and rest of them is working either on a contract basis or on a temporary basis in colleges and autonomous institutions.

4.4.4 Features of Communication Studies

Educational institutions offering media programmes can be classified into two broad categories – state-funded and autonomous institutions since there is a striking difference between the two, right from choice-based credit system (CBCS) pattern it follows to the profile of the students getting enrolled. State-run universities and colleges offering such programmes are usually located at the headquarters of the districts and functioning with the intention of catering to the students of all sections of the society and charge less money as fee. It is difficult for them to conduct these programmes effectively with the minimal investment they had put in. Hence those departments lack required infrastructure and
technical expertise to run the programmes. Usually, these programmes are clubbed under the ‘Arts and Humanities’ category in universities, they are conducted as just another arts programme. Much has been written on the status of communication education in the country in the studies like AMIC study, titled ‘Communication and Media needs in India’ (2002) as well.

With the boom in the media sector and the popularity of the media programme, Visual Communication, together throws the seeds of the ‘communication education revolution’ in the study area. The discipline slowly emerged as the field, which could fetch the students, a number of job opportunities. With the programmes becoming technical, it evolved into a discipline with many avatars like B.Sc. Electronic Media, B.Sc. Visual Communication, M.Sc. Electronic Media, so on and so forth. Such programmes were introduced and failed miserably in the state-run universities since they had to charge more as fees, which the rural students cannot afford to pay. As a head of the department puts it, “students who come here want just a degree which helps them to earn a livelihood. Naturally they will pursue a career which gives them highly paid jobs”. The locality and the physical infrastructure of these institutions are such that they attract only the students who are at the lower end of the economic ladder. Here the rich and the ones with great enthusiasm and attitude for these creative programmes are less in number and vice-versa in autonomous and private institution, which are usually located in major cities like Chennai and Coimbatore. These differences affect the composition of the curriculum and one can find a significant difference between the two. These factors were considered while analyzing the curriculum.
4.5 CURRICULUM ANALYSIS

The curriculum is analyzed with the intention of knowing how communication studies prepare the students with the required journalistic skills to work for a news medium and mould them as socially conscious and gender-sensitive professionals which would result in the increasing of women entering journalism and thereby improving the coverage of women in news. The analysis focuses on factors like the number of journalism courses included and components of journalistic skills present, components of understanding society with emphasis on regional issues, and finally gender sensitivity. The presence of the above mentioned component differs from one programme to another depending on its nature and composition of courses, which can be understood through its nomenclature. So the following paragraphs discuss the presence of these elements in different academic programmes on media offered by the state-aided institutions primarily and selected autonomous institutions in the study area.

4.5.1 Journalistic Components

Though there are very few specific media programmes exclusively on journalism like the one offered by the M.O.P. Vaishnav College for Women at the undergraduate level, journalism is usually combined with mass communication degree programmes. But, a criticism that journalism cannot be taught at the undergraduate level by journalists still prevails in the study area too.

M.A. Mass Communication and Journalism
The University of Madras, the first institution to introduce the communication programme in the study area, now offers two P.G. programmes namely M.A Communication and M.Sc. Electronic Media, in its university department. The curriculum of M.A. Communication programme includes 14 courses out of which 3 core and 1 elective course are on journalism and the rest includes courses on advertising, public relations, etc., The significant aspect of this curriculum is that it has an elective course on ‘Tamil Journalism’. Previous studies have confirmed the fact that regional language press has a less number of journalism graduates recruited. Not many students who are interested in taking up journalism as a career are convent educated with flair for writing in English. They suffer from the language barrier while learning journalistic skills for writing comes with voluminous reading. Those students, who are good at writing Tamil, falter in writing in English thus getting de-motivated in entering regional press.

When it comes to the news media training and real time journalism practice, this curriculum makes the students mandatory to undergo two internships, which carry 5 credits in total. They also have made mandatory for the students to publish a practice journal and it carries 3 credits. Students are supposed to get 19 credits in total out of 90 credits towards learning journalistic skills during the period of study.

In the curriculum of Madurai Kamaraj University’s master’s degree programme M.C.J. (Master of Communication and Journalism) offered by the university department, they have two core courses on journalism namely – ‘Reporting skills’ and ‘Electronic editing’ and an internship of one-month duration in newspaper organizations, which is mandatory, is considered as core
course. Two units in the course titled ‘media production’ and one unit in ‘magazine production’ are included as journalistic components. When comes to the real time journalism training, the curriculum has made the students to undergo four internships, each of one month duration in the media organization out of which two internships have to be on news media.

Manonmaniam Sundaranar University Department of Communication offers two postgraduate programmes on media studies namely – M.A. Communication and M.Sc. Electronic Media, while the former is an aided programme and the latter is on self-finance mode with the fee structure being the major difference between the two. The curriculum of M.A. Communication has 4 core courses and 3 optional courses on journalism namely – news gathering and writing, news editing, print media production, new media production, writing for magazines, specialized reporting and photo journalism. The significant aspect of this curriculum is that every last unit of all courses is workshop courses wherein the practical components of the respective courses are included. For instance, in the core course titled ‘News gathering and writing’ the final unit reads like this – Unit 5; Workshop. This module would provide basic training in news gathering and writing. Students must submit a record of work samples completed during the workshop for internal valuation and viva-voce.

When it comes to internships, out of the two, one should be in newspaper organizations and it carries 3 credits as equivalent of elective course. They are also supposed to produce a lab journal by name ‘tamirabarani’ as mandatory course requirement. Out of the 25-30 minutes video project, which again is one of the course requirements, it is mentioned, at least four news and current affairs
formats should be included. Out of all curricula of state-run universities analyzed, journalistic components are considerably more in this one.

