

WORKSHOP REPORT

Teaching Public Policy, Media and Law



Faculty Workshop (North Zone)

November 1-2, 2012 at Kishangarh, Rajastan

Under the aegis of project "Mapping Media Policy and Law" Supported by the Ford Foundation





Organised by Centre for Culture, Media and Governance (CCMG)

JAMIA MILLIA ISLAMIA

New Delhi

in collaboration with

Department of Public Policy, Law and Governance and Department of Culture and Media Studies Central University of Rajasthan (CURAJ) Bandar Sindri, Rajasthan

CONCEPT NOTE

Current Issues in Public Policy and Media Environment

Public policies have undergone a remarkable transformation in the last two decades. This has caused considerable unease not only within the 'policy community' involved in deliberating and managing public policy, but even teachers teaching policy studies who encounter newer challenges almost on an everyday basis. Such challenges have only intensified following debates surrounding the efficacy of attendant terms like 'public good' and 'market place of ideas'.

One response to this has been a gradual shift in the teaching of public policy from traditional concerns of public administration to a governance perspective, encompassing the richness and scope of the latter term. While this transition in perspective has been at best unevenly successful in the teaching of environment policy, health policy and science/technology policy in India, it is yet to unfold in the field of media/communication studies.

The media landscape has become increasingly complex over the last two decades due to intense transformations at the commercial, technological and cognitive orders of the media industry. These changes have impacted the field of media/communication studies in different ways. Yet, the emphasis — thematic, conceptual and theoretical— in the pedagogy of mass communication, journalism, media studies and media law, have remained delinked from a critique of the overall milieu.

These two challenges - i.e. in the teaching of public policy and in the pedagogical engagement with our media milieu - when taken together provoke a few fundamental questions.

- To what extent does the umbrella term 'policy literacy' provide an entry point to start bridging the gap between media pedagogy and the policy milieu?
- What are the appropriate forums to discuss and advocate issues concerning the field of public policy, media and law in India?

Background of the Faculty Workshop

The roots of the proposed interaction amongst faculty lie in the project *Mapping Media Policy and Law* underway at CCMG, JMI and ALF¹. Driven by the core objective to

¹ For details of the project, kindly see http://www.altlawforum.org/node/305

promote Media Policy and Law as an academic field in India, this collaborative initiative has provided the opportunity to:

- Rethink post-graduate syllabus papers pertaining to themes in public policy, media and law;
- Develop modules for classroom instruction and student exercises on such themes;
- Aggregate necessary documents/resources required to implement such modules and workshops;
- Conduct these modules in regular teaching programmes at CCMG and select other post-graduate courses².

Scope of the Faculty Workshop

The faculty workshops are to draw in post-graduate teachers located in different disciplinary and institutional settings—i.e. mass communication/journalism departments, policy studies, media studies centres and law schools, offering post-graduate degrees.

The first such faculty workshop was organised by the Centre for Culture, Media and Governance, Jamia Millia Islamia in collaboration with the Alternative Law Forum, Bangalore at National Law School of India University, Bangalore on 24-25 April 2012³. This rich deliberation catalysed the sharing of, and discussions on, pedagogical resources being deployed by teachers of media studies and media law⁴.

The 2nd faculty workshop aims to continue grappling with these concerns, especially

- Understanding the varying scope and subject matter of public policy, media and law as a field of inquiry and teaching;
- Reviewing trends in teaching of Public Policy and Media especially from the standpoint of media policy and law;
- Platform experiences of developing pedagogical experiments and teaching tools;
- Devising mechanisms to share teaching resources, tools and expertise;
- Thinking of ways to continue such structured interactions at periodic levels.

² Sikkim by CCMG, St. Josephs and Mount Carmel College in Bangalore by ALF

³ The Programme of this workshop is available at http://jmi.ac.in/upload/admissionfile/ccmg/Workshop_SouthZone_Banglore_CCMG.pdf

 $^{4\ \} Kindly\ see\ presentations\ at\ \underline{\textit{http://jmi.ac.in/aboutjamia/centres/media-governance/activities/Workshops-228}}$

Key Questions

Discipline	How has public policy been shaped as an interdisciplinary inquiry to engagewith contemporary challenges?
	How do courses on media engage in teaching media policy?
	How is media law variedly interpreted in the teaching of Law, MassComm/Journalism and Media Studies/Policy?
Method	What is the relevance of social science frameworks in courses like PublicPolicy, Mass Comm., Journalism and Media Law?
	Why does the doctrinal trap persist in the teaching of (media) law in MassComm/Journalism courses?
Influence	What concerns underlie pedagogical approaches in public policy and mediapolicy?
	Has the spurt in policy activism, media advocacy and legal activism imprinted curriculum themes and classroom emphasis?
Approach	What could provoke a shift from an instrumental to an institutional perspective n teaching public policy, media and media law?
	What are the entry points to integrate themes in public policy, media studies and media law?
Tools	What are the barriers to accessing and disseminating relevant teachingresources?
	What is the efficacy of available teaching tools in the fields of public policy, media studies and media law?

PROGRAMME SCHEDULE

PROGRAMME

1st Nov. 2012

Session 1, 9:30 – 11:00 am Inaugural Session

Chair: Prof. Biswajit Das, Director, CCMG, JMI

Welcome: Prof. S.N. Ambedkar, Head PPLG, CURAJ

Inaugural Address: Prof. M.M. Salunkhe, Honourable Vice Chancellor, CURAJ

Opening Remarks: Prof. R.R Patil, Dean of School of Social Sciences, CURAJ

Introducing the Workshop: Mr. Vibodh Parthasarathi, Co-Director-MPL Project, CCMG,

JMI

Keynote Address: Prof. Kuldeep Mathur, Social Science Perspectives on Policy Analysis

Vote of Thanks: Prof. Ravi Chaturvedi, Head, CMS, CURAJ

Rapporteur: Ms. Bhumika Chandola

Tea/Coffee Break 11:00 – 11:30 am

Session 2, 11:30 am – 1:00 pm Trends in the Fields Chair: Dr. Babli Moitra Saraf

- 1. Prof. S.D. Rao, Evaluating Media Law Curriculum
- 2. Prof. G. Ravindran, From Journalism to Journalism Studies
- 3. Prof. Biswajit Das, Communication Research in India: Locating Policy Discourses

Rapporteur: Ms. Lallianpuii

Lunch Break 1:00 – 2:00 pm

Session 3, 2.00 – 3:30 pm Teaching Policy, Governance, Regulation

Chair: Prof. Ramabrahmam Ivatori

- 1. Dr. Anindya Chaudhuri, Policy Studies in India
- 2. Dr. Amit Prakash, Teaching Governance in an Interdisciplinary Programme
- 3. Mr. Vibodh Parthasarathi, Locating the Field and Scope of Media Policy

Rapporteur: Mr. Aaquib Anwaar Butt

Tea/Coffee Break 3:30 – 4:00 pm

Session 4, 4:00 – 5:30 pm Pedagogical Practices and Challenges

Chair: Prof Prashant Kumar

- 1. Dr. R. Kannamma, Teaching Public Policy in Post Graduate Course in Political Science
- 2. Dr. Avanish Kumar, Integrating Management Tools in Teaching Policy at B-Schools
- 3. Prof. Shishir Jha, Pedagogy amidst Information Abundance

Rapporteur: Ms. Mahvish Rahman

2nd Nov. 2012

Session 5, 9:30 – 11:00 am Trends in Media Education Chair: Prof. Ravi Chaturyedi

- 1. Dr. Babli Moitra Saraf, Interdisciplinarity and the Undergraduate Honours Programme in Mass Media and Mass Communication: Developing a Curriculum
- 2. Prof. Padmaja Shaw, Media Studies: Between Social Sciences and Professional Education

Rapporteur: Ms. Bhumika Chandola

Tea/Coffee Break 11:00 - 11:15 am

Session 6, 11:15 am – 1:00 pm Contexts of Curriculum Design

Chair: Prof. G. Ravindran

- 1. Dr. A.F. Mathew, Designing Media Studies Courses in Professional Programmes
- 2. Mr. Ravi Shukla, Rationale for a Technology Perspectives for Social Science Courses
- 3. Ms. Aradhana Sharma Workbook on Policy studies: Case of Policy Analysis Module
- 4. Mr. Manoj Das, Teaching Policy to Students of Media Practice

Rapporteur: Ms. Lallianpuii

Lunch Break1:00 - 2:00 pm

Session 7, 2:00 – 3:30 pm **Media, Law and Media Law** Chair: Prof. Padmaja Shaw

- 1. Dr. S. Bhowmick, Law for Media Practitioners
- 2. Ms. Pallavi Majumdar, Media Law for Journalism students
- 3. Mr. Siddarth Narain and Danish Sheikh, *Teaching Media Law: An Interdisciplinary Approach*

Rapporteur: Mr. Aaquib Anwaar Butt

Tea/Coffee Break 3.30 – 3:45 pm

Session 8, 3:45 – 5:30 pm **Future of Teaching Tools** Chair: Mr. V Parthasarathi

- 1. Dr. Dev Pathak, Teaching Culturally Embedded Media: Sound and Sight of South Asia
- 2. Dr. Babu Remesh, Archives as a Tool for Research and Teaching: Case of Labour Archives
- 3. Mr. Snehashish Ghosh, Knowledge Repository on Telecom

Rapporteur: Ms. Mahvish Rahman

Closing Remarks

Mr. Vibodh Parthasarathi and Prof. S N Ambedkar

WORKSHOP PROCEEDINGS

DATE: 1ST NOV. 2012

Inauguration 9:30 am- 11:00 am

Chair: Prof. Biswajit Das, Director, CCMG, JMI

Welcome Address: Prof. S.N. Ambedkar, Head PPLG, CURAJ

Inaugural Address: Prof. M.M. Salunkhe, Honourable Vice Chancellor, CURAJ '

Opening Remarks: Prof. R.R. Patil, Dean of School of Social Sciences, CURAJ

Introduction to the Workshop: Mr. Vibodh Parthasarathi, Co-Director-MPL Project, CCMG, JMI

Keynote Address: "Social Science Perspectives on Policy Analysis", Prof. Kuldeep Mathur, JNU

Vote of Thanks: Prof. Ravi Chaturvedi, Head, CMS, CURAJ



The inaugural session of the workshop began with warm greetings by the hosts CURAJ, with Dr. S.N Ambedkar, Head of PPLG setting the proceedings of the two-day workshop, in motion. This was followed by Prof. Biswajit Das, the chair of the session introducing the memberparticipants to the audience. Speaking on the pressing need for such a conference, Prof Das said,

the idea of a workshop on Teaching Public Policy, Media and Law emerged out of CCMG's efforts to shape courses and curriculums in the direction of making the subject interdisciplinary.

