

PROBABILITY OF NATION BUILDING THROUGH JOURNALISM

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The fourth pillar of democracy, news broadcasting, has a clear role to play in nation-building. A socially conscious, respected, educated, and brave media may play an unmistakable role in informing the general public and improving the country's soul. During the current opportunity war, the unmistakable job of news-casting cannot be disregarded. Today, in the face of widespread public corruption of the value framework, the role of the media has become even more critical. All things considered, media education can play an important role in producing socially conscious, educated, and submitted professionals and academicians. A crucial question that should be considered and answered is in what capacity media education can develop such professionals who can assume their role in country building. The current research is a modest attempt to determine the proper answer in light of perceptions, contextual analysis, and review. The current state of Indian Media Education, as well as its lingering challenges and prospective obstacles, will be discussed, as well as the exit strategy.

Young people's talents are expected to be prepared as prepared professionals suited for the media industry, as well as to accept their role as responsible citizens of a vote-based society in a globalised world. Furthermore, India is a unique country with a variety of social, strict, semantic, and regional pizzazz. Despite the fact that media is now a big sector with many corporate houses running it as a business, the origins of news coverage have a different foundation than the traditional understanding of its role as a "Guard dog of society" or the "fourth Pillar of Democracy." Throughout the opportunity war, the storey of Indian news coverage has been one of evangelist zeal, persistent battles, and battles for the cause of ordinary people and national opportunity.

Tilak, Sri Aurobindo, Ganesh Shankar Vidyarthi, Makhnalal, Gandhiji, and others broadcast lively news broadcasts. Reporting was undoubtedly the most important aspect of national arousal and the opportunity war. After liberation, this soul gradually fades away. The current media is obsessed with short-term profit, and concern for



foundational concerns, common people, and traditional values is completely absent. Is it possible that media training could play a role in injecting and rebuilding the soul of the nation in the current situation? On this course, a survey of media instruction is required. The torrent of National stirring and social change must originate from the centres of higher learning. It is the solid belief of experts that there is a need to change media training in order for the media to fulfil its role as a force for good change and nation building. Before delving into the role that media training can play in nation-building, it's important to consider where media training in India stands today.

According to Dr. Mira, "The media training vehicle has reportedly come to a halt due to ruptured tyres, despite the fact that the road ahead is long. The focus on national development through the media is, by all accounts, abandoned in the world of market-driven, item-driven media education." (2006) (Desai) An evaluation of four key difficulties is based on close to home views and meetings of columnists, news-casting instructors, and related specialists:

- There are no regulations or oversight in place.
- Assets and structure are lacking.
- There is a lack of a consistent educational plan.
- There is a lack of industry collaboration.

Another investigation looks into concerns related to media education, such as the absence of valuable teachers, a lack of useful guidance, a lack of prepared educators, prospectus and quality books, a lack of social-financial concern, and new innovation adaption, among other things.

The mushrooming of mass correspondence groups is stirring a big number of wasteful thereof jobless alumni and postgraduates each year as a result of the aforementioned circumstances. The organisation of the grounds is not guaranteed anywhere in the news coverage course. This isn't because there isn't any enthusiasm; rather, the majority of the time, media owners or industry professionals are unable to locate qualified freshers who can be hired legally after passing.

As a result, the following are some of the potential concerns and difficulties with Indian Media Education:



- Infrastructure that is insufficient- Many foundations are offering media courses without a proper lab, important types of equipment, frameworks, or updated programming.
- A scarcity of experienced personnel- Right now, there is a scarcity of experienced instructors. Most of them haven't been exposed to the media in any way. There is a complete lack of aptitudes for understudies to be given the opportunity to pursue their dreams.
- In search of high-quality understudies- Students' media choices are also something to think about. A significant part of the understudies who enrol in media school are influenced by the media's magnificence. All things considered, enthusiasm to accomplish anything for the broader public, country, or humanity is a missing component.
- Local establishments are being reduced. Indian media education is entirely based on Western theories and models. There isn't much we can claim to be based on our vast social and otherworldly heritage. There is a lack of distinctive thinking and research that is tailored to the socio-social needs and aims of people in general on a territorial and national level.
- The Problem with Profit-Driven Media- Pessimism and emotionalism are the key values of media in the hopeless pursuit of TRP and money-related gains. Similarly, media outlets are taking a similar path. The vast majority of them are extorting a significant sum of money from the understudies. What spectacular things may one expect from the outcomes of such organisations?
- In desperate need of social attention- A major test is a lack of real understanding of contemporary concerns and the nation's socio-social texture. The majority of the time, vision for the country's vital improvement is absent. They are producing rocker experts and academicians without regard for social concerns.
- A lack of motivation and a good state of mind The absence of scholastic and positive conditions in offices or universities is a crucial test. Concern arises when resources and professionals fight for insignificant goals and motivating causes. There is a significant scarcity of resources that can endure the adverse



expansion of consumerist society while yet serving as a lighthouse for understudies.