In the curricula of M.A. Communication programme offered by the M.O.P. Vaishnav College for women, one can find only two courses on journalism. But when it comes to the practical components, there are ample opportunities for their students to learn journalistic skills practically since it is mandatory for them to publish a broadsheet newspaper by doing reporting, editing and designing it on their own. They are also expected to publish a lab journal and get the experience with the online version as an e-journal. They are also supposed to contribute for the college-run community radio - MOP CRS 107.8 MHz. The students seem to be getting hands-on experiences with all forms of news media.

The college also runs a postgraduate programme titled ‘Broadcast Communication’ which is similar to the programme ‘Electronic Media’. It has a course on journalism and it is mandatory for their students to contribute to their community radio for the purpose of gaining practical knowledge on the subject. The curriculum also has two internships to be undergone but again there is no specific medium/specialization prescribed to undergo the training. The college also runs a journalism programme at the undergraduate level wherein they have five courses entirely on journalistic skills. As mentioned already they have enough facilities for providing practical training through making the students to contribute to various news forms such as newspaper, magazine, online journal, and community radio. The Department has a tie-up with a regional television channel – Jaya TV news production wing.
In another autonomous college located at Chennai, Madras Christian College, there is a journalism programme offered at the undergraduate level titled B.A. Journalism. It has five courses on journalism and two internships to be completed by their students. This curriculum includes more technical and commercial aspects of news media such as printing technology, web designing, web journalism and film journalism to cater to the needs of the young, high class and city students.

In the curriculum of the M.A. Communication programme offered at P.S.G. College, Coimbatore, the first college in the state to offer a media programme after the University of Madras, has two courses on journalism and two internships for which no specific mentioning of the media form.

In another college located at Coimbatore, GRD, also offers a postgraduate programme titled M.A. Communication, in which curriculum, one finds two courses on journalism and two internships. It also includes a course on ‘current affairs’, which is a self-study course. It is significant in the sense that the knowledge on current affairs is an essential attribute of a journalist.

In the curriculum of the postgraduate programme in Communication of Amrita University, there are as many as eight courses on journalism out of 32 courses. In its postgraduate diploma in journalism curriculum, there are five courses on journalism out of 12 courses. Other courses include attractive courses that can be clubbed under communication such as graphics and animation, web designing and short filmmaking.
M.Sc. Electronic Media

The Electronic Media curriculum encompasses courses on radio, television and new media, and it is more focused on preparing students for jobs in these media – both entertainment and news sections. Though electronic media curricula give more emphasis on technical components like radio/television/web production it gives considerable importance to journalistic components too. Courses like Web journalism and Television journalism find a place in these curricula.

The curriculum of M.Sc. e-Media communications of Madurai Kamaraj University, have two courses on journalism namely – ‘Web Journalism’ and ‘Writing for e-Media’ as core and elective courses respectively. They have two practical courses both on production and an internship of two months duration for which the field is not specified and it is left to the students’ choice.

Anna University, the only state-aided, technical, and professional university has a Department of Media Sciences in which they run two post-graduate programmes namely M.Sc. Electronic Media (2 years) and M.Sc. Electronic media (Integrated 5 years). Any undergraduate degree holder is eligible to study the 2-year programme while XII standard pass candidates can enroll themselves for the integrated programme. In the curriculum of two year M.Sc. Electronic Media programme, there are three core and an elective courses on journalism out of 28 courses. In addition to these, it includes two laboratory courses on news writing, which focus on imparting practical skills on journalism. It seems that they do not rely on internships and have laboratory courses instead to teach practical aspects of journalism. The 5-year integrated programme has
four core and two laboratory courses on news writing out of 66 courses. It is comparatively lesser than that of 2-year programme. But this programme has one industrial project which carries 16 credits of weightage for which there is no mention of specific field of study as mandatory.

The curriculum of M.Sc. Electronic Media of the University of Madras does not have any course on journalism and it offers two internships, each for a one month duration and carries 5 credits in total. Again there is no specific mentioning of media industry in which the students have to undergo. This curriculum leans towards more technical and commercial components such as audiography/videography, audio/video editing and business communication/technical communication so to say.

The M.Sc. Electronic Media curriculum of Manonmaniam Sundaranar University again has no course on journalism as such. Only a unit on broadcast journalism forms a part of a course ‘writing for electronic media’ is the journalistic component present in the curriculum. When comes to the practical aspect of media training, they have to produce any production – audio/video/multimedia/graphics/animation (as per student’s choice) along with they are supposed to undergo one internship of one month duration in news media (which is compulsory). As per the curriculum, together they carry 6 credits.

The only autonomous institution to run the programme ‘Electronic Media’ is SRM University which is offering the programme at undergraduate level has one course on Tamil Journalism and a technical project wherein there is no specialization mentioned.
Visual Communication

Since Visual Communication deals more with images, journalistic components are meager in the curriculum. Majority of the Visual Communication curriculum has journalism courses and the journalistic components like news writing form a part of courses like media writing skills. Usually the Visual Communication programme is being offered at the undergraduate level in most of the institutions and at the postgraduate level in a few institutions in the study area.

The curriculum of B.Sc. Visual Communication which is followed by the affiliated colleges of Bharathiar University have two courses, out of 24 courses in total, with journalistic components ‘Writing for Media’ and ‘Photo Journalism’. In the Bharathidasan University curriculum of B.Sc. Visual Communication programme has one practical course titled ‘Photo Journalism’ and a mini-project on ‘Photo Journalism’ is made mandatory. One can find a conscious attempt of including attractive courses to student community in most of the Visual Communication curriculum.