Prof. M.M Salunkhe, Honourable Vice Chancellor, CURAJ then welcomed the distinguished practitioners and faculty members who had come from different parts of the country. He, by spelling out the efforts on the part of the Central university of Rajasthan in developing courses which would lead to what he called, 'sustainable development' in the long run. He also underlined the need for developing a more vigorous debate around policy making.





Prof. R.R Patil, Dean of School of Social Sciences, CURAJ, in his opening remarks thanked CCMG, JMI, for taking the initiative. He also mentioned the stellar role played by CURAJ in making possible the workshop. Prof Patil emphasized that the biggest challenge was to make public policies beneficial to the people.

Mr. Vibodh Parthasarathi, Associate Professor CCMG, JMI, also co-director-MPL (Mapping Media Policy and Law), presented a brief background about the project.

He also elucidated its objectives and the differences between ""how policies are" and "how they ought to be". He specifically mentioned the initial challenges of collecting policy documents relating to media policy and law and, drawing out issues which needed to be researched. Mr. Parthasarathi also stated that the entire purpose of organizing the workshop was to share the findings with academics from the fields of media, policy and law. He also said that all findings of the MPL Project would be published and put in the public domain.



The keynote address delivered by **Prof. Kuldeep Mathur** of the *Centre for Law and Governance* JNU, focused on a social science perspective on policy analysis. Prof. Mathur argued that as long as there was a political consensus on growth, based on five-year plans, 'implementation of policies' r remained the central concern. But ever since the political consensus has broken down the thrust has shifted towards critical analyses of policies. This shift has also meant search for alternative policies in view of the changed policy ecosystem following post-

1991liberalization era. But these changes have still not resulted in analyzing 'policy

processes' in any meaningful way. Rather the emphasis has remained with reformulation of goals and in designing strategies to achieve those goals.

He further added that in the existing literature on policy analysis a technocratic view associated with scientific decision making has been the preferred method. The method involves identifying a problem, defining the goal and finding alternative strategies to achieve it by weighing the costs and benefits in the most rational manner. All this is done with the assumption that the goals can be identified in advance and there is an absolute availability of information to make the best alternative choice. This technical approach is more often than not, associated with planners and professional policy analysts. But when these solutions cannot be implemented politics is often blamed.

What this approach does according to Prof. Mathur is that it glosses over study of policy as an arena of contestation – of bargaining and compromise of politics. Policies are a product of socially constructed realities by those actors who play a role in its making and formulation. Here Prof. Mathur recalled an anecdote when certain districts in Rajasthan were declared drought affected by the state government, and the matter came up for discussion in the parliament. One particular Member of Parliament termed it as 'divine anger' which could only be propitiated by holding 'yagnas'. Another MP argued that this was a periodic occurrence which could only be handled by providing employment. While a third one termed it as a man made hazard which called for a long term solution. This is the sort of contestation, which Prof. Mathur argues results in efficient policies. He also said that what matters while identifying a problem is not facts but the meanings attached to it by various actors and makers of policy. What is therefore required is an analysis of competing definitions as well as values and beliefs which inform the interpretation of facts.

In today's complexities associated with governance, governments are unable to assert themselves because of their changing relationships with the global institutions. Prof Mathur also noted the importance of newly emerging civil society groups which had influenced policy making through advocacy methods like organizing campaigns and protests, or joining policy networks or issue based coalitions. He also appreciated NGO's and their advocacy campaigns which contributed to popular mobilization. This according to him resulted in successful policy changes such as adoption of Right to Information Act and Right to Education Act. He also underlined the role of policy research organizations which through sustained knowledge inputs were contributing fresh perspectives to existing problems. Prof Mathur concluded by stating that policy studies have moved beyond the narrow economic confines, bulk of which was sponsored by the government. Successive waves of new research institutions has helped policy studies move towards a more interdisciplinary approach.

Session II: Trends in the Field 11.30 am – 1:00 pm

Chair: Dr. Babli Moitra Saraf

Prof. S.D. Rao, Evaluating Media Law Curriculum

Prof G. Ravindran, From Journalism to Journalism Studies

Prof. Biswajit Das, Communication Research in India, Locating Policy Discourse

Prof. S D Rao's presentation on 'Evaluating Media Law Curriculum in India' had as its fundamental objective the strengthening of pedagogy relating to media law, and to encourage multidisciplinary approach in the development of media law education in India.

His arguments were founded on the baseline study of 'medical law education and trend analysis of media law curriculum'.

Law Universities had come up across the country.



The presentation mapped and analysed the curriculum design, teaching pattern in class, outclass pedagogy and how it works in partnership with the industry. Prof Rao's study was carried out under the aegis of Centre for Culture Media and Governance (CCMG), Jamia Millia University. The overall aim of this study according to Prof. Rao was to, "map and analyse the space of media related legal education in India." Elucidating the empirical basis further he stated that eleven different institutions offering this programme were studied in National Law Universities; in addition to Law Department in Universities and Law Colleges set up by government and in private sector. This according to him had improved legal education in the country. The original model National Law School was started in 1985 in Bangalore which started its programme for the first time in 1988. Since then fourteen

In his study, Prof. Rao identified five indicators for analyzing media law curriculum in India. These include – location of the institutions and its affiliations, faculty and their

teaching and research background, course structure and content, in-class pedagogy and out-of- class learning. The trend analysis of curriculum primarily focused on syllabus, design and thematic focus. It has also factored in the importance assigned to media law in legal education and its focus as a compulsory or optional course. The study also attempted to address the larger issue of the dynamics between legal education and the media.

From Journalism to Journalism Studies

Prof. G. Ravindran,

Prof. Ravindran divided his presentation into three sections. The first section examined the history of Indian Journalism, not from the conventional standpoint which has been largely chronological. His scrutiny was from a ideological point of view. The second section presented a comparative examination of the manner in which journalism is taught in Indian universities as opposed to a supposed 'international' model. The third and final section underlined the need to move away from teaching journalism only as practice to a new discipline which includes both theory and practice.



In the first section he raised questions relating to re-mapping the key events in the history of journalism in India and its relevance as an approach to the overall pedagogy. One of the key insights offered by him included the need to move away from pure education about the practice of journalism to a more multi-disciplinary approach.

He also attempted a critical engagement with the pedagogy in order to come to terms with the entire discipline. He deployed the notion of spectacle as advanced by Guy Debord and Douglas Kellner to underscore the current historical milieu. He further combined the insights of Peter Sloterdijk's notion of cynicism and Slavoj Zizek's notion of ideology to elucidate the deep ideological foundations of Indian journalism.

The second section which compared journalistic pedagogy in India and rest of the world, Prof. Ravindran examined the origins of journalism curriculum in India and the USA. He also explained the reasons why the conventional approach to journalism education has not changed in the last half a century. According to Prof. Ravindran, a cursory look at the course content of programmes in journalism in India, Singapore,

U.K and the USA showed that the emphasis is on journalism practice which is unchanged over the last several decades. The only difference appears to be in the realm of the delivery of the modules in different countries. Journalistic practice appears to drive journalism programmes. There is no attempt to contextualize journalism within the larger socio-cultural environment which connects human beings with other social institutions, and institutions of democracy.

He further argued that journalism studies need to find the same mix of theory and practice which television studies has managed to achieve. Prof. Ravindran further examined the challenges which lie ahead. Principally according to him there is a need to make the curriculum interdisciplinary. Dwelling on the historical background of journalism in India, Prof. Ravindran spoke about events which arose from the Vellore Mutiny of 1806 and the Sepoy mutiny of 1857 which decisively shaped vernacular print culture. He cited that the first media spectacle happened with the starting of the Bengal Gazette in 1780.

The independence movement provided the necessary impetus for the native elites to start publishing books and newspaper around the beginning of the twentieth century. In the next four decades or so there was no noticeable change in both content and readership. Even after independence journalism changed only marginally in terms of its content. The predominant content remained politics - from political parties to religious and caste politics. According to him, Emergency of the mid 1970s was a watershed moment. Indian journalists for the first time felt a sense of powerlessness as the government hounded and harassed them. It was only following emergency that the press resurrected themselves.

Finally Prof Ravindran argued that Indian journalism should also be seen as a post-colonial site where the oral/epic tradition has come into serious conflict with the expectations of a modern print- literate society. News as a social product, a professionally driven information category, a structural entity and a modernist device belongs in its essence to the place of its origin - Europe and North America. Hickey was the first to 'import' journalism to India, "In the recent past, in the wake of Emergency, when the so called magazine boom hit our shores, we had the second cultural import when many of the content and design characteristics of the North American model of journalism were uncritically accepted and circulated as the version of modern journalism. Remember the now forgotten case of the red border row between Time and India Today," he concluded.

Communication Research in India, Locating Policy Discourse

Prof. Biswajit Das



Prof. Biswajit Das' presentation was based on two of his earlier contributions - the first, a voluminous report on 'Strengthening Media and Communication Studies In India' a pilot study submitted to the University Grants Commission (UGC), while the second, was a decennial trend report on Communication Research in India submitted to ICSSR. Prof. Das' presentation broadly comprised three sections. The first section dealt with the problematic of interdisciplinarity within communication- the early challenges

both the local that is Indian, and the global context.

The second section examined how in spite of all challenges, one could still explore the various policy strands in communication research. And in the final section he looked at the state of communication research and publications and the possibilities of mapping further Communication as field of inquiry in the future. In the first section Prof. Das spoke about the idea of inter-disciplinarity and the current enthusiasm about interdisciplinary approach. This according to him is not a recent development, but goes right back to the 1930's to the Chicago school of Pragmatism. This included pioneers like Robert Ezra Park, Lasswell and Hutchins. Their seminal influence was the idea that this should be a programme rather than a structured course. The Chicago school for the first time suggested the idea of construction of communities, democracies and public opinion. But the basic problem was the lack of institutional support.

This however changed drastically with the rise of mass communication research and the demise of interdisciplinary orientation of communication studies. The rise of mass communication, although helped the discipline to grow through compartmentalization that resulted in the growth of professional departments, nevertheless its narrowed down definition lacked engagement with media's relationship with society. It appeared to be dictated more, by the needs of the market and Industry. Prof. Das also spoke about the two broad strands that influenced the state of communications research- the social science and the humanities approach. Social Sciences focused on studying

institutions whereas humanities focused on studying human expressions, art and literature. Attempts were made to bridge the two traditions. However the hybrid furthered rather than bridged the gap.

