

## **Pedagogical Approaches In Broadcast Journalism.**

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### **Abstract**

Broadcast journalism is a comparatively new area in the journalism teaching arena as it is competitively a new subject in the Indian sub-continent. News broadcasting in India has a long history of almost 100 years. The first news bulletin went on air on July, 23, 1927 through a private radio company. But the regular news broadcasting service started under the regime of the Indian Broadcasting service (IBS) which was named afterwards All India Radio in the year 1936. ([https://en.wikipedia.org/wiki/Radio\\_in\\_India](https://en.wikipedia.org/wiki/Radio_in_India)) Television as a medium in India had existed from the year 1959, but because of the priority of the government, India and the conservative approach of bureaucracy TV was not used for news and current affairs for many years. In 1965 Doordarshan, Delhi started a 5 minutes new bulletin and that is the beginning of the broadcast journalism genre on Indian soil. After Mumbai Doordarshan and the other 5 metro TV stations started around 1972-73, real TV journalism found its roots. (dd report pce.pdf - Chapter 1 Introduction 1.1 Introduction 1.1) All India Radio and Doordarshan had a monopoly of audio & audio-visual news segment in India until the year 1992. However, in the academic circle of journalism and mass communication in Maharashtra, these segments were hardly considered as subjects to be included in curricula and syllabus as a major area of study. Subjects like Television and Radio were there very much in the study programme, but with limited scope. Journalism of Radio & TV had no place in it. This is a major reason that pedagogy for broadcast journalism had not got a berth in the educational diaspora. The present research paper will discuss and study this aspect at length. The second concerning area is on college-level science of education and theory of education, particularly in journalism branch had not been looked into seriously and with due weightage. The researcher, who is also a faculty in broadcast journalism for about 30 years, had taught these subjects in many colleges and institutes in Pune & Maharashtra as a visiting faculty and a subject expert. The present paper would also analyze some experiments done by him to teach broadcast journalism and equip students with more comprehension and clarity. Broadcast journalism a lucrative profession ever growing hand in hand with online media needs facelift through strong pedagogy to teach this subject with more precision and finesse. In this paper, the researcher would be sharing his experiences of teaching broadcast journalism and his findings along with an experiment which that he has conducted for teaching Broadcast journalism module.

### **Objectives-**

- 1) To take an overview of the development of news broadcasting in India.
- 2) To Explore Broadcast journalism teaching practices in Maharashtra.
- 3) To suggest an appropriate pedagogy for broadcast journalism.

### **Introduction –**

As we have seen Broadcast journalism is a new area of study, in journalism schools which has been grossly neglected by educational institutions for many years. The probable reason could be that policymakers have not thought that this branch of journalism will grow enormously in the future. The nomenclature used for these electronic media was - Radio & Television. The modules were about the history of television, various commissions formed for the development of Radio & TV and scientific principles on which these media operates. There was not much about its communication strengths and reach. Though the radio news broadcast was quite popular in the

country and having a robust network across India, very few steps were taken to provide specialized, qualified man power, resources for this dynamic medium. The recruits were plain graduates or print journalism diploma/degree holders. The reason was obvious there was no Subject called broadcast journalism as such in Journalism schools. The Indian institute of Mass Communication, New Delhi which was established in the year 1965, started the courses regarding broadcast journalism at a very later stage some time in 1981 and that too for the working individuals. In the year 1988, we saw a very creative and innovative weekly programme on current affairs produced and presented by Prannoy Roy and his associates called 'World this week. It opened a new vistas and possibilities for budding journalists to venture into the broadcasting world. Broadcast news organizations other than Doordarshan and Aakashwani did not exist hence the demand for skilled man power resources were very limited. But this programme could be considered as the dawn of the audio-visual world on the horizon of broadcast journalism. University level degree and post- degree Study programmes for broadcast journalism were introduced only after the 1991-92 globalization waves in India. Particularly when we saw the gulf war live on our TV sets brought in by the CNN network. This international live, exciting war drama was unveiled before our eyes. In August 1991, we have seen a private TV channel started by Star Plus followed by ZEE TV(India's first privately owned TV channel) in October,1992.It started a new wave for channels and Endau, Asia net and Sun TV, Sony TV emerged on Indian soil with a bang. Monopoly of Doordarshan on news programmes slowly vanished when the private media organizations entered into the business of news with creative visuals and technical expertise. That created a competitive atmosphere in the news genre in the country. Doordarshan made some of their slots available for private TV Company to produce new based programs in the sponsored category. NDTV a private TV company came with an exciting news programme on national news 'News Tonight' aired in February 1995In the same year, TV Today Network occupied a 20 minutes slot .in DD Metro channel broadcasted a Hindi based programme 'Aaj Tak', Business AajTak and News track. This gave rise to think about trained manpower in broadcast journalism. The round the clock pattern of news reporting immersed in our lives through digital technology; committed to a news broadcast. It accelerated the growth, speed and frequency of the news genre, with scintillating visuals. A pattern of 24 hours of news broadcast reporting through news channels made a solid presence in the house holds. TV news and current affairs programmes brought it hot discussions and deliberations on the small screen. Businessmen found news channel business lucrative. It also gave them an opportunity to go to close to the people who are influential and in power. Colleges and universities started broadcast journalism courses to meet the demands of the industry. The objective of the courses of those institutions was almost similar. To prepare a news person for audiovisual broadcast media & to give hands on training in of TV & Radio journalism etc. However because of the paucity of funds or paucity of imagination the basic required infrastructure was missing in most of the institutes .The 2020 figures show that there are about 1000 colleges and institutes of mass-communication and journalism programmes in different segments in both government & private sectors. There are 3 Universities in the country which exclusively impart education in journalism & mass communication.