Only two universities in the study area namely – the University of Madras and Mother Teresa Women's University offer Visual Communication at the postgraduate level. Both the curricula have not included journalism courses. This may be because that at the undergraduate level, the number of courses is more since it is a three-year study period. So there is comparatively more space to accommodate journalism components than the postgraduate programmes for which the duration of the programme is only two years. With the Choice Based
Credit System comes into place, the space for subject courses are even more cramped.

When it comes to the autonomous institutions in the state, the curriculum of B.Sc. Visual Communication includes a few components like writing for news media in the course – ‘Writing for Media’ and Writing for Radio News bulletin in the course – ‘Radio Programming’. In the curriculum of B.Sc. Visual Communication of SRM University there is a course on ‘Photo Journalism’ and one internship of three months duration. Again there is no specific mentioning of the media form in which the students have to undergo their internships.

Table 4.1 Curriculum Analysis of State-Aided Institutions Offering Communication Studies in Tamil Nadu

<table>
<thead>
<tr>
<th>Name of the Institution / Title of the Programme</th>
<th>Gender Components</th>
<th>Development / Regional Components</th>
<th>News media training / Practical / Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Madras / M.A. Communication</td>
<td>Nil</td>
<td>Core course on Development Communication Tamil Journalism as elective Course</td>
<td>3 core &amp; 1 elective courses on Journalism Separate lab journal Two internships – 5 credits (not specific)</td>
</tr>
<tr>
<td>University of Madras / M.Sc. Visual Communication</td>
<td>Nil</td>
<td>Visual Culture in India – a part of a unit.</td>
<td>Nil</td>
</tr>
<tr>
<td>University of Madras / M.Sc. Electronic Media</td>
<td>Nil</td>
<td>Visual Culture in India – a part of a</td>
<td>Nil</td>
</tr>
<tr>
<td>University of Madras / B.Sc. Visual Communication</td>
<td>Media myths representation and stereotypes – part of a unit</td>
<td>Course on Media Culture and Society Non major elective on Tamil Journalism</td>
<td>Technical project</td>
</tr>
<tr>
<td>University of Madras / B.Sc. Electronic Media</td>
<td>Nil</td>
<td>Elective Course on Culture Studies</td>
<td>Technical Project</td>
</tr>
<tr>
<td>University of Madras / B.A. Journalism</td>
<td>Few components – culture, polity &amp; Constitution</td>
<td>Nil</td>
<td>4 courses on journalism 2 Internships (no specification)</td>
</tr>
<tr>
<td>Madurai Kamaraj University / M.A. Mass Communication and Journalism</td>
<td>Elective course on “Women and Media” Representation of Women Act – part of unit</td>
<td>Core course on Development Communication 2 elective courses on development issues</td>
<td>2 core courses on Journalism Journalistic components in 2 elective courses 2 internships in news media (mandatory)</td>
</tr>
<tr>
<td>Madurai Kamaraj University / M.Sc. e-Media Communication</td>
<td>Feministic approaches Working Journalist Act – part of a unit</td>
<td>Elective course on Development Communication 1 unit on cyber laws in Indian context</td>
<td>1 elective on Web Journalism and Writing for e-Media 1 internship – not specific.</td>
</tr>
<tr>
<td>Anna University / M.Sc. Electronic Media - 2 years</td>
<td>Elective course on “Women and Communication Feminist perspective – Communication</td>
<td>Elective course on Development Communication Press laws, Cyber Laws and Crimes</td>
<td>3 core and 1 elective courses on Journalism 2 lab courses on News Writing</td>
</tr>
<tr>
<td>College/M.Sc.</td>
<td>courses and units</td>
<td>credits</td>
<td>notes</td>
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<tr>
<td>Anna University / M.Sc. Electronic Media - 5 years</td>
<td>No course on Gender and Media</td>
<td>4 core courses on Journalism</td>
<td>4 core and 3 optional courses on Journalism. 2 lab courses on News Writing. 1 industrial project – 16 credits – no specification</td>
</tr>
<tr>
<td>Manonmaniam Sundaranar University/ M.A. Communication</td>
<td>No course on gender Socialization of women and media dependence Art of gender sensitive reporting – part of 1 unit Gender / HR issues – 1 unit</td>
<td>Core course on Development Communication 3 units in Film Studies Few components in campaign planning Media laws and ethics – Full course on Indian context</td>
<td>4 core and 3 optional courses on Journalism. 1 internship in Newspapers – 6 credits Video project Every 5th unit of all courses are workshop courses</td>
</tr>
<tr>
<td>Manonmaniam Sundaranar University M.Sc. Electronic Media</td>
<td>No course on gender Women and Media – part of</td>
<td>Core course on Development Communication 1 min. PSA –</td>
<td>1 unit on Broadcast Journalism – part of a course</td>
</tr>
<tr>
<td>Institution / Course Title</td>
<td>Credits</td>
<td>Core Course</td>
<td>Mini Project</td>
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<tr>
<td><strong>Mother Teresa Women’s University M.Sc. Visual Communication</strong></td>
<td>1 unit</td>
<td>Core course on “Women and Media” Feministic approaches – part of 1 unit</td>
<td>Technical project – no specification 1 internship – 6 credits</td>
</tr>
<tr>
<td><strong>Mother Teresa Women’s University B.Sc. Visual Communication</strong></td>
<td>Core course on “Gender and Media”</td>
<td>Nil</td>
<td>1 internship – 1 month</td>
</tr>
<tr>
<td><strong>Avinashilingam University for Women B.Sc. Visual Communication</strong></td>
<td>No course on gender Women and Law – common course</td>
<td>2 units on Indian context</td>
<td>Core course on Photo Journalism</td>
</tr>
<tr>
<td><strong>Bharatiyar University / B.Sc. Visual Communication</strong></td>
<td>Nil</td>
<td>2 units in Indian context in the course – Media Laws and Ethics</td>
<td>2 core courses on Journalism Technical project</td>
</tr>
<tr>
<td><strong>Bharatidasan University / B.Sc. Visual Communication</strong></td>
<td>Nil</td>
<td>Core course on Development Communication</td>
<td>1 practical course on Photo journalism Mini project on photo journalism</td>
</tr>
</tbody>
</table>
4.5.2 Development-Oriented Components

As it is mentioned earlier, journalism education does not stop in just by being imparting training in journalism, but also provide a basic understanding about society and polity in which the institution operates and if so, are they deal with regional issues and contexts. The following paragraphs analyses how much orientation on society on which social consciousness towards development is built, is provided by journalism education. Does the journalism education in the study area really tries to produce development-oriented media professionals, is the moot point.