JOURNAL LIST	WORLD					INDIA		
	IF	PUB	CIT	CPP	h.index	PUB	CIT	CPP
Journalism & Mass communication quarterly	2.415	1418	2591	1.83	22	3	0	0
Journal of advertising research	2.403	555	2578	4.65	21			
International journal of advertising	2.286	286	385	1.35	9	1	0	0
Journal of communication	2.026	781	3634	5.93	32			
Information communication society	2.026	167	51	0.31	2			
Communication research	1.819	329	3589	10.91	91			
Human communication research	1.8	279	3297	11.82	26			

CIT=> Citations

CPP=> Citations per paper;

h-index=> Number of papers (N) in the list that have N or more citations,

IF-> Impact Factor

Note: Graded row indicates journals where India has published

This workshop according to him is an attempt to bridge the divide between social science on the one hand and media and public policy. The main focus is in on the institutional aspects of communication research. In the 1950's, the United Nations coined the term 'media for development'- a perspective which favoured deployment of communications for development. This kind of research had 'nation-building' as its core objective and it entailed using communications for the purpose of promoting education, healthcare, innovative practices in various sectors, particularly agriculture, family planning and rural development through mass communication. In the 1970s 'diffusion of innovations' became the catchword. Communications research increasingly focused on emerging technologies of telegraph, radio, gramophone, telephony in public interest. In the 1980s, India as a developing country with a robust democracy became

a subject of research. The method employed and the range of concerns were determined outside the country. For the first time the idea of cultural studies became popular.

The canvas of communication continues to inform various researches despite the radical transformation of the policy paradigm which privileges deregulation and privatization. Moreover, during this transformation the meaning of the term communication itself has undergone a remarkable change- from public service to public good. Deregulation has fundamentally changed the focus of communications research. Thus, the first generation communication research in India was sharply oriented towards public policy; it was conducted within the framework of a centralized and statist development paradigm. Moreover, during this transformation meaning of the term 'communication' itself has undergone a remarkable change - from public service to public good. Deregulation has fundamentally changed the focus of communication research. There is an urgent need to locate communications research more closely within the cultural, social and intellectual traditions of media institutions. This is possible based on fresh historical and archival research. There is also a greater need to engage with institutions and stakeholders currently involved in the decisionmaking processes. Further, a look at the nature of research in the last decade shows that more research is required.

Surveying the state of communications studies/research in India, Prof Das says the picture is dismal. During the period 2000-2010, only 17 Indian articles were published in the 30 selected peer reviewed journals. 11 of these are published from India and only a few papers have attracted citations. He concluded by highlighting the need for interdisciplinary research in communication and made a case for more university departments engaging in research activities on these lines.

Questions/comments from the floor

Prof. G. Ravindran was questioned about the nature of journalism course currently on offer in Indian universities. He was also asked whether the curriculum was too practice oriented. He recounted that journalism and journalism studies have been strange bedfellows ever since the opening of the first journalism school in the USA in 1860's and also the first journalism programmes in Indian during the 1940's. While documentation relating to the first journalism programme in India is absent, there is material available for the second and the third programme on Journalism. He mentioned that journalism studies began in Lahore and Madras in the 1940's. He emphasized that even in those early days journalism studies in India focused much more on practice.

He narrated his encounter with an alumni of Madras University, who had done a certificate course in Journalism way back in 1947. The former student told him how the course was structured during his times. First professors from different disciplines taught them subjects like sociology, political science etc in the morning half. And in the afternoon editing and other skills were taught by practicing editors and journalists from renowned newspaper such as 'The Hindu'. Prof. Ravindran termed this approach as a typical liberal arts model of journalism. He felt that this sort of a training has got lost over the years.

Prof. Ravindran also clarified that he does not believe that study of journalistic practices should be abandoned. But that this should be taught in the context of a country's history and tradition. He also emphasized the need to make the discipline of journalism more multi-disciplinary. Prof. Rao was asked why India does not follow the American system wherein sitting judges and advocates can teach. He was also asked the empirical basis of his research. Prof. Rao answered that in the American model, all stakeholders in legal education regularly come together for discussions. For instance even an academic could become a judge of the Supreme Court. This does not happen in India, he said. Prof. Das was asked about the status of critical research today and he responded by giving the historical background. According to Prof. Das, the study of critical theory goes back to Media Studies of 1950s and 60s when a debate raged whether Europeans were more speculative in contrast to Americans who were said to be pragmatic. Later in the 1980's there emerged a debate called "ferment in the field" where scholars debated and tried differentiating critical theory.

There was also a suggestion from the floor that a workshop like this is very one-sided, and there was a need to make this more interactive.

SESSION III: TEACHING POLICY, GOVERNANCE, REGULATION 2:00pm - 3:30pm

Chair: Prof. Ramabrahma Ivatori

Dr. Anindya Chaudhuri, Policy Studies in India

Dr. Amit Prakash, Teaching Governance in an Interdisciplinary Programme

Mr. Vibodh Parthasarathi, Locating the Field and Scope of Media Policy





Dr. Anindya Chaudhuri began his presentation *Policy Studies in India* by mentioning the ongoing research project that deals with public policy as an emerging field of academia in India. The goal of the research is divided into three distinct but related objectives. The first goal that Dr. Chaudhuri talked about was mapping the status of policy teaching in India which he argued is in abysmal state. According to him there is hardly any research output which is of academic relevance. Often the size of the samples is too small to provide any meaningful answers.

Dr. Chaudhuri also discussed the need to comprehend the forces shaping the development of the field. This he explained by using four sub categories:

- a. Academic system
- **b.** Political structure
- c. Tides in media and communication
- **d.** Information generation and processing

Public policy is far from being an academic discipline in India. Policy studies are mainly restricted to research conducted in institutions that mostly specialize in economic policy. There is no training of scholars in interdisciplinary skills. At present the Indian Institute of Management, Bangalore, only offers an established program in Public Policy. But even this is geared more towards administration and management goals. Talking about information processing, he argued that it is a new phenomenon which the government is actively using to collect information about various programmes that it runs.

Dr. Chaudhuri further talked about his inter-disciplinary orientation. He said he has studied economics, policy principles, telecom technology and also collaborated with engineers, data scientists, lawyers and economists.

He emphasized that policy scientists do try and attempt to understand the complexities facing the policy makers. Policies cater to a wide variety of issues – not just engineering problems but also human problems. He said the main problem in India is that

information gathering and possession continues to be a prerogative of the government. All figures are published by the government. RTI does help in certain ways but it is time consuming which tends to make research work difficult. He went on to add that such is the apathy that bureaucrats don't even read reports prepared by policy researchers. He recalled how TRAI had refused to provide him information on grounds that this could impact their competitive edge. He also said that to study public policy one needs to be a jack of trade and master of none. He ended by saying that it has been a 'traumatic experience' working with Government officials.

Teaching Governance in an Interdisciplinary Programme

Dr. Amit Prakash



Dr. Prakash underlined that teaching 'governance' is only possible in an interdisciplinary frame work. There are both, challenges and opportunities. Speaking about the problem of defining the term 'governance' in contemporary social sciences, Dr. Prakash argued that the term has acquired a range of meanings - from eclectic to the diverse. 'Governance' has diverse theoretical roots like institutional economics, development studies, international studies, political science and public administration. He has classified governance into two streams of thinking: The first stream comprises Rhoodes, Kouman, Peters, Jessop and others who have critiqued the managerial perspective. The

second stream relates governance to performance - whether the extent of governance delivers on outcomes like literacy and employment rates etc in a rational proportion. Dr Prakash further talked about the processes through which such outcomes are achieved.

He also mentioned the need to recognize the plural nature of democratic politics. The idea of equity is therefore central along with the idea of political context. Talking about the opportunities Dr. Amit Prakash discussed the study of the actors beyond the formal and the static. He also underlined that new forms of access studies are now possible. Talking about the challenges he said a large proportion of literature remains confined to the two streams discussed above.

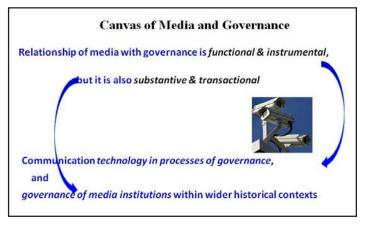
Locating the Field and Scope of Media Policy

Mr. Vibodh Parthasarathi



Vibodh Parthasarthi's presentation related to how traditional work on international trade, competition policies and FDI has been largely sectoral and fragmented in approach. Parthasarathi argued that key sectors like HRD, Telecom, IT, Finance have been treated in a fragmented manner. As a result even the problems posed have lacked any coherence. Policy studies in academia is sectoral in approach largely because they are trapped within the confines of governmental approach which is fragmented.

Parthasarthi traces the evolution of policy research studies through the 1950's and 60's and divides it into three phases. In the first phase the role of media was not really deemed important. In the next phase - roughly 1960's and 70's, policy research was absent from degree programmes. It was only in the third phase in the 1990's that there was exponential growth of communication studies as a field within social science.



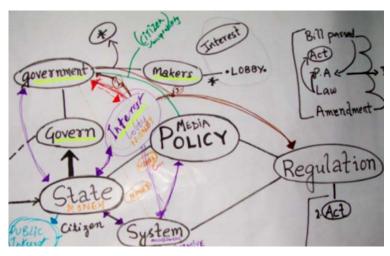
Different regimes made policy arrangements for different media depending on requirements. Also there is no uniformity in the manner in which different regimes responded to policy imperatives.

Parthasarathi argued that historically policy regimes in India can be divided into three distinct phases.

- a. Creation of a pan- Indian infrastructure 1885-1982
- b. Monopoly legitimised to promote development 1983-1991
- c. Government surrender to control over airwaves 1991.

He then elucidated upon the relationship between media with governance. He argued that the relationship is not merely functional and instrumental but substantive and transactional as well. He illustrated the broader frame work of understanding of policy regimes through this diagram.

The key issues underlined by him included institutions, concerns, actors and



conditionalities. He also spoke about the instrumentality of media from 1930's to 1980's along with materiality of media from 1980's to 2011.

Questions/comments from the floor

Mr. Ravi Shukla suggested that issues should be made simpler and accessible to the people. He also interjected arguing that increased participation of stakeholders is the most important in decision making. There were other issues on criteria of governance, transparency as well as on the functioning of ideas and practices which needed to be factored in.

Session IV: Pedagogical Practices and Challenges 4:00 p.m. – 5.30 p.m.

Chair: Prof. Prashant Kumar

Dr. R. Kannamma, Teaching Public Policy in Post Graduate Course in Political Science

Dr. Avanish Kumar, Integrating Management Tools in Teaching Policy at B-Schools

Prof. Shishir Jha, Pedagogy amidst Information Abundance

The session was chaired by Prof. Prashant Kumar who began by pointing out that not much had been said about the constraints which hamper the proper implementation of policies. The impediments towards an efficient implementation of policies include: Resource crunch, temporal factors and the available political dynamics. Introducing the session, Prof Kumar emphasized upon the need for more micro- level studies which would further interdisciplinarity.