### **Review of literature**

Doing research on pedagogy of broadcast journalism needs to probe 3 important aspects. News channels, media practices & broadcast journalism education. Following are the websites and books which have helped me in building and crafting this research.

- 1) <https://netmaddy.com/booming-television-news-channels-in-india/>- This website has given me an insight and crucial information about the rise of private news channels in India. It also narrates historical references of international news channels entered India after globalization era of 1991.It also focuses on news channel as a business & profession. It also delves into philosophical and social aspects of the news business.
- 2) [http://net/images/stories/vol3-issue2/lars\\_qvortrup-media\\_education.pdf](http://net/images/stories/vol3-issue2/lars_qvortrup-media_education.pdf) is a paper which speaks about the relationship between education & media.it elaborates a concept of media pedagogy and illustrates its educational aspects. The paper more talk about use of media in education rather than teaching media subjects. However the researcher's input on the skeleton of pedagogy are vital & relevant to my studies.
- 3) <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/model-curricula-for-journalism-education/>- This is an extensive research done on journalism education. The pilot project done in developing a model curriculum. 70journalism schools' curriculum and subjects over sixty countries had been examined and evaluated. The results are real eye openers for educational sectors across the globe.This project took many interviews of the media practitioners and teachers to find out the connect between classroom transaction's and actual requirement of the industry.
- 4) <https://www.tandfonline.com/doi/abs/10.1080/01296612.2008.11726871?journalCode=rmea20> This is a paper written by Sundeep Muppidi it gives an elaborated perspective of Journalism education in India. Role

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of media schools in providing skilled manpower to the industry is of paramount importance. The author also discussed the inception of TV media in the country and need for educational aspects to enrich it .

- 5) Broadcast journalism and digital media- This book written by author (Dr.Keshav Sathaye) of this paper has been refereed to understand the commercial trends popping in the broadcast world. The 24 hours news channel phenomena are making this profession more commercial in approach and hardly focus news value in its right perspectives.

**Television news industry In India:** Understanding the pedagogy of broadcast journalism would be futile without knowing the present practices of news channels in India. Television News media is one of the significant social assets that has a perpetually important role to play in shaping up public opinions, sentiments, and rational by disseminating accurate and desirable information and knowledge. Due to its vast interference in public life, it has the power of creating a lasting impact on society and culture of a region. Today, TV news channels in India are facing a qualitative catastrophe pertaining to disseminated content in the package of news.[of course with some .exceptions]News programmes have suddenly become hot property and are vying for attention with other popular programmes telecast at different channels. All major television broadcasters include at least one news channel to their bouquet. The biggest headache for launching a satellite channel is programme software for round the clock. At this juncture, newsgathering is a major task for the24-hour news channels. To cater this task, the emerging electronic channels have always made an attempt to cover all the incidents irrespective of position, location and time. This fact confirms the need for qualified people to do news gathering in right perspective and spirit.