M.A. Mass Communication and Journalism

The curriculum of M.A. Communication of the University of Madras has an elective course titled ‘Communication for Development’ which includes components like models of development communication, message design, case studies in development communication, etc. It also has a core course on ‘cross-cultural communication’, wherein the issues like theories of cross-cultural communication, the role of ‘cultural distance’ in cross-cultural communication and cross-cultural communication in the era of globalization. They have not included any regional issues with respect to the development of the nation.

The M.C.J. curriculum of Madurai Kamaraj University has a good number of courses related to issues concerning society’s growth and development. They are as follows; Development Communication (3 credits), Human Rights Communication (4 credits) which is an optional course and Science
communication (4 credits) again, an optional course. It also includes a core course titled ‘Folk and Traditional Media’ wherein the components like using folk forms for creating awareness and educational purposes, form a part of. The curriculum of M.A. Communication of Manonmaniam Sundaranar University includes a core course titled ‘Development Communication’ with the similar contents as that of the previous curriculum analyzed. It also has a course on ‘Campaign Planning’ wherein a few components are in regional context. There is another course on ‘Media Laws and Ethics’ in which the entire content deals the issues in the Indian context.

When comes to the space given to development oriented content in the curricula of autonomous institutions, the curriculum of both M.A Communication and M.A. Broadcast Communication of M.O.P. college, there is no course on ‘Development Communication’ as such, but the students are expected to contribute for their community radio.

In the curricula of both B.A. & M.A. Journalism & Mass Communication of SRM College, have a course on ‘Development Communication’ and ‘Media, Culture and Society’. The curricula of M.A. Communication programmes of both G.R.D. & P.S.G. Colleges have a course on ‘Development Communication’ and ‘Media, Culture and Society’ respectively. In the curriculum of M.A. Communication of P.S.G. College, much importance is given to the regional contents by having 4 units on Indian contexts in the course ‘Current Affairs’ and a full course is on ‘Indian Constitution and Media Laws’, which deals with regional issues.
The curriculum of M.A. Communication of Amrita University has a course on ‘Development Journalism’ and has three courses on ‘Understanding Media’ series namely – (i) Contemporary History, (ii) Culture, Polity and Constitution and (iii) Land, Economy and Development which would make the students aware of regional issues and contexts in all spheres, pertaining to India, which is essential in the making of a professional journalist. Its postgraduate diploma in journalism also has two courses namely – Understanding India – (i) Contemporary History and (ii) Culture, Polity and Constitution.

**M.Sc. Electronic Media**

The curriculum of Electronic media too has a sizeable share of development-oriented content. M.Sc. e-Media Communications curriculum of Madurai Kamaraj University has a course titled ‘Development Communication’. It also has a course titled ‘Media Cyber Laws and Ethics’ wherein the last unit deals with the media laws pertaining to Indian context.

The Electronic Media curriculum of Manonmaniam Sundaranar University also has ‘Development Communication’ as core course and it has made mandatory of producing a one-minute Public Service Advertisement (PSA) as one of the course requirement. Again, the entire course titled ‘Media Laws and Ethics’, deals with the related issues in the Indian context.

In Anna University’s M.Sc. Electronic Media curriculum (2 years), ‘Development Communication’ is included as an elective course, which carries 3 credits. In the varsity’s another Electronic Media (5 years integrated) curriculum, there are two lab courses on development-oriented issues namely – ‘community
media’ and ‘campaign planning’. The Media Sciences Department of Anna University also runs a community radio called ‘Anna Community Radio’ through its students. University of Madras’s M.Sc. Electronic Media curriculum too has an elective course titled ‘Communication for Development’ and both the curriculum has more regionalized content in many courses when compared other curricula of media programmes offered in the study area, especially in the course on ‘Media Laws and Ethics’ wherein issues like ‘Working Journalist Act’ are included.

When it comes to the inclusion of development oriented content in the curricula of autonomous institutions, the curriculum of B.Sc. Electronic media of SRM College has a course on ‘Media, Culture and Society’.

**Visual Communication**

The curriculum of postgraduate level visual communication programme offered by Mother Teresa Women’s university has a course titled ‘Development Communication’ and it has no other courses with regional content. The B.Sc. Visual Communication curriculum of another women’s university in the study area does not have a course on ‘Development Communication’ but it includes a course titled ‘Media Laws and Ethics’ wherein one unit deals with the ethical issues with reference to the case studies in India. According to a head of the department and member of board of studies, “Development Communication course is too heavy for an undergraduate student to understand”.

‘The University of Madras’ curriculum of M.Sc. Visual Communication too has no course on development issues. One can observe that Visual
Communication programme has more commercial and technical components, which made the programme a more money-spinning programme. No wonder, it is the most sought after academic programme in the study area after professional degrees.

When it comes to the presence of development and regional based components in the curricula of autonomous institutions, the curriculum of M.Sc. Visual Communication has a core course on ‘Development Communication’ and an elective course on ‘Campaign Strategies’ wherein the students are expected to execute a campaign on any social issues in the surrounding area, which carries 3 credits.