Dr. Kannamma kicked off the session with a presentation on 'Teaching Public Policy in Post Graduate Course in Political Science'.





Her presentation was in the light of her experience of teaching public policy for the past 16 years. She recalled the formidable roadblocks she faced when she tried introducing the policy course in her university. The course started off as an 'elective' paper; then became a 'core' paper, and is now called an 'optional-core' paper. She recounted her student days as a student of Public Administration, but changed direction by doing a Ph.D on the drug

industry - 'public policy in the health sector'. She then joined the Department of Political Science at Bombay University and thereafter a paper on public policy was started to justify her post, she added in jest.

In her presentation peppered with graphic illustrations, mostly humorous but telling, Dr Kanamma gave an overview of the history of politics and how it emerged as a science out of the post-world war II movement in political science which was hailed as the 'behavioural revolution'. In late 1950s, "whiz kids" were employed by President J. F. Kennedy to give a half-page analysis of the entire situation and to come up with one perfect solution. It was during this time, therefore, that the study of economics, statistics and other quantitative analytical methods gained prominence in the new discipline of public policy.

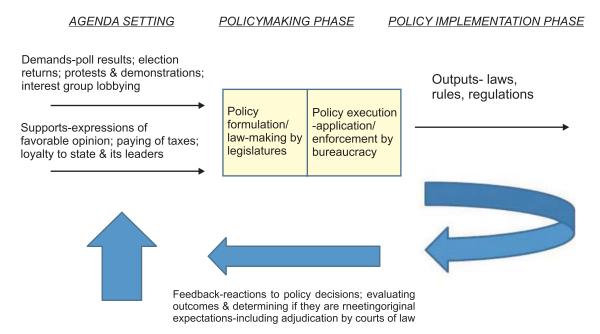
She talked about how Harold Lasswell had expected policy sciences to replace traditional political studies since policy science was interdisciplinary in nature, more concerned with problem solving. Lasswell had also underscored its normative nature which spared it of the onerous tag of 'scientific objectivity'. This had impacted the very basis of

political science. Policy Science assumed a cult like status partly also because it taught students skills which helped them to get jobs.

She discussed some of the models and theories of policy research and argued how the study of policy studies will train students to help the government and other related agencies. One should learn policy science not only because it affects our kid's education, health, water supply, sanitation but also because it makes us a more knowledgeable person.

Finally, she discussed some of the pedagogical problems like the lack of enough case studies, scarcity of empirical research, inter- department rivalries, opposition from traditional courses, and the mounting gap between bureaucrats and institutional education.

A contemporary schematic of the public-policy process



Integrating Management Tools in Teaching Policy at B-Schools

Dr. Avanish Kumar,

Dr. Avanish Kumar's presentation mainly dealt with highlighting common/ uncommon tools, and teaching policy making to bureaucrats. He discussed the three

forms of knowledge: episteme, technical and phronesis. In policy making, each of these pose different sets of questions-whereas episteme inquires into 'what is true'; technical asks as to 'what works'; while phronesis poses the question as to 'what is to be done'?

A policy change requires support. A policy analyst indicates to the decision-maker not merely the cost-benefit analysis of the proposed policy recommendation, but also provides a full range of options indicating the political and administrative opportunity costs. Therefore, a policy scientist has to distinguish between the 'social process' and the 'decision making process'.



As a common challenge, he pointed out that unlike business designs, policy design and implementation requires an amalgam of diverse resources. It often excludes the executioners of policy from those who conceive and formulate the policies. As a result they have little ownership of either the policy or the process. Therefore, policy makers are never policy beneficiaries. Dr. Kumar further stated that framing of a policy is less about giving well-crafted advice to a decision-maker. It is much more about forging and maintaining relations among stakeholders. Therefore, policy making is ultimately more about merging human reason with economic reason. He concluded by saying that unlike market, profit

alone should not be the yardstick to judge policy outcomes. With regards to an effective pedagogy, Dr Kumar suggested that a combination of technology and multi-media tools could be used along with extensive case studies and group discussions both at the undergraduate and postgraduate levels.

Common Concerns

- Policy Analysis conceived or conducted in systemic dimensions implies that a policy analyst:
 - 1. Indicate to the decision maker not merely the cost-benefit ratio of the proposed policy recommendations
 - 2. But to provide a full array of political and administrative opportunity costs.
- Policy change requires changes in
 - Supporting stakeholder coalition
 - Structures & rules of familiar institutions, and
 - New patterns of interaction
- Therefore, a policy scientist has to distinguish between the 'social process' and the 'decision process'

Pedagogy amidst Information Abundance

Prof. Shishir Jha



Prof. Shishir Jha introduced his presentation by stressing that there is a crisis in classroom teaching in the last four to five years. Classroom interaction has stopped being enjoyable. Twenty years of globalization has instrumentalized knowledge. There is also a pervasive influence of the internet/digital devices and this is largely shaping what it means to be a teacher and a student in our times.

Dr Jha raised questions like why shouldn't pedagogy be different under conditions of relative abundance, and how can public policy debates on new media help in arriving at new forms of

pedagogy. He explained that the economy of informational plenitude provides abundance of informational choices as the information being generated every year is more than what we produced in the last 5000 years. Publications have also seen a steep rise. Taken together there is a growing 'decentering' of the conventional "authoritativeness" of classroom knowledge production. Therefore grabbing attention of the students in the classrooms is at a premium and one needs better and compelling narratives.

On the challenges of new pedagogy, Dr. Jha discussed the possibility of making more visible and transparent, the underlying production and structural relations that are represented within various institutional arrangements. He talked about using the internet as a site of new media production and a conversation on media policy mediated through such pedagogical engagement can be potentially enriching. He also saw the need

The Challenge Of New Pedagogy

Of making more visibly and critically transparent the underlying production and structural relations that are represented within various institutional arrangements.

- ♣ The internet as a site of new media production [e.g., textual, auditory, visual as in say music or publishing industry] is eminently suitable for a deeper examination of how the structures of production and distribution can be demystified [where the role of the artist, the interests of the intermediary and the desires of the listener are deeply entwined].
- A conversation on media policy mediated through such pedagogical engagement can be potentially enriching.

for engaging with the underlying ethics of knowledge production within new media. Citing Nicolas Karl Pithy's statement that, "abundance of information is making us shallow", he argued that it may appear that one is focused and attentive, but in reality we are distracted because of the presence of texts and hyperlinks.

He concluded by suggesting a solution through peer to peer knowledge production. He said that the classroom must be redesigned to enable more substantive peer-based learning. The teacher's role must increasingly become one of profound facilitation and she must help build sites of productive and meaningful conversation. The structures of reasoning, meaning and desire also needs to be unpacked.

Questions/Comments from the floor

Anindya Choudhari's comments about involvement of students in decision making provoked a response from Dr. Shishir Jha who argued that students will never be allowed to be a part of decision making even in most liberal contexts as teachers fear conceding their position of classroom authority. Teaching is a momentous occupation as minds are being shaped therefore feedback from them is extremely essential. Dr. Matthew also interjected by saying that every system has flaws and students have a right to question the system. But more often than not, they are forced to conform to it. Dr. Babli Moitra Saraf made an important observation by saying that students now a days use mobile phones in classroom. Does this not indicate a serious question mark over the failure of the traditional teaching method? To which Dr Jha quipped that maybe students find the mobile phone conversation more engaging. This being so, there's a problem with the existing pedagogical format.

On Ms. Aradhana Sharma's query to Dr. Avanish Kumar as to how decision making process is different from the social processes, and the justification for policy makers not being the beneficiaries, he replied that policy making does not happen in an ideal situation. Policy making is about practicality, therefore, it has to be based on a process which takes all viewpoints into account. As to policy makers not being policy beneficiaries, he said policy makers should make a policy which can be successfully implemented. Policy pronouncement should not just amount to appearement. It should look into finding a solution.

DATE: 2ND NOV. 2012

Session V: Trends in Media Education 9:30am - 11:00 am

Chair: Prof. Ravi Chaturvedi

Dr. Babli Moitra Saraf, Interdisciplinarity and the Undergraduate Honours Programme in Mass Media and Mass Communication: Developing a Curriculum

Prof. Padmaja Shaw, Media Studies: Between Social Sciences and Professional Education



Dr. Babli Moitra, shared her experiences of developing the B.A (Hons) curriculum in mass media and mass communication Delhi University's in Indraprastha College. The IP College was the first institution in the university to do so at the undergraduate level. A course of this nature had practically no precedent to draw upon and no model to imitate. There was also no postgraduate programme in the university which would serve as a signpost. She recalled that

things began to move rapidly following a UGC circular which permitted colleges to add self- financing vocational courses. The basic challenge before her was to formulate a course that dealt with mass media and mass communications, without reducing the

curriculum to the level of what other private institutions where already offering. The other challenges also included quality infrastructure – competent faculty, state-of-the-art equipment and quality trainers in the light of the colleges' objective of creating employable graduates for the job market.

The expert committee which outlined the syllabus laid a major thrust on application and hands-on training. The course was cast in the semester system mold and



had 24 papers. It also included a couple of papers in Hindi in recognition of the significance of the developments in the Hindi mass media. For technical aspects like editing and camerawork the college engaged guest teachers who were practitioners in the industry. However few years down the line, a feeling arose that the syllabus was a trifle repetitive in nature. It was also felt that there were major overlaps.

A new expert committee was set up to review the syllabus. The central focus of the reworked syllabus was still on technical expertise and the employability of the graduates. It incorporated developments in the field and the diverse ways in which the mass-media had evolved, without changing the basic structure of the program. Perhaps the only institution which had done this was the department of Sociology in JMI, which offered a course in media studies. What deserved a place in undergraduate syllabus included game changing developments like liberalisation, emergence of satellite TV, decolonization, globalization, emergence of fibre optics, cyber-space, the new-media. In the West, academics and intellectuals drove home the linkages of both mass media and mass communication with the economic, the political, the psychological, and the cultural, positing theories which increasingly problematised these discourses. Methodologies for the study of mass media and mass communication evolved from within various disciplines of social sciences.

In 2009, therefore the college decided that the undergraduate course would be an application course, but the course would have to contend with the grand transformations in technology and communications happening all around us. A new vision statement was put forth. The statement proposed that the curriculum would be based on, 'academically sound foundations' which would make it a globally viable course, which in the long run would produce quality interdisciplinary work. It would also impart technical knowledge, skills and hands-on experience'.