The Importance of Media Education in Nation-Building and the Alternative

"Today's primary test in journalism and media instruction is to strengthen existing preparation and training offices through collaborative efforts by media academics, experts, the media industry, media colleges, and expert media bodies. Through the combined shrewdness of all partners, the least benchmark in media training will be advanced. The initial phase of that road is the establishment of the center gathering, which may be broken down into three sub-categories: Curriculum and workforce, Infrastructure and preparation offices, and Affiliation/accreditation."

CS Murthy proposes that the educational programme be amended to remain relevant to the media division after examining the current state of journalism instruction in India based on a feeling review of media teachers and experts. In India's various social and local circumstances, there is a need for a typical core theme and the production of successful writers.

"Despite everything being followed, the western style and model of correspondence should be crippled. Media educators, social scientists, and correspondence organizers should develop rules for journalism/correspondence training that are rooted in Indian culture. The UGC should support these efforts by establishing a standard schedule for all campus news coverage divisions. Local and neighbourhood reporting procedures and specific strategies must be prioritised in the schedules."

"India is in desperate need of a genuine media workforce that can communicate, transmit their viewpoints, and truly bring national concerns to the nation's attention and estimate a solution. Finally, 'If we want to be the world's finest majority rule government, we also need the world's greatest media...so we need the world's best media educational institutes.'" "Adequate mass correspondence and news coverage instruction and preparation are extremely important in order to enthusiastically create



media frameworks, experts, and exercises, with the goal that we can maintain and keep up the standard of media considers in India that can help Indian understudies to meet global benchmarks."

In light of these opinions and personal experiences, media training must be surveyed on the following track in order to be a successful apparatus for country working:

- In a moment of large worth depreciation and good issue away from attributes, **value contributions** are critical. A million dollar question is how to blend the attributes in youthful personalities step by step. Educators must complete a conclusive work here. Right now, it is the collective responsibility of the resources to share their finest.
- Infusing the soul of **social obligation and administration** into understudies' lives, there should be a plan in place to give them the least amount of exposure to the reality of poor, in reverse, socially denied, and minimised networks of the general public, and to sharpen them on important public and country issues.
- Basic infrastructure, such as a media lab and studios with essential types of equipment, where understudies can put their theories into practise. Produce internal publications, tales, advertisements, and television and radio projects.
- **Workshops, Seminars, Exceptional presentations, Educational trips**, and so on should be a standard part of media training so that understudies can gain important scholastic and professional preparation by active participation in courses and crowds.
- **Quality investigative work**, as well as Indian media training, are currently in the planning stages. There is a need to instill logical force, intellectual credibility, and concern among the general public and masses. Research should not be a simple scholarly gymnastic, but rather should go out to the last person in the general population and take advantage of whatever is available.
- Appropriate field preparation, where understudies gain direct exposure to the media sector in addition to lab work during semester breaks. This will aid understudies in gaining crucial expert abilities to work with media house



choices. They should obtain ground zero announcing experience during their understudy years.

- Faculty are energizing and preparing, faculties are the conduits for media education. Legitimate preparation and introduction to the best media rehearsals are required at both the national and global levels. Overall, they should be trustworthy in character and set a good example for the understudies.
- **Best instructive programmer**, with an adequate combination of hypothesis and practicality; in addition to media, it should impart subjects on broad awareness (Social, Political, Financial, Social, and so on.), language, and specialised abilities.
- From a **global perspective**, right now globalisation and national progress are inextricably linked. They should be updated on current events across the world. It is necessary to promote national responsibility from a global perspective.

Conclusion

Quality media education, which prepares young talents to work in the media sector while also developing them into respectable, edified, and socially capable people who can contribute to the growth of the country as future authors, academicians, and specialists, is critical right now. In order for this vision to develop, it is necessary to create a positive and academic environment in the media foundations. "The overall way to deal with the instructing of media training in India probably needs another fundamental reexamination," says the report. The challenges of globalization must be addressed. There is a critical need to move beyond media education and gather powers to establish a media clients' development at the local, national, and global levels in order to re-proper the media so that it serves the public interest. As a result, media activism has become a necessary component of media education." The collective responsibility of all media educators concerned with the consuming issue of National Building and positive change in the general public and the world at large is to translate this vision into reality.



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