The curriculum of B.Sc. Visual communication offered by SRM University has two non-major elective courses namely – ‘Television in Tamil Nadu’ and ‘History of Tamil Journalism’ with regional contents, which are optional.

Table 4.2  Curriculum Analysis of Autonomous Institutions Offering Communication Studies in Tamil Nadu

<table>
<thead>
<tr>
<th>Name of the Institution / Title of the Programme</th>
<th>Gender Components</th>
<th>Development / Regional components</th>
<th>News media training / Practical / Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola College / B.Sc. Visual Communication</td>
<td>Feministic approaches</td>
<td>Core course on Development Communication</td>
<td>Course on “Writing for Media”</td>
</tr>
<tr>
<td></td>
<td>Violence and sex in media – parts of 2 unit</td>
<td>Elective course on Campaign strategies</td>
<td>Radio programming and 2 units on Journalism</td>
</tr>
<tr>
<td>Institution</td>
<td>Courses</td>
<td>Internships</td>
<td>Technical project</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>M.O.P. Vaishnav College for Women/ M.A. Communication</td>
<td>Running a community radio – MOP CR 107.8Mhz</td>
<td>2 core courses on Journalism</td>
<td>1 internship – 3 months</td>
</tr>
<tr>
<td>M.O.P. Vaishnav College for Women/ M.A. Broadcast Communication</td>
<td>Running a community radio – MOP CRS 107.8Mhz</td>
<td>A course on journalism</td>
<td>2 Internships (no specification)</td>
</tr>
<tr>
<td>M.O.P. Vaishnav College for Women/ B.Sc. Visual Communication</td>
<td>Nil</td>
<td>2 Internships (no specification)</td>
<td></td>
</tr>
<tr>
<td>SRM University / B.A. Journalism Mass Communication</td>
<td>A course on Development Communication</td>
<td>4 courses on journalism</td>
<td></td>
</tr>
<tr>
<td>SRM University / M.A Journalism Mass Communication</td>
<td>A course on media laws and ethics</td>
<td>2 Internships (no specification)</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Major / Course</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SRM University / B.Sc. Electronic media</td>
<td>Nil</td>
<td>A non-major elective course – Television in Tamil Nadu</td>
<td></td>
</tr>
<tr>
<td>SRM University / B.Sc. Visual Communication</td>
<td>Media myths representation and stereotypes – part of a unit</td>
<td>1 course on photo journalism Technical project</td>
<td></td>
</tr>
<tr>
<td>SRM University / B.Sc. Visual Communication</td>
<td>Nil</td>
<td>A course on media culture &amp; society</td>
<td></td>
</tr>
<tr>
<td>Madras Christian College / B.A. Journalism</td>
<td>Nil</td>
<td>A non-major elective course – History of Tamil journalism</td>
<td></td>
</tr>
<tr>
<td>Madras Christian College / B.A. Journalism</td>
<td>Nil</td>
<td>5 courses on journalism Emphasis more on commercial &amp; technical aspects 2 Internships (no specification)</td>
<td></td>
</tr>
<tr>
<td>GRD College / M.A. Mass Communication</td>
<td>Nil</td>
<td>A course on Development Communication</td>
<td></td>
</tr>
<tr>
<td>GRD College / M.A. Mass Communication</td>
<td>Nil</td>
<td>2 courses on journalism</td>
<td></td>
</tr>
<tr>
<td>GRD College / M.A. Mass Communication</td>
<td>Nil</td>
<td>2 Internships (no specification)</td>
<td></td>
</tr>
<tr>
<td>PSG College / M.A. Communication</td>
<td>Nil</td>
<td>A course on Media, Society &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>PSG College / M.A. Communication</td>
<td>Nil</td>
<td>2 courses on journalism</td>
<td></td>
</tr>
<tr>
<td>PSG College / M.A. Communication</td>
<td>Nil</td>
<td>2 Internships (no specification)</td>
<td></td>
</tr>
<tr>
<td>PSG College / M.A. Communication</td>
<td>Nil</td>
<td>A course on Current Affairs (self-study)</td>
<td></td>
</tr>
<tr>
<td>Amrita University / M.A. Communication</td>
<td>Nil</td>
<td>A course on Development Journalism</td>
<td></td>
</tr>
<tr>
<td>Amrita University / M.A. Communication</td>
<td>Nil</td>
<td>8 courses on journalism out of</td>
<td></td>
</tr>
<tr>
<td>Amrita University / M.A. Communication</td>
<td>Nil</td>
<td>32 courses</td>
<td></td>
</tr>
</tbody>
</table>
### 4.5.3 Gender Components

This subdivision deals with the presence of gender components pertaining to media like feminist theories, representation and participation of women in the media, etc. If it is present, how much space these issues occupy in the curriculum is the focus of the analysis.

**M.A. Mass Communication and Journalism**

The curriculum of MCJ programme of Madurai Kamaraj University has an optional course on ‘Women and Media’, according to the journalism teacher, ‘it is least likely selected by the students. Instead they go for the other option – ‘media skills’. The course on Women and Media has the right recipe for women empowerment. Unfortunately, it has been tasted by a few. When it comes to the
gender related components present in other courses, issues like ‘Representation of Women Act’ form a part of one unit in the course ‘Media Laws and Ethics’ and women and child development is covered in one unit of the course – Development Communication.

The M.A. Communication curriculum of Manonmaniam Sundaranar University has no separate courses on ‘Women and Media’ but has the gender related components like socialization of women and children and their dependence on media form a part of one unit in the course – ‘Theories of Communication’. Art of gender sensitive reporting is covered in one unit of the course – ‘Specialized Reporting’ and one unit of the course – ‘Campaign Planning’ includes gender/human rights issues.