It would thus aim not merely at producing skilled workers for the media industry (which any short term diploma course may produce), but at developing a core competence, in the crucially important areas of mass communication, in all its complexities including the political dynamics and technological advances. It would aim to raise the bar for students who may want to build on their core competence to work in the media, enter policy research, development studies or pursue higher studies. The syllabus would thus be well rounded. It would impart technical skills in various areas of mass communication and mass media, as well as provide grounding in theoretical knowledge and perspectives. There was a conscious effort to introduce the student to theory and practice with two papers in each semester, with an incremental volume of hands-on experience.

Dr. Moitra further added that the tendency to specialize at this stage was kept in check so that at the undergraduate level a student could get a feel of the diverse dimensions of the syllabus. One of the major downsides' was the decision to do away with the Hindi papers, as a requirement in the semesterised structure. The interview was taken off in recognition of the fact that much of the tasks of media professionals is invisible and silent and that those who are articulate may not be the ones who are necessarily best suited to the course, she emphasized. There is also a process of constant feed backs from staff and students in assessment of the curriculum. Dr. Moitra also emphasized that the Mass Media curriculum should be continually updated and upgraded in order to keep it meaningful and challenging.

Media Studies: Between Social Sciences and Professional Education

Prof. Padmaja Shaw,



Prof. Padmaja Shaw, spoke about her experiences of of how Andhra Pradesh's premier institution, the Osmania University started courses in bachelors and masters in Journalism with the focus on imparting both, knowledge skills as well as equip them to the practice of journalism. She also noted that that the concept of 'communication' was added to both the programmes only after national emergency in 1975. This revision and addition of the concept of communication with Journalism expanded the area of study and included regulatory and policy issues

along with constitution, media laws and management. She argued that the essence of 'communication' besides expanding the horizons and the area of study, also created a dilemma between social studies and professional education.

This curricula change was followed by a productive debate within the university academic community, of the wisdom of introducing policy studies within the overall framework of communication studies. There were a number of opponents who argued that a course on journalism and mass communications should not include the discipline of policy studies. Among the issues raised, concerns were expressed whether would-be journalists could read and understand policy documents. Others argued that media studies and policy studies have a great resemblance to each other, since both borrow heavily from the fields of sociology, psychology, political science; both also require collating and analysing information.

Teaching media policy: Purpose?

- Is the graduate expected to be a competent professional in policy analyst, a contributor to policy design or become a researcher who evaluates policy?
- Or is the academic input intended primarily to provide students exposure to the various processes at work in policy making, implementation and evaluation?
- Or are they expected to critically intervene in the policy environment through their academic/journalistic training?
- For media school graduates, both possibilities that of academic intervention and journalistic intervention – exist.
- Will policy study need to be 'forced fit' on professional media training?

Prof. Shaw made a strong case for making media studies interdisciplinary. However she did point to an important difference with the social sciences. While media studies attempts to make communication easy, social science stresses upon theorizing reality and using a well worn set of jargons and concepts which creates a sense of distinctiveness and separation. She also highlighted Yehzekel Dror's concerns about the need to

develop a meta-policy i.e policy about how policy is developed. Dror also called policy sciences as 'emerging supra-discipline' and emphasized the need to give social science a policy orientation. Dr Shaw also stressed upon the need for ensuring greater transparency in accessing 'protected' or 'secretive' information. RTI, according to her is an important means for data mining. In her concluding remarks Prof. Shaw said that there can never be an effective policy without substantial understanding of professional practices.

Questions/ comments from the floor

Prof. Ravi Chaturvedi, in his capacity as the chair commented on the discussion and concerns that Dr. Babli and Prof. Shaw's presentation had evoked. He emphasized that the so-called differences between teaching theory and teaching journalistic practice needs to be overcome. The basic idea should be to build professional and teaching skills in order to build the basic competence of a student. He also seemed to agree with Dr Moitra that at the undergraduate level there was no need for specialization.

Prof. G. Ravindran asked Dr Moitra regarding her experience as a woman on the expert panel. In her response Dr. Babli elaborated on the composition of the expert committee and emphasized that every member comes with his or her own understanding of the discipline. But a majority of them pitched for a curriculum which would impart journalistic skills to students. Here, as the principal of the college she used her clout to

push through two courses on journalistic practices and two courses on the theoretical aspect of media studies.

Prof. G. Ravindran, then inquired of Prof. Shaw, the impact of emergency, and the emergence of the Maoist movement in the state, on journalism training and studies in Osmania. In her response Prof. Shaw recollected that Journalism course in Osmania was started by Forest O'Dell, a Ph.d from Columbia University who was also a working journalist. He introduced the idea of an entrance exam to test the students' talent to become journalists. But with emergency in the 1970's there was a major change. Increasingly there was a feeling that need of the hour was to nurture thinking journalists who would also possess a holistic sense of the discipline of mass communication. It is because of reasons such as these that communication was added to the course which until then was purely involved with journalism.

Session VI: Contexts of Curriculum Design 11:15 am – 1:00pm

Chair: Prof. G. Ravindran

Dr. A.F. Mathew, Designing Media Studies Courses in Professional Progammes

Mr. Ravi Shukla, Rationale for a Technology Perspectives for Social Sciences Courses

Ms. Aradhana Sharma, Workbook on Policy Studies: Case of Policy Analysis Module

Mr. Manoj Das, Teaching Policy to Students of Media Practice



Dr. Mathew revealed that many pedagogic and ideological issues emerge while dealing with industry managers and media professionals. One of the key issues emerging is a deep-rooted cynicism towards social sciences. Most professionals question the need to have social science discipline as part of the training programme. This according to him is the biggest challenge. For the purpose of the workshop, Dr. Mathew dwelled upon how he teaches issues relating to the people on the societal margins - whether it was gender, caste, sexuality and race, or meta-narratives

like nation and religion. Through his lectures Dr Mathew endeavored to connect the professional manager to issues that are traditionally considered beyond the concerns of traditional management studies.

Dr. Mathew highlighted the strong presence of social sciences in IIMs especially after the great debate on the curriculums in B- schools, post 2007- 08 following the financial crisis. According to him training modules in IIM's is critical as professional managers ought to know about caste or gender or age or sexuality, nation and religion. Developing curriculum was difficult. Themes had to be linked to the nature of their work. But it is difficult to find linkages between caste and professional managers.

He demonstrated what pedagogy means in all these modules. Dr. Mathew especially drew attention to the nature of global advertising which is sharply anti-Islam, though this bias is not easy to decode given the high levels of sophistication of such advertisements. He therefore included Islamophobia in one of the training modules. Dr. Mathew also briefly mentioned other themes which were taken up as part of the training. This included media artefacts like photography, graphic design, and advertising (both print and TV), as well as graffiti, cinema, music videos and short films. Many exercises on the above themes were also incorporated. He cited the example of a case study inspired by Jane Elliot's teaching methodology of the 1960s. The idea of aggression was employed carefully while teaching this exercise as it can cause psychological damages as well.

He also shared experiences of mapping exercises on pornography as well as swear words. The exercise was built on the earlier components - caste, gender, sexuality, race and the nation. He also discussed IIM's module on pop videos of the American singer Madonna. Through such illustrations Dr. Mathew attempts to project how critical discourses like 'race' and 'sexuality' are used by those who seek to market iconic images. Ultimately he argues this was an exercise in communication. He mentioned another case-study on 'war and advertising' where he analysed how commodities are sought to be linked to nation post-9/11. Yet another example proffered was the sea change in the fortunes of Iranian cinema- from a relatively obscure cultural product to a marketing goldmine post the Islamic revolution of 1979 which saw the ouster of the pro-American Shah of Iran.

Dr. Mathew also discussed unconventional themes like the history of colour which forms part of the IIM curriculum. Often colours are linked to sexuality, to religion as the Nazi experience has clearly shown. He also argued that the idea of marketing had witnessed a rapid change - from segmentation to product differentiation prevalent during the Nazi period. Dr. Mathew mentioned the strong linkages between advertising and consumers. He cited the example of Chennai silk sarees which is very Brahmanical in its representation since it is largely the upper castes who have the purchasing power to own a silk sari.

On the issue of pedagogy, Mathew mentioned that within a span of 12 to 13 years IIMs have collected about 15,000 slides which can be used as didactic tools to instruct students. The IIM also has a collection of nearly 300 documentaries, short films and feature films. It has not been easy to gather this collection. Each and every film has to be tested for its pedagogic value.

Rationale for a Technology Perspective for Social Sciences Courses

Mr. Ravi Shukla

In his presentation Mr. Ravi Shukla stressed upon the need for increased participation in order to communicate better with the people. There were issues like criteria of governance, transparency and functioning of ideas and practices. Mr. Shukla emphasized upon the need to encourage social science students to engage with the question of 'how the process of technological change comes about; rather than what it means for the society'.

The basic assumption of his lecture was the non-instrumental view of technology. He argued that technology was more than just a means to an end. Mr Ravi explained how basically technology comes from 'technique', which is the way of doing things. According to him technology is not merely a set of objects like laptop. It is the manner in which objects are incorporated into human functions. Technologies are incorporated into our lives and it mediates our interaction.

Mr. Shukla emphasised that given the nature of technology there was a need to come to terms with it. He said that the way we acquire particular knowledge is to some extent mediated by the kind of tools we use to acquire it. Even the way facts are interpreted is mediated by the nature of technology one uses. Going back historically, he added that even technology like the telescope was lending itself to another way of looking at things. With media it is clear the role technology plays in the interpretations of facts. He further added that technology creates objects of consumption. It creates and recreates newer forms of markets. It consolidates power relations and structures over time. It opens certain social possibilities and closes others. The other interesting aspect was the interface between technology and governance. For example, e- governance. Connectivity also gives governance a certain conception of power. There are distinct power structures and often technology tends to consolidate these. According to Mr. Shukla what makes

technology interesting is that it also has the potential to change power relations. Which is why it forms an important subject matter of inquiry for scholars dealing with governance, policy or other social sciences.

Ravi also outlined some of the main characteristic of technology- namely its connection to the processes and the way things are done. He emphasized that technology does tend to fit in to the linear narrative of development. Therefore development translates into technological advancement in many ways. The other way of looking at technology is the centre-periphery discourse. Within technology studies there are two standpoints. One type of study looks at how technology determines social structure. The other type of study stresses upon how technology is socially constructed.