These channels not only revolutionized the concept of news on Indian television but also changed the news formats. Before1990s, the Doordarshan had monopolized newscast on Indian television and also turned the news programmes into a dowdy exercise. Now private channels have made news bulletins an essential commodity like food, cloth and shelter. The strong point of all news bulletins today is their topicality, objectivity, glossy editing and high-quality visuals and special effects. News has traveled a long way from the DD era. From local events to international events, breaking news-to-news analysis, television soap to page3 news, every happening comes under the purview of news. There are about 100 major national news channels in India and many more regional news channels are about to enter in the cluster of electronic journalism. The design of programming of news channels is, more or less, identical and many a times we observe same story at the same time with almost same visual treatment. The channels just blindly follow what their competitors do. There is no logical justification or any philosophical statement behind this theory. I agree that channels of national standing are definitely working efficiently and professionally. The content management and their segmentation are at par with those of reputed channels anywhere in the world. Though, some time they succumb to the Indian psyche and tilt towards sensational stories. Regional channels are just entertainment channels in the guise of news channels. It is not their inability to produce great stories but it is just a commercial compulsion from the management, which they cannot afford to ignore. The concept of 24 hour news channel has created all these complications. The 24-hour news channel requires immaculate planning and perspective. The internet puts a greater responsibility on news organizations to operate 24/7 and to expand the criteria of story coverage to topics not dealt with in newspapers and on the TV. 24/7 does not have to correlate with lifeless news. News channels have adopted a policy of corporate culture and have made their role limited to 'packaging' of information wherein their basic motto has become that of entertaining and earning Television Rating Points (TRP) rather than disseminating information. With a number of news channels mushrooming, the thirst for what you call 'news' could not be satisfied. Here broadcasting media teacher can share this vital information with students and give more trace on quality news and news values. The quality and authenticity of news have deteriorated, and the news channels are into the business of making money rather than making impact. Too much time to fill, too many channels, not enough news and reporters just out of their teens are all factors dumping-down the news agenda across the industry. Today we are witnessing the mushrooming of a spate of news channels. But the big question is whether all of them would be able to garner enough revenues to sustain themselves. Will not distribution become a challenge? Media planners foresee a definite shake-up in the industry but are equally curious to find out how the new channels would break through the clutter, break even their finances, and survive the tough competition. Students after successfully completing their courses in mass media with specialisation in broadcast journalism must look all barometers and possibilities of channel growth and decide their future destination.

**What is pedagogy?** Pedagogy is a science of knowing philosophy of teaching & its components. In simple words it can be explained as a method of teaching a particular subject which can help students to understand the features and sub texts of the topics & modules. It can also be elaborated as scientific theories of learning. The pedagogy emphasis more on learning experience, so teaching has to be stimulated to allow students to know & understand the subject by

synchronizing his pre knowledge of the subject and inputs got in the classroom or in the laboratory. Pedagogy is an approach to teaching and concerns more about growth of learners. In any educational endeavor, a teacher tries to imbibe communication skills, innovation skills & and career skills in students. Pedagogy scientifically scrutinizes all these aspects and set before us a map and direction guidelines to achieve this.

### **Salient features of academics & practice of Broadcast journalism**

Broadcast Journalism- As discussed earlier Broadcast Journalism has not yet evolved its own methods and patterns, which could be taught uniformly to students pursuing a course in Broadcast Media Course. The researcher through his 30 years presence in media teaching observed that this is because the faculty teaching this subject is not uniformly trained in the area. Some are pure academicians, some are mere practitioners, so their expression varies and so their teaching styles and methods. The second important aspect is that there is no uniformity in the syllabus and curriculum of the courses of degree level and master's level. The nomenclature of the same subject course is different among institutes and universities. Broadcast journalism is one such area where complexity is more serious and demands an overhaul in academic input and pedagogy. Broadcast journalism is comparatively a new area of instructional design in our media schools and scant attempts have been made to develop appropriate teaching style. I believe that standardization of teaching modules and practices will help students to concentrate more on the practical tools besides absorbing theoretical aspects. Prevailing media practices need not be necessarily taken as the Bible of the medium. At the outset of the learning process, it is easy to convince students to critically analyze various emerging trends in broadcasting that may not be truly consistent with the ethics of journalism. The medium of television has become too familiar for students and hence they take it very lightly and never go beyond its technical potentials and reach. TV as a social medium and entity has always been forgotten.

Indian and international universities have taken due cognizance of the changing environment in the field. In their teaching modules of electronic journalism, they have incorporated all components of broadcast ranging from news gathering to packaging news and from non-linear editing to satellite communication. Some practical assignments and hit and miss apprenticeship in broadcasting stations are also part of course work.

However in India, the University departments, due to financial reasons are not equipped with studios and modern infrastructure. (Of course just providing the sophisticated electronic gadgets per se does not serve the purpose.) Teachers, have not been successful so far in creating confidence amongst students that they would become professional broadcast journalists after completing the course. So the availability of modern infrastructure with well-equipped studios to give hands-on experience to students is very much needed.