The curriculum of M.A. Communication programme of the University of Madras too has no course on ‘Women and Media’ and does not include any gender components in other courses as well. According to the journalism teachers, the curriculum had an elective course titled ‘Women and Media’ when a woman headed the department. Again, “it was not a popular course”, remarked another journalism teacher.

The curriculum of M.A. Communication of the M.O.P. Vaishnav College for Women, an autonomous institution exclusively for women, neither has a separate course on ‘Gender and Media’ nor gender components in any of their courses. In the curriculum of M.A. Communication of SRM University, another autonomous institution located at Chennai, has a few components in the course titled ‘Media Laws and Ethics’. The M.A. Communication curricula of other two autonomous institutions namely – P.S.G. College and G.R.D both located at
Coimbatore have no gender related components in any of their courses. The curriculum of M.A. Communication offered by the School of Journalism, Amrita University has no separate course on gender and media as well.

**M.Sc. Electronic media**

On the whole, the curriculum of all Electronic Media programmes offered in the study area doesn’t have a course on ‘Women and Media’. But gender related components are sprinkled in courses like Communication Theories and Media Laws and Ethics. The M.Sc. Electronic Media curriculum of Manonmaniam Sundaranar University does not have any separate course on gender and media. Gender related components like ‘Women and Media’ are present in the course ‘Introduction to Communication Theories’.

In the curriculum of Anna University’s M.Sc. Electronic media (2 years), there is a separate course titled ‘Women and Communication’ which is one of the optional courses. Gender related components such as feminist perspectives, in the course – ‘Theories of Communication’, crime against women and Working Journalist Act in the course – ‘Media Laws and Ethics’ are present in the curriculum. In its 5-year programme, there is no separate course on ‘Women and Media’, but components like rights of women and children form a part of one unit in the course – ‘Media and Human Rights’.

The curriculum of M.Sc. E-Media Communications has no separate course on ‘Women and Media’ but has components like feminist approaches, psychoanalysis, and issue of representation in the course – ‘Introduction to
Communication’. It also includes working journalist act in the course – ‘Media Cyber Laws and Ethics’.

The only autonomous institution to run the programme ‘Electronic Media’ is SRM University which is offering the programme at undergraduate level has gender components like media representation and stereotypes in the course ‘Media, Culture and Society.

**Visual Communication**

None of the curricula of Visual Communication programmes of Bharathiar University, Bharathidasan University, the University of Madras and Avinasilingam University for Women, at undergraduate level have any gender course and gender components in other courses as well. The curriculum of Mother Teresa Women’s University has course on ‘Women and Media’ as core both at the undergraduate and postgraduate levels. The postgraduate level curriculum of Mother Teresa Women’s University, has also gender related components like feminism in one unit of the course – ‘Communication; Theoretical Perspectives’.

When it comes to the Visual Communication curriculum of autonomous institutions, only Loyola College has gender related components like feminist approaches, violence and sex in the media. Apart from this curriculum, no other institutions offering Visual Communication have included gender components.

Since Mother Teresa Women’s University, which has kept the course on ‘Women and Media’ as core, both at the B.Sc. and M.Sc. level is a women’s
university, no members of board of studies could oppose for the inclusion of the courses, the head of the department added. When it comes to the components present, such courses are almost similar dealing with issues like feminism, portrayal of women in media, women’s participation in the media, glass ceiling faced by women media professionals, etc.

4.6 **ASIAN COLLEGE OF JOURNALISM**

As it is mentioned elsewhere in the chapter, the curriculum of this journalism school is modeled on the ‘Columbia School of Journalism’. It offers Postgraduate Diploma in Journalism with four streams of specializations like Print/Radio/Television/New Media. There are five required courses in the first term: Reporting, Writing, and Editing; Tools of the Modern Journalist; Key Issues in Journalism; History of the Media; and Media, Law and Society which are supposed to be taken by all students irrespective of the stream they have chosen. From the second term, students begin to specialize. They learn to select, report, edit and produce pieces in the form required by the particular stream they have chosen. Over the second and third terms, all students take three elective courses chosen from a wide variety of offerings as electives such as Making Sense of Politics, Leading Issues in Economics, Critical International Issues, and Identities in a Pluralized Society, Covering Gender, Photo Journalism, Business Reporting and The World of Cinema along with Covering Deprivation as compulsory option. Since ‘Covering Gender’ elective is optional and there is a possibility for the student who have paid the heavy fee (from Rs.75,000 – Rs.2,50,000) to opt for courses like Photo Journalism and Business Reporting which would increase their saleability and help them to earn more while getting placements.
4.7 JOURNALISM EDUCATORS’ RESPONSES

One cannot study the industry preparedness rendered by journalism education, without knowing the responses of journalism teachers and heads of the departments towards various aspects such as journalistic skills present in the women students, need for including gender components in the curriculum, placements of women students, etc.

4.7.1 Attitudes of Women Students towards Journalism

Since Communication programmes are multifarious in nature encompassing many areas of Communication such as journalism, advertising, public relations, and programme production, there is scope for the media students to make a career out of these fields. This feature is highlighted as the ‘USP’ of these programmes and has pushed up the demand for the programme. Visual Communication programme has attained the premier position next only to professional education such as medicine and engineering, in the study area, especially in Chennai. In fact it is trendy to say that I am a Visual Communication student in this part of the nation. Journalism too has some glamour and pride attached to it. So the perception of women students with regard to the journalism programme has to be understood so that their intentions of making a career in journalism would be known.