There are interesting connections between technology, governance and market. What technology does is to create and re-create markets. For example, a hardware or software, sells a newer product often to the same set of people. It also helps people to discover the market. In this sense technology has an interesting market connection. Mr. Shukla further elaborated that technology creates the realm of possibilities. There is however a certain immediacy to risk. The immediacy refers to the new kind of technology which is coming out, especially the new technology which is called convergent technology. This hit the global market in 2002 with the national science formation in US bringing out a report on four types of state-of-the-art technologies- nanotechnology, bio-technology, information technology and cognitive science.

Workbook on Policy Studies: Case of Policy Analysis Module

Ms. Aradhana Sharma



Aradhana Sharma introduced her presentation as nuts and bolts of pedagogical exercise which is already being taught at the Centre for Culture Media and Governance (CCMG). She explained that CCMG has a serious take on the idea of policy analysis as a skill set. She emphasized that much of her talk will relate to the Master's programme in governance and policy being run by the CCMG for post-graduate studies. She also offered to share CCMG's extensive work on Media Policy and with other universities should they be interested.

Recalling her own fifteen year training as a journalist, Ms. Sharma argued that though she did cover a number of different beats including health, environment and education, there was no practical education on media policy. In fact there was complete ignorance about the matter altogether.

Ms. Sharma listed the gains of studying/teaching media studies. Firstly just to acquaint people about the issue. Second this could

Workbook: What and why

- To formalise the pedagogical approach created at CCMG to address policy studies and in particular media policy analysis
- To help both students and teachers navigate the relatively new field of media policy analysis
- Test and share the approach with other institutions/ teachers interesting in teaching media policy analysis in their courses/programmes

lead to capacity building. Students ought to know the deeper processes which go into policy making. Teaching through workshops is an important and successful strategy. Ms. Sharma explained that in the last eight months CCMG has compiled teaching exercises into a workbook. This it has done with some help from IGNOU. The workbook is an extensive exercise that addresses both the students and teachers. It contains about 10,000 words and has detailed instruction for the students.

She explained the need for the workbook - it was to formalize the pedagogical approach created at CCMG; to address policy studies and in particular media policy analysis. It also endeavoured to help students and teachers navigate the relatively new field of media policy analysis; and sought to test and share the approach with other institutions/ teachers. The media analysis workshops spread out over 16 sessions, aimed to operationalise key concepts explored during classroom instruction. It attempted to identify major shifts in policy frameworks within the sector, and examined how values of access, equity and public good are addressed in different policy arrangements within a sector. According to Ms Sharma students must engage beyond merely looking at policy documents to understand policy. They need to look further, at secondary documents as well so as to capture the context and related dynamics in a more meaningful way.

Teaching Policy to Students of Media Practice

Mr. Manoj Das

For Sikkim based academic, **Manoj Das** there are problems with the casual use of terms like 'journalism' and 'mass communication.' He explained that journalism is a subset of

mass communication. He dwelled upon his attempts to change the nomenclature of the department against major opposition. He finally succeeded after considerable efforts.

Mr. Das added that the first workshop on media policy for master's students began in 2010 with assistance from Centre for Culture, Media and Governance, Jamia Millia Islamia. He also underlined the ten year vision of the media department in Sikkim University which is attempting to



position itself as the premier communication centre in the region. The process was already underway with top professionals gravitating towards it both, in the fields of research and training. The focus will continue to remain on skill and scholarly studies. With regard to the curriculum Mr. Das explained that the MA course is divided into four semesters (16 papers in all, each carrying 4 credits) which according to him offers a rich blend of theory and practice. He also mentioned the interdisciplinary approach adopted at his department with papers ranging from theoretical perspectives on communication to media law and ethics, evolution of media policies in India and development communication.

The curriculum also had a practical side wherein making of news, editing for print media, corporate communications, information technology and the web and radio production was being taught to students. There are three modules for teaching a term

paper called 'Evolution of Media Policies'. The first deals with media and technology under colonialism, which takes students through the history of development of media policies. Others deal with issues like independence and the instrumentality of the policy media and under thrusts liberalization.

Mr. Das also favoured media policy analysis

Reflections on media policy paper

- How to make it <u>relevant</u> and <u>interesting</u> to the students?
- Such workshops do help
- Teaching policy to <u>media students</u>: An extra challenge
 - 'Production mind set'
 - Locational disadvantage
 - What is the <u>strategic fit</u> of the paper? (Should it be at the beginning or end of the semester? (M.Phil...)
- Class discourse- field study linkage
 - Media Policy vs. Other Policies (Rajasthan Experience)
- Both at <u>policy formulation</u> and <u>implementation</u> levels
 - Study on cyber cafes in Gangtok
 - video parlors

workshop as an effective method of instruction as it was a useful experiment with methodologies and other ingenious tools and technique to make learning processes meaningful and interesting. "The workshop is a good alternative to teaching methodologies. During the session, each word is discussed threadbare and explained in a very interactive session by the resource person. For example students suggested various alternative expressions of the word 'policy', he added.

Questions/ comments from the floor

Bulk of the questions were directed at Dr. Mathew of IIM Kozhikode with regard to his unconventional curriculum. Chiefly questions related to the 'political' nature of the curriculum design. He was also asked how professional managers reacted to issues like caste and race. And finally he was asked as to how should one navigate popular culture through an unconventional curriculum in a business school. Dr. Mathew responded by arguing that everything we say or do is political. Talking about caste, class, sex, gender etc in management set-up is intensely political. As for politics, it is the job of the teacher to present all the available options. As a teacher at IIM, he said, all viewpoints are debated. And at the end of the day students have the freedom to choose from the options. Prof. Mathew clarified that his approach is not to locate the social issues as this puts off managers. The strategy is to link their vocation with the larger issues like caste and race.

Session VII: Media, Law and Media Law 2:00 pm- 3:30 pm

Chair: Prof. Padmaja Shaw

- 1. Dr. S. Bhowmick, Law for Media Practitioners
- 2. Ms. Pallavi Majumdar, Media Law for Journalism students
- 3. Mr. Siddarth Narain and Danish Sheikh, *Teaching Media Law: An Interdisciplinary Approach*

Dr. Someshwar Bhowmik, while discussing law for media practitioners, kept his presentation tightly focused on the three key words- 'law', 'media' and 'practitioners'. The word 'law' has an important function. Dr Bhowmick says, "The primary function of law, is to settle conflict and restore order within a given framework of social, political and economic conditions'. Legislation is a codified manual for this purpose. This functional attribute however conceals a serious dichotomy. To its proponents, law can

be a vehicle for programmed social evolution because it identifies the parameters of sanctioned conduct; yet others, who regard it as an instrument of repression, may not like those very regulatory implications."

He stressed that the preventive censorship statutes underline an antagonistic contradiction within the society. The urge to express to others becomes communication and it is at this point when the social system intervenes which results in censorship of one or another sort. It is only here that the concept of freedom of speech and expression is born. Talking about the concept of the freedom, he said, freedom is the continuous search for improvement in all spheres of



our physical existence, specially social, political and moral. He further criticized the proponents of 'social control' that have always opposed the granting of any privilege to the common people. It is they who have come up with the concept of control and *censorship*. Dr. Bhomwick also stressed the need for freedom given the wide diversities in the country relating to ethnicity, language, and custom.

The second term that is of his concern is' media'. What is 'media'? Very rarely do we mean folk or grassroots media while discussing 'media'. The tone and tenor of *bhatiali*, the music of people living downstream in Bengal and in the delta, are different from those of *sari*, the music of people living upstream, within the same linguistic area. The language and form of *jatra*, the theatre of the masses in Bengal, cannot be compared to *nautanki*, found in Uttar Pradesh. But folk or grassroots media has limited appeal. The third term that he discussed is "practitioners" who do we call practitioners? Are they *only* the persons who produce content for the media?

He followed this by a discussion on how to address those who receive content from the media? Communication appears to be a one-way traffic. The producer is the dominant player, and the receiver is a passive accomplice. The core of his presentation is the *problématiques* that are inherent in the mother of all media laws in India, namely Article 19(1) (a) read along with Article 19(2). Ultimately it is only through an interaction between the two that a path towards nation building can be charted. But the 'indigenous' paths have a common element. They operate on the premise that it is an 'imagined community' called *nation* that has won independence, rather than citizens of that nation. He further went on to differentiate between the concept of the freedom and citizenship in Indian and the Western context. He argued that the emergence of civil society in India is slow because of its multi- ethnic character and diverse language communities.

This lack of sovereignty of the Indian citizen is the direct result of India's choice of polity after her independence.

Dr. Bhowmick also discussed the term 'public interest'. While ordinarily the term 'public' can mean either common people or the government, the word 'public sector' has a very different connotations. But in the current context the word 'public' is an *imagined* category positioned between the individual and the State. The operation of film censorship in our country only complicates an already delicate, and problematic, transaction between authorial rights, i.e. those of the communicator, and the reader's rights. At the core of this system lies a three-tier filter comprising the Cinematograph Act, the Cinematograph (Certification) Rules and the Censorship guidelines. Dr Bhowmick further presented the historical backdrop of all the three tiers.

Freedom of expression has hardly ever been the subject of discussion outside academic, judicial and administrative circles. There was a pressing need to build a society based on well-informed on media practice.

Media Law for Journalism Students

Ms. Pallavi Majumdar



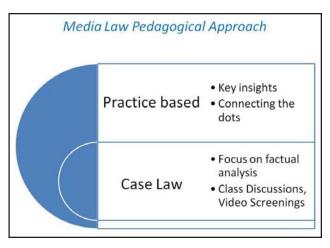
Ms. Pallavi Majumdar offered a presentation relating to the manner in which media law has figured in curriculum. She held forth on how several laws relating to the media were being amended and in some cases modernized to meet the new challenges. She especially mentioned the Copyright Act, the Drugs and Magical Remedies Act, Whistleblower bill and a whole clutch of laws relating to the cyberspace. Ms Pallavi, however, questioned whether these laws should be included within the rubric of media laws.

She also added that Journalism schools have much in common in the paper on media laws- like contempt of court, defamation laws. Also included within this were

studies of different regulatory bodies by almost all media institutions. But there is little effort at making students familiar with legal analysis as well as the limitation of various social sciences perspectives. Students are more focused on future and career opportunities rather than the papers comprising their syllabi. They are more oriented towards success, placement and fat packages. Institutes also behave likewise training students to find a

place in the job market. With such an overwhelming preoccupation with jobs, it is very difficult to impart legal knowledge which has both depth and is analytical.

Ms. Majumdar also suggested that students should be encouraged to write blogs and opinions on the internet. This is the best way to train them in the field of media and law. Debating an issue and making content analysis is yet another way of engaging students on issues which require in-



depth thinking. Class room debates is yet another way to make students engaged with various issues. Ms. Majumdar finally ended her presentation by stating that Media Law and social sciences will work well together if such changes were even made in the mushrooming schools of journalism.