### **The media theory**

The present paper has a direct connotation with a visual communication theory which deals with Visual as an element which makes the message more clear and vivid. When TV media came into existence in 1950s, visual communication became an integral part of the medium. TV technology has given a new experience to the viewers and made them aware about visual communication through visual images. They tried to find out the meanings of moving pictures. Though they were accustomed with visuals through films this medium gave them totally a new experience and understanding. Obviously it has got a place in communication studies. Term Visual literacy surfaced on the media platform with a bang. Visual communication and society, visual communication and culture became hot topics in the media communication academia. Visual communication is explained as the transporter of ideas and events in forms that can be understood by the viewers. A visual message along with text/sound has the capacity to communicate in all respects.

### **Research Methodology & Design.**

Researcher has adopted a Qualitative Research method for his experiment. The subject under research is about pedagogical issues of broadcast journalism. Researchers have incorporated his empirical experiences and observations in the paper along with the research experiment which was conducted by the researcher while teaching broadcast journalism module 'News Story.' 10 students took part in the experiment. 5 students were selected for the experimental group and 5 students were selected as a controlled group. The researcher chose two topics of current affairs, which has been explained in the details of experiment.

### **Experiment structure-**

The experimental group was given exposure to non-conventional teaching like group discussion, feedback from society on current issues and visual thinking exercise. The others were a part of regular exposure to conventional class room teaching and were taught the theory of news gathering, news value, narratives etc. The second stage was a briefing about the news story. They were asked to do a ground work for a news story. Both teams were given

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required equipment for the shoot and for post-production processes. The time given for shoot and editing was one day. Both groups were asked to plan a news story of 5 minutes duration on the topics mentioned above.

### Experiment Details

The researcher while teaching the news story module has asked students to select two major topics which are currently in discussion and have the highest news value. The topics selected were **Smart city & Reservation in educational institutions for students.**

In the first stage, the researcher taught students about the current affairs domain in journalism. He also discussed news value parameters in news story in the classroom. The second group which was experimental was asked to read about the issue and then gather and discuss it in the group. The day was fixed for the discussion; the researcher played the role of a moderator. His duty was to bring the discussion to the main theme and encourage them to think about the topic with all connected elements and frame them into an audiovisual form. Many salient points about the subject were surfaced during the discussion session. The contents of the discussion had many shades and sub themes.

#### 1) Smart City

Students talked about the following points 1) what is to be called smart? 2) How a smart city is related to good citizenship 3) Responsibilities and duties of citizens 4) Security/water supply/safe roads/public health & hygiene are important ingredients 5) thinking about society at a large and not just as an individual.

#### 2) Reservation for students in Educational institutes

The major points under discussions were-The Constitutional validity of the Reservation, Govt role in creating a positive atmosphere for students from reserved categories. Issues of education before nomadic tribes, sugarcane workers; who keeps on changing their location for livelihood. They also discussed the equality of opportunity aspect which is very prominent in the Reservation issue. While giving justice to a section of society, others should not feel that they are being deprived; this point was also discussed at length. While offering reservation, no compromise to be made in respect of skill sets, intellectual properties was the underlying point of the discussion.

Students also talked about the visual treatment, the expected visuals, their shot sizes their sequences, availability of such shots, ideal location etc. After this exercise, both groups made AV (Audio-visual) of 5 minutes duration within a two days' time.

After editing the stories It was presented before media practitioners. After watching both of the news stories story they concluded that the central theme is common and contents of the story are more or less similar, however an AV produced by experimental group is more comprehensive in approach, slick & precise in production.

### Observations

- 1) Broadcast media needs a different pedagogical approach than regular class room transactions.
- 2) Media students need more learning experience than the conventional teaching –centered approach
- 3) Discussions and interaction with stake holders help media students to make their story more concrete and issue centered.
- 4) Visual thinking exercise made students aware of the importance of visuals treatment. Understanding of shot sizes and their meaning for the viewers enable them to design their news story in the perspective.
- 5) Any local or regional issue must be treated in at a panoramic angle rather than in a shallow vision.
- 6) Role of a media faculty is more of a facilitator than a teacher.

**Expert Sampling-Judgment sampling Method.** The second part of this research paper is based upon the researcher's perceptions as a media teacher. I have observed that university level teaching give little attention to the major crucial aspects of Broadcast journalism. (The principles of visual language, add visual comm components) design of the audiovisual aspect of the news story have very little space in teaching process. Media practitioners who teach the subject focus more on imparting experiences and known practices through interactive sessions. It is no doubt; a good method to open a window of the media scene through empirical illustrations, however we should also try to support this segment with well-designed theoretical aspects and visual media grammar Supported by organized exercises to substantiate our enriched thoughts.