According to a journalism teacher interviewed, “Journalism is opted by a few girl students as a career due to the irregular work timings, less salary, etc. It is believed to be physically demanding as well”. “Having spent close to one lakh for their studies on media, no wonder they expect to earn more, which is not
possible with the field like journalism”, is the opinion echoed by most of the journalism teachers. Monetary benefits are even lesser in Tamil press than those of English press. Another contradicts with the view saying, “Journalism has its own glamour to attract women. So, quite a number of girls, who have a flair for writing, take up journalism. To me, the trend of women dropping out of journalism after spending one or two years in the industry continues to increase”. A few more journalism teachers share this view as well. This can be interpreted as journalism as a profession is glamorous at the outset, but once you are into it, the wear and tear of the industry demands immense passion for the job and commitment to the society, which is lacking in the modern day media students.

These journalism graduates get upset with the reception they get in the industry during internship itself, when their opinions with regard to the news copy are rejected outright. The media professionals who have not undergone any training in journalism treat the internees with the big brother attitude asking “Do you know better than me just because you have a degree in journalism”. Girl students are more attracted to visual media since it gives visibility and fame. “Number of women students opting for journalism with social commitment is very less,” says another.

So, one can conclude that women media students perceive journalism as an exciting and challenging field which can give them fame and name. But again one can argue that this is the typical attitude of youngsters in general and it is the duty of the teachers and the academic environment to mould them in a proper way so that they become ‘socially responsible and development oriented journalists’.
4.7.2 Journalistic Skills in Women Students

When it comes to the journalistic skills such as inquisitive mind, observation, gathering information and news writing skills, there is a difference between a girl and a boy. Most of the journalism teachers interviewed agreed to the point saying that women are better than men at observation and writing, but they are lacking in talking to a source and getting the required information. One teacher said that there is a marked difference between boys and girls in writing, with the latter are being more flowery and ornamental. It may be because girls usually spend more time in reading fiction-based pieces while growing up. There is a rural urban divide as well in the attribute of collecting information from male news sources with the rural based students still hesitate to talk to strangers, men in particular, probably because of the social and cultural conditioning they have gone through, opined one journalism teacher.

With regard to the approach to a news story, again there is a difference, with the girls being more sensitive to minute details of the story and make it a complete copy, whereas boys just look in for the newsy part of the story. “To be precise, stories written by girls have more ‘life’ into it”, says a teacher. This can be interpreted, as women are capable of becoming good sub-editors who are doing the thankless job of correcting and polishing the shoddy copy written by male reporters and make it more complete. This attribute of a sub-editor could be identified among women media students during the graduation period itself. As a few other studies (Froehlich 2005; Joseph 2002) pointed out, women are transferring the same job they do at home to the workplace in playing the second fiddle to men.
4.7.3 Need for Gender Components in Curricula

As it is mentioned in the chapter, the curricula of communication programmes are already cramped with the components of many forms of communication vying for a place. With the very less space allotted for non-commercial courses, the inclusion of gender components has become even tougher. Journalism teachers and members of boards of studies, who are indulged in the task of framing the syllabus, are divided on their take on this issue. Some say, gender components do not have commercial value in the sense they are in a position to include attractive and commercially viable components which can increase the salability of the programme, since today’s students are enrolling themselves for a programme after going through the title of the courses included in the curriculum. As one head of the department said, “our Vice-Chancellor once said, we can attract students to a postgraduate programme in ‘Sociology’ only if we change the title of the programme as ‘Social Engineering’. So we are in a desperate situation to include attractive and job-oriented courses in the curricula”.

A few others felt that including gender components would not pay off, unless and until, there is a social change with regard to gender perspectives. Learning about gender aspects and issues do not make them gender sensitive since sexism is deep rooted in their mental make-up – the end product of the socialization process they had undergone, which cannot be changed by just reading and discussing on gender issues. Interestingly, female respondents are in favour of including gender components in the curricula and said that this would make the students more aware of gender issues which would definitely make an impact on their thought process by changing their approach to news writing to more balanced reporting.
4.7.4 Gender Sensitization

Gender components occupy a marginal space in most of the curricula of journalism programmes. Apart from having gender components in the curricula, are any effort made by the journalism institutes to provide gender sensitization to these future media professionals is the question thrown to journalism teachers. Only one journalism department has conducted a gender sensitization workshop for their students. Again, the head of the department is a woman. Most of the journalism educators do not find any reason to do similar things to make their students gender sensitive. As one journalism teacher said that they treat men and women students in an equal manner. “They are growing up equally and in the classroom they are just students, and not boys and girls. This way we try to create equality and mould them as professionals”. This argument is similar to that of many women journalists who hate them to be labelled as ‘women journalists’ but as ‘journalists’ and said that the journalism does not have gender (Joseph 2002).

According to majority of the journalism teachers, special efforts to create gender sensitization among media students are not necessary. Since most of the journalism teachers are men and they want ‘the status quo’ in terms of the position of women in the society is concerned. As the renowned scholar Juliet Mitchel (2000) said, men will encourage and support women if they don’t see them as threats. If women come close to men in terms of growth, they will start shutting the doors on women. The attitude of these journalism educators reflect this ideology thus form this group of men categorized by Juliet Mitchel.

4.7.5 Reception of Gender Messages
When it comes to the reception of gender messages on the part of the students, in the classroom, almost all educators interviewed said that male students tend to get irritated while gender issues are discussed in the classroom. Male students tend to carry the stereotyped notions regarding the issue of equality for women. Heated arguments will be there between boys and girls during the discussions on gender issues. Male students said that women are given equality. “They are unsecured and irritated about women claiming equal position,” said one male student. This may be due to the fact that men cannot change their internalized values and behaviours easily and these gender messages are not concurrent with their already held attitude towards gender. Hence, it is no surprise that they repel this message and produce negative responses while receiving these messages.