Teaching Media Law: An Interdisciplinary Approach

Mr. Danish Sheikh



Danish Sheikh started his presentation with the term 'interdisciplinary' and its growing currency. Traditionally however the matter was seen differently. Mr. Shaikh drew upon Aristotle's formulation on the subject. He contrasted the term 'interdisciplinary' with Aristotle's concept of discipline. He explained that Aristotle's idea was to organise different subjects into a hierarchy. He himself created a three-tier hierarchy;

- Theoretical
- Practical
- Productive

Theoretical study comprises of theology, mathematics and physics; practical subjects included ethics and politics and; productive subjects lowest in the hierarchy included fine arts, poetics and engineering.

Aristotle's thinking was based on a hierarchical system which he arranged in an ascending order. The term discipline has two principle usages: First, it refers to particular branch of learning; and secondly, it refers to maintenance of order and control among subordinates like soldiers. He went on to say that discipline in this context suggests the kind of model training aimed at teaching propaganda and self control. He elaborated on the term 'discipline' by citing its origins in a Latin word 'disciplina'. Coming to the term 'interdisciplinary', it has something to please everyone which can provide a dynamic, a democratic and cooperative alternative to the introverted nature of the discipline.

Danish gave a broader definition of knowledge, discipline and censorship in India. The law forum, he added is working on the interdisciplinary media law course in JMI for the last two years. He also stressed on the consolidated history of law in conviction, a post colonial course work. Especially how in the 13th century Europe church punished heretics for defamation. He also

Towards a multi-disciplinary media law curriculum

- Historical Narrative
- Doctrinal Rigour
- Affective Turn and Production of Knowledge
- Popular Culture

heretics for defamation. He also talked about civil and criminal defamation and its categories - libel and slander.

He further added that it was necessary to interrogate what kind of discourse these laws create. Defamation today is defined in terms of civil and criminal laws. Civil is defined through damages whereas criminal via penal provisions. He cited the example of a Titan photographer who in 1927 smuggled the sculpture of a bird out from Romania to the USA. The Americans exempted it from customs duty. But the customs officer was not convinced that the bird was a work of art. He felt that it was only raw material since the bird had neither head nor a tail. He therefore filed a case. The ensuing judgement clearly stated that only the courts can decide upon the matter.

Questions/comments from the floor

The issues of censorship and what state has done to curtail the page price schedule and freedom of speech came up for discussion. The restrictions ranged from digitisation of

terrestrial broadcast, to digitisation of cable operations. Adding to Mr. Danish and Dr. Bhowmick's concerns, Prof Das argued that particular ways of looking at content depends on history. He went on to say that carriage has its own distinct stages.

Session VIII: Future of Teaching Tools 3.45 pm – 5:15 pm

Chair: Mr. Vibodh Parthasarathi

Dr. Dev Pathak, Teaching Culturally Embedded Media: Sound and Sight of South Asia

Dr. Babu Remesh, Archives as a Tool for Research and Teaching: The Case of Labour Archives

Mr. Snehashish Ghosh, Knowledge Repository on Telecom

The session was chaired by Mr. Vibodh Parthasarathi who set the broader framework by stating that there are different ways in which knowledge has been collected. We need to see how this can be disseminated and also if feedback can be taken.



Dr. Dev Pathak's presentation on 'Teaching culturally embedded media: sound and sight of South Asia' began with the speaker placing himself as an outsider and sought permission from the floor to critically look at the issue of teaching media policy and law. He provocatively quoted Hollywood actor Woody Allen who is reported to have quipped that, more often than not, the academia indulges in "intellectual masturbation". He said that we are unwittingly trying to be a clone of scientific technology and termed this tendency, an 'interesting irritant'. A bridge between social science and natural science is needed. Yet

we need not blindly tread the scientific empirical path.

Social sciences romance with positivism has given us grand narratives which has resulted in some solid empirical work. However of late there has been a tendency to move towards abstraction which has taken the spark away from scholarship. He emphasized the need to take 'cultural forms' as an important point of departure. Arguing about the need to build bridges between media studies and social sciences, he said Marshal MacLuhan's, "Medium is the message" is an axiom in itself. The epistemological underpinning of this proverb is important as "content of one medium becomes yet another medium". The contents themselves turn out to be medium and therefore it

requires us to take a hermeneutic turn rather than work in a technical way. We need to look into meanings and understand instead of drawing pie charts and bar graphs. In this age of structural dominance, we need to look at cultural forms rather than media forces.

When we shift to cultural forms, we do not treat our audience as docile but as ones who receive, interpret and circulate messages. Therefore when we take cultural forms into account as tools of teaching and learning, orality becomes the most important vehicle in the transaction of knowledge. Folklore is no longer an archaic reality and therefore we get an idea of 'multiple modernity'. He cited the example of Partha Chatterjee's thesis which looked at print dissemination in colonial Calcutta as a negotiation between enlightened and a folksy modernity. Similar kind of idea emerges from the work of Stuart Blackburn or even Tamil folklore. We need to shift from the structural dominance to cultural forms. The course that he envisages would be an experimental exercise in allowing students to gather cultural forms from their region and note how those cultural forms have been in circulation. He cited the historical example of the banning of Hindi film songs on All India Radio in the 1950's which resulted in people turning to Radio Ceylon. This forced the then government to restart airing of Hindi film songs on All India Radio. And it was only then that Vividh Bharti was launched.

Dr. Pathak also mentioned one of the key attributes of a pedagogue is to be tolerant towards novices and the naivete. As opposed to a rigid curriculum made by a Brahmanical authority in the board of studies, the course should be open to student participation. This would reverse the power relations and promote engagement with different cultural forms.

Archives as a Tool for Research and Teaching: The Case of Labour Archives

Dr. Babu Remesh,



Dr. Babu P. Ramesh's presentation concerned itself with the relevance of labour archive in teaching media law and policy. He began his presentation by declaring that, "archive is to society, what memory is to human beings" and laid down the need for a core repository or archive in formulating media policy. This was because there is a non-availability of documents which is a major bottleneck in teaching and research on MPL. In this regard he also mentioned the enormous potential of digital archiving and web-based dissemination of documents.

He discussed some of the documents needed to make an archive for formulating media laws such as evolution and spread of various forms of media, technology and ICT enabled possibilities, legal and administrative papers, historical phases/events, media driven policy and policy concerning media, systems of production/work organisation, labour in media. He suggested steps for developing media archives and preparing a roadmap – replicating best practices and avoiding possible mistakes.

Material/Documents on?

- · Evolution & spread of various forms of Media
- Technology & ICT enabled possibilities
- · Legal and Administrative Framework
- · Historical Phases/Events
- · Media driven policy and policy concerning Media
- · Systems of Production/Work Organisation
- · Labour in Media: HR Practices; who constitute?
- Aspects of mobilisation and organisation

He gave an overview of the archives of Indian Labor. He discussed its components, major activities, relevance of digital archives, storage and retrieval, thrust areas, strategies and even the balance sheet. Discussing the working of the Archives of Indian Labor, he said that they had arranged 9 international conferences, 150 seminars and 50 talks, published 20 working papers. All these activities took around Rs. 1.5 crore spread out over a ten year period. They have also tried to integrate multi-media projects documenting newspapers, oral history, audio recording projects and so on.

Talking about the strategies to bolster media archive, Dr. Babu Ramesh said networking with social partners, promotion of substantive research and innovative modes of data collection can be deployed. He concluded by saying that they have provided support to organizations like SEWA and the Workers Education trust. The center also conducts curriculum and skill development programmes.

Knowledge Repository on Telecom

Mr. Snehashish Ghosh



Mr. Snehashish Ghosh's presentation on 'Knowledge repository on telecom' dealt with the development of a telecom knowledge repository by the Bangalore based Centre for Internet and Society (CIS) in the last six months. He said that they were aiming at a multi-stakeholder audience which includes teachers, students and policy makers. He began by saying that telecommunications in India is a multi-faceted and multi-dimensional field with convergence on many issues related to policies. He explained that an effective policy requires a set of goals and objectives;

and the possible myriad repercussions of the proposed policy. Also regulations need to be put in place.

He discussed that the market structure and competition has to be analyzed since the government has given up its rights over the airwaves. But he admitted that there was a dearth of information and data on telecommunications. He also talked about problems of technology as there was no course material/repository

Challenges

- Consolidation of Acts, Rules, Guidelines, Amendments, Policies, Data, Reports, Consultations, Recommendations, Orders, Regulations and Licences
- Lack of open data on various aspects of the telecom industry
- Comprehensive: Ensuring that the Repository will be comprehensive is a tough challenge
- Constant changes in the telecom sector

available online which offers data relating to the different aspects of the telecom sector and explains technology in simple terms. However, there are a few courses which look at the technical and the regulatory side. For instance the ICT regulation toolkit run by ITU, Telefocal Asia in India and training courses by BSNL and MTNL. This has hampered the growth of a larger discourse on issues relating to telecom.

On the CIS's role in building a repository, he said they were committed to ensuring infrastructure for development, access to knowledge and information, access to relevant tools and leveraging new media as a teaching tool. They are also planning to have videos in the repository which provides a practical insight into the industry. There are a range of interviews of different specialists in the field like economists, academicians, technologists, industrialists, policy makers. He gave an overview of the course content and discussed some of the challenges like lack of open data on various aspects of the telecom industry, consolidation of acts, rules, guidelines, amendments, policies, reports, recommendations, regulations and the licensing regime etc. Mr. Ghosh concluded his presentation by remarking that they are still trying to figure out their target audience. Is it students, or policy makers? Or is it the civil society?

Questions/Comments from the floor

On being asked by Mr. Ravi as to how gmail, facebook and other social networking sites archive their data and what will happen after the user's death, Mr. Snehashish Ghosh replied that if archives are given out in the public domain, there will be implications on privacy. Mr. Ravi also asked Mr. Babu if they have a metadata of archives to which Mr. Babu replied in the affirmative.

Prof. Ravindran asked Dr. Dev Pathak how would he juxtapose Stuart Hall, who makes sense in the Indian context and Marshal McLuhan. Dr. Dev Pathak replied that his aim was not to borrow Marshal McLuhan's 'medium is the message' principle. Rather he wanted to explore the underpinnings of his thesis. He argued that cultural forms are freely in circulation and there is a constant process of folklorization. He however cautioned against reducing 'meanings' to mathematical jugglery. Dr. Kannamma asked Dr. Babu about the criteria employed by them to select the archiving of any labour document. Dr. Babu replied that every five years they evolve a concept note where they list their priorities.

Closing Remarks

Prof. Ambedkar presented the closing remarks. He admitted that initially they were apprehensive whether they could pull off a conference of such dimensions successfully. Especially since CURAJ was literally in the middle of nowhere, with Jaipur more than 20 kilometres away. But ultimately the faculty especially the senior members helped make it possible. He also revealed that the two-day workshop was extremely beneficial for the students of the university.



Mr. Vibodh Parthasarathi announced the end of the workshop by thanking the CURAJ team and the participants. He also expressed the hope that there will be more such workshops in the future.

GROUP PHOTO OF PARTICIPANTS



PROFILE OF PARTICIPANTS:

Prof. Srikrishna Deva Rao is currently the Registrar of the National Law University, Delhi from August 2010. Prof Rao holds a Master's degree in Law from Kakatiya University, Master of Philosophy in Law from NLS, Bangalore and PhD from DU. Prof. Rao was the founding Director of School of Law at IGNOU, New Delhi from May 2007 to May 2010. He has worked with three National Law Schools in India; Bangalore, Hyderabad and Ahmedabad, in addition to a short stint at Delhi University and the Jawaharlal Nehru University. A member of the UGC expert committee to transform legal education in India, He was a consultant to the Indian Medical Association (IMA), Swedish Development Cooperation (SDC), Sir Dorabji Tata Trust (SDTT), Child Rights and You (CRY) and Swedish National Science Foundation (SNSF). His areas of specialisation include Criminal Law, Human Rights, and Community Legal Education.

Prof. Gopalan Ravindran had his Ph. D in Journalism and Communication from University of Madras. He taught at Nagoya University, University Sains Malaysia and Manonmaniam Sundaranar University before joining University of Madras. He is interested in the areas of digital cultures, film cultures, diasporic cultures and critical media studies.

Prof. Biswajit Das is the Professor and Founding Director of Centre for Culture, Media and Governance, an interdisciplinary centre on Communication engaged in research and teaching in Jamia Millia Islamia, New Delhi. He has three decades of teaching and research experiences in Communication Studies, Development Communication and Sociology of Mass Communication. Prof. Das has contributed to Media theory, History, Ethnography and Method. He has been a visiting fellow at the University of Windsor, Canada, East-West Centre, Hawaii and Indian Institute of Advanced study, Shimla. His research has been supported by the Indo-French Scholarship, Shastri-Indo Canadian Institute, Charles Wallace India Trust, Ford Foundation, UNESCO, UNDP, University Grants Commission and ICSSR. Currently, Prof. Das is the member of Innovation Council, Ministry of Information and Broadcasting, GOI and Member of Inter-ministerial task force on Media and Communication, MHRD, GOI. Prof. Das has co-edited three volumes on Communication Processes from Sage Publication: Media and Mediation, 2005; Social and Symbolic, 2007; Communication, Culture and Confrontation, 2011. Prof. Das has published articles in various national and international journals and lectured in various universities and institutes in India and abroad.

Anindya Chaudhuri works principally in the related areas of telecommunications and information technologies at the National Institute of Science, Technology and Development Studies (NISTADS), India. He received his PhD in Public Policy from The University of Texas at Austin, USA, and Bachelors and Masters degrees in Economics from Jadavpur University, India. His doctoral dissertation was a theoretical and empirical investigation of the market for Internet services in the US. At UT Austin, he was associated with the University of Texas Inequality Project (UTIP) and the Luxembourg Income Study (LIS), researching income and wealth inequality metrics internationally. In 2006, he joined the National Center for Educational Accountability, USA, as Lead Researcher and Project Coordinator, where he analyzed the public education systems at the state and district levels. He joined the Indian Institute of Management Calcutta (IIM-C) as an Assistant Professor with the Public Policy and Management Group in 2008, where he taught doctoral courses in public policy analysis, research methods, and computational technologies. Apart from knowledge-technologies, his other interests include comparative public education systems and labor market dynamics.

Amit Prakash is a Professor at the Centre for the Study of Law and Governance, Jawaharlal Nehru University, New Delhi. Earlier, he has also served as Associate Professor at the Centre for the Study of Law and Governance, Jawaharlal Nehru University, New Delhi; and, Assistant Research Professor at the Centre for Policy Research, New Delhi. Amit Prakash holds a Ph. D from the School of Oriental and African Studies, University of London. He studied for his MA and M. Phil degrees in Political Science at the Jawaharlal Nehru University, New Delhi and for his graduate degree at the Maharaja Sayajirao University, Vadodara. His areas of research include politics of development and identity; critical governance studies (including governance indicators); conflict, governance and the state; democratic political process in India; policing in India; and, global governance.

Mr. Vibodh Parthasarathi is an Associate Professor at CCMG, Jamia Millia Islamia. Over the last 15 years, Mr. Parthasarathi has maintained a multidisciplinary interest in media theory, communication and development policy, and comparative media practice. Mr. Parthasarathi's research explores the trans-national history of the music industry, Indian communication industry under globalisation, comparative media policy, and environmental movements and communication practices. His association with the media industry in India and abroad has varied from being a consultant, television producer and documentary director; his last film Crosscurrents: A Fijian Travelogue (2001) explored the experiences of reconciliation in Fiji after the decade of military coups. Mr. Parathasarathi currently serves on the Board of the Centre for Internet and Society (Bangalore), and on the International Advisory Board of the India Media Centre, University of Westminster (London)

Prof. Kannamma Raman has been teaching political science and public policy for over three decades. She has special interest in areas related to health, human rights and gender. She is presently teaching for the first time a course in cyber politics. She is very interested in innovative and creative methods.

Dr. Avanish Kumar is a M. Phil and Ph. D Department of Anthropology University of Delhi, and M.Sc. and B.Sc. (H) in Anthropology from HansRaj College, University of Delhi, Delhi. Before Dr. Kumar joined School of Public Policy and Governance at MDI, he taught Challenges for sustainable development, cultural ecology and development, social impact assessment and qualitative research methodology, at TERI School, New Delhi. Dr. Kumar has also worked as an Anthropologist in Development Alternatives, New Delhi, Social Development Consultant to IPE, Enterprise London School of Economics, New Delhi and as a Researcher in Center for Development Economics, Delhi School of Economics, New Delhi. He has publications in edited books and journals on health and Inequality, medical pluralism, social impact assessment, rural development and food security.

Prof. Shishir Jha is a Ph. d in Political Science from Syracuse University, New York, U.S.A. He also holds a Master's Degree in International Relations and another Master's Degree in Business administration from Syracuse University, New York, U.S.A. His research areas are Theorizing and Analyzing Sustainable and Democratic Alternatives of Globalization, Digital Economy, Copyright and Public Domain in the Digital Economy, Geo-Political Environment and International Business, Impact of Globalization on Indian Society, WTO and Global Political Economy, Indian Society and Political Economy of the Third World, International Relations.

Prof. Babli Moitra Saraf is an Associate Professor in the Department of English, and the Principal of Indraprastha College for Women, University of Delhi. She has received her M. Phil degree in English and Ph.D in Sociology. Her doctoral thesis studies language change in the advertising industry in India in the first phase of globalization (1984-94), and the emergence of the Indian urban middle class identity. Her current work focuses on orality and performance in relation to Translation Studies. She taught English at Ramjas College, University of Delhi for 29 years and continues to teach English and Mass Media and Communication in IP College. Her teaching interests include Modern Indian Literature in Translation, Classical Literature, Renaissance and Modern European Drama,

Padmaja Shaw graduated with a Masters degree in Journalism from Osmania University, India, and an MA (Telecommunications) from Michigan State University, USA. She completed a PhD in Development Studies and has been teaching at the Department of Communication and Journalism, Osmania University, India, since 1988.

She has two tracks of interest: Broadcast production and political economy of communication. She began as a television producer and made programs for children, young and adults, later produced several educational programs for "Countrywide Classroom". She worked as Executive Director (Programs and Utilization) for a bouquet of 5 educational channels in Andhra Pradesh, India. She has done research in broadcast media and print media and has provided consultancy for the educational media divisions under the Government of Andhra Pradesh. She contributes occasionally to a media watch website, The Hoot, and writes a regular column in an English language daily newspaper, The Hans India, publishing out of Hyderabad.

A.F. Mathew has been teaching full time at the postgraduate level since 2000 at the Indian Institute of Management, Kozhikode. Prior to his academic career, Prof. Mathew has also worked as Member, Committee for Protection of Democratic Rights (CPDR), Mumbai, on a voluntary basis (1995-2000). During his stint at the CPDR, he has been part of many fact finding teams investigating human rights issues in conflict regions of India. His areas of teaching are Cultural Studies, Indian Sociology, Media Studies and Film History.

Ms. Aradhana Sharma was a Project Fellow for the Media Policy and Law Project, at Center for Culture Media and Governance, Jamia Millia Islamia, Aradhana is also pursuing a PhD at CCMG on representation of conflict in the media, under the larger rubric of Media Studies. Prior to this Aradhana has worked as a journalist, for over a decade, in the mainstream print and electronic media in India.

Mr. Manoj Das did his Masters and M. Phil in Mass Communication from Assam University and started his professional career in 1999 with Electronic Media Production Centre of IGNOU, New Delhi where he was a part of the team that did feed-forward studies for Gyan Darshan- the first educational channel of India. He also played a key role in designing and pilot-testing the WHO-IGNOU-AIR Jaipur initiative on interactive radio counseling on HIV and AIDS for truck drivers on National Highways around Jaipur. Immediately prior to joining Sikkim University in 2010, Mr. Das was teaching at the post graduate level as an Assistant Professor in a University in Rajasthan. He has two major institutional publications- both funded by SIDA (Swedish), apart from contributions to journals and newspapers. He has participated in various international and national seminars on communication. His action plan – part of communication study on controlling drug dependency in Mizoram state- was taken by UNDCP. Mr. Das' ongoing doctoral research from the Centre for Culture, Media and Governance, Jamia Millia Islamia, New Delhi, is around anthropological reading of televised religion.

Prof. S. Bhowmik is known for his research on the sociological aspects of cinema and television. After having won a grant-in-aid from Indian Council of Social Science Research

for a dissertation on film censorship in pre-independence India, he got his Ph. D from Jadavpur University on the same subject. Bhowmik, who has written several books in English and Bengali on various aspects of Indian cinema, has now come up with *Cinema and Censorship: the Politics of Control in India*, an Orient Blackswan publication seeks to analyse how political agendas have controlled the film censorship policy in India. At present he is the director-in-charge of the Educational Multimedia Research Centre of Kolkata's St. Xavier's College.

Ms. Pallavi Majumdar Pallavi Majumdar is an associate professor at Amity University, Noida. She holds a master's degree in journalism and mass communication as well as a master's degree in environmental studies. She