While teaching broadcast journalism in major colleges and institute in Pune & in the State of Maharashtra for 30 years he had applied many new techniques different from the regular teaching methodology of lecture & demonstration. (Which usually is a one way communication?) Being a media practitioner with Doordarshan and state government's Educational television media institute he has handled this subject with a mixed blend.

The results were quite encouraging which substantiated his assertion that media teaching pedagogy has to be nurtured to help students to develop their competency and skill set in media related subjects. After having many

interactions with students and various practical sessions **on piece to camera, Niche reporting, interview techniques, writing for visuals & voxpopuli**, Researchers have made some significant observations on the basis of the interactions.

- 1) Students are not much aware about a television medium's importance as a powerful instrument for social development. They just take this medium as a technical gadget.
- 2) The understanding of two important languages like verbal & visual is inadequate in student's fraternity.
- 3) Students were not much bothered about selection of visuals while assembling it for a news story.
- 4) Students had to remind the importance of time management for broadcast journalism.
- 5) Mastery over spoken language was missing in majority of the students.
- 6) Most of the Students look at this branch as glamour than a serious career option

### **Conclusions & suggestions**

- 1) Television is a serious medium. It has a socio-cultural impact. The whole audiovisual experience needs to be taken as a reflection of social settings. It is the pulse of ever emerging trends and pattern of human communication. This point is not imbibed properly on the student's mind.
- 2) It is expected to explain to students the fusion of two languages. The conventional written and spoken language has to be linked with the visual language. The right mix enables viewers to understand the importance of the story. The attempts have to be made to create fluency in both languages amongst students.
- 3) People believe what they see more than what they hear. While arranging visuals in news story it is to ensure that visuals are not exaggerating the facts. Television as a medium for disseminating news.
- 4) While writing broadcast news copy, it is expected that the copy should have minimum words and that those words are to be used to support the visuals. This exercise should be part of our teaching modules.
- 5) Visuals are usually interpreted on its size, angle. The shot size signifies its Importance and validity in the main story. If a shot is composed with a big close-up, we can take it for granted that the object is an important part of the news item. The long- shot reveals the location and the scene of activity which informs the audience about the place of happening. If we are able to put across the inherent meaning of the shot and composition, it will be easy for us to imbibe the characters of visual language.
- 6) The best way to develop visual power among students is, to keep on analyzing various events in our day-to-day life and ask them to visualize them. It will create a pretty good picture of the incidents; a small chain of events with certain details of the activity will neatly crystallize in their mind. This will further help them in creating their own visual understanding of the story.
- 7) Teaching Visual language- It is said that if you want to master a particular language your thinking should be from that language only. The same is applicable in audiovisual language. You must see first and then speak. The trail of visuals should come before words evolve. The right kind of marriage of visuals with words is going to make your story and entire visual communication result-oriented appealing and meaningful.
- 8) It is always said that journalism has to be learnt as a practical and live experience through news rooms and event locations. But we should not forget the theory of communication which encompasses human sociology, culture trends and practices which have a major role in deciding the approach and style of presentation. This aspect has to be shared frequently with students.
- 9) It is very essential to use the right words which have specific meaning and purpose. There should not be any ambiguity as far as the contextual meaning is concerned. The role of a teacher here is to allow students to develop their own vocabulary in such a way that they could easily use them at the proper place with due relevance. It will be a nice idea to list out various situations pertaining to news reporter's assignments such as elections, accidents, legal matters, announcements regarding government policy etc. and prepare a list of words, idioms that can implicitly present the situation effectively.
- 10) Since broadcast journalists have to work in a strict time schedule with very little time at their disposal, it is desirable to master the spoken language principles, particularly choosing the apt words to explain a specific focus and the mood.
- 11) Content management-It is highly desirable to make the students aware of content management. It is possible to use the same content with a variety of treatment for a cross section of the audience. The broadcast media journalist needs to have a multitasking temperament and nature to deliver the required stuff for 24/7 satellite-transmission.
- 12) Teachers must keep it in mind the linkage of theory with practice in every stage of the digital media. A good teacher is one who has the capacity to relate the philosophy of communication with the actualities of life and profession.

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13) The Digital revolution and emergence of satellite television on Indian soil have called for serious attention to broadcast teaching since they have created enormous professional possibilities for the young creative journalists in the lucrative, glamorous media.

14) Explaining about challenges of the profession and nurture students to make competent to fit the environment has to be a major part of the teacher.

**Delimitation of the study** -The present study is based on researcher's own experiments In Broadcast journalism while teaching in the major universities of the Maharashtra. His assertions have come through his teaching methods which could be considered as expert sampling; a type of purposive sampling well with the research methodology norms. These results/ outcomes may not be applicable as it is in the other parts of the region.

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