Where a course on ‘Gender and Media’ is offered as optional, students especially male students are not interested in opting it. “It is not a popular course,” said a journalism teacher. It is offered as one of the elective courses, along with skill based courses like ‘Photo Journalism’, ‘Science Communication’, etc. Naturally, students tend to opt for courses that are job-oriented.

‘Reference’ of the journalism teachers have a definite impact on the minds of their students in transferring their own values and beliefs to the students, thus doing the ‘cultural filtering’ job (Sharp 1985). In this context, journalism educators place the ‘Gender and Media’ course along with the commercially viable courses like ‘Advertising Photography’ and the like, which will not have desired results in imparting gender sensitization.
4.7.6 Placements of Women Students

With regard to the placements of women students, according to the journalism teachers, more women are placed in advertising agencies as graphic designers, and graphics and animation. There are a considerable number of women taking up journalism, but very few continue in journalism beyond five years. Due to family commitments after marriage, many drop out of media jobs. As a female journalism educator puts it, “Indian system is such that a woman’s life revolves around her husband and his family. If husband gets a transfer and settles in a different place, his wife is expected to resign her job and go with him. In the process, women happen to leave her career ambitions. As a woman, she is tuned to lean towards her husband’s likes and dislikes”.

Hence women students do not prefer journalism and women students are placed more in visual media. It can be inferred as ‘Electronic Media’ embrace women with journalism education and electronic media require huge trained workforce, which make them recruit journalism students irrespective of their capabilities.

4.8 RESULTS AND DISCUSSION

The curriculum analysis of journalism and communication programmes offered in the study area has revealed that almost all P.G. programmes on Mass Communication and Journalism have at least four core courses on imparting journalistic skills like Reporting, Editing, Broadcast Journalism, and Web Journalism. There is more scope for including courses on skills required for journalism like ‘Writing Skills’, ‘News and Current Affairs Lab’ in an 5-year
Integrated P.G. degree programme like the one run by Anna University, Chennai. Individual courses like these are very less in number in U.G. programmes like B.Sc. Visual Communication of all universities so to say. In a 2-year P.G. degree programme like M.A. Mass Communication and Journalism the curriculum cannot include so many courses on journalism due to constraints in the system the universities follow. Since it is a postgraduate course, the curriculum has to include both theoretical and skill-based courses in proper balance; courses on journalism find a marginal space.

With the choice-based-credit-system (CBCS) being made mandatory to be adopted by all the State-run universities, there is a possibility of offering more courses on Journalism as optional wherein students can opt for those and earn extra credits. But then Journalism Education is not just skills specific but the one, which requires a rounded knowledge on society and polity. This void is filled by including courses like ‘Media, Culture and Society’ in some curriculum. With these kinds of media programmes going highly commercialized more attractive courses like ‘Digital Photography’ replaces such courses in programmes like Visual Communication and Electronic Media. It is more so with the autonomous institutions since they charge heavy fees for the programme and are in a situation to attract the economically creamy layer of the student population.

Gender inclusive components occupy marginalized space in the curricula of all universities. They are included here and there in courses like Communication Theories, Media Laws and Ethics, and Communications Research Methodology. The curriculum of only three Universities in the State Mother Teresa Women’s University (as core course), the University of Madras & Madurai Kamaraj University (as optional courses) have a course on ‘Women and
Media’. It is interesting to note that while the first being the first women’s university in the State, the other two departments are headed by women. According to the respective faculty members, “boys usually don’t opt for this course. If the topics like portrayal of women in media, feministic media theories are discussed in classrooms they tend to get irritated”.

As most of the journalism teachers pointed out that “women students opt for these media programmes looking for an exciting career which can give them name and fame”, they need to be given proper orientation about the professional hazards, ways and means of crossing those hazards in the classroom itself. This may reduce the number of women who drop themselves out of media jobs in their initial years. Issues like balancing work and family, wage disparities, sexual harassment at the workplace, legal provisions under Working Journalist Act, Labour Laws, etc, can be included in the curricula to enable more capable women to survive in the industry for longer period which would go a long way in gender sensitized reporting. Irrespective of gender of journalism students, they should be introduced the concepts of organizational and media management which would enable them to prepare for occupying higher positions when they enter media industry. These components are found in all P.G. degree programmes of all universities and the B.Sc. Visual Communication curriculum of Loyola College.

When it comes to academic programmes on Journalism in regional language, only Loyola College, Chennai offers a P.G. programme M.A. ‘Voodaha Kalai’ (Media Arts). Apart from this degree programme offered in the Tamil language, Journalism students who want to enter regional language press have to take up Journalism Education in English only which will ultimately make them feel handicapped both in academic knowledge on journalism and learning
the skills required in Tamil journalism. This may be the cause for very few journalists with journalism education in Tamil news media. Issues like pay anomalies, insecurity of jobs, and denial of holidays and maternity leave are widely prevalent in the regional press and this state can be attributed to the absence of trained journalists.

Courses like ‘Development Communication’ and ‘Development Journalism’ are mainly focusing on international perspectives. Barring Anna University, Chennai, Manonmaniam Sundaranar University (in M.A. Communication) and Loyola College all the other curricula deal with Indianised or regional contents in a single unit only. But it is a positive sign to note that most of the curricula have these courses.

When it comes to make the students to get exposed to real scenario and practical knowledge, all institutions send students to media organizations through internships and projects spending at least two months of time during the period of study.

This chapter has presented the present scenario of Communication Education in Tamil Nadu. It has also analyzed the curricula of all media programmes offered by state-aided, autonomous and private institutes in the study area with regard to various aspects like the nature of news media training they provide, development related components, and gender orientation. It also has presented the responses of journalism educators with respect to the industry preparedness got by women media students and gender messages got by the media students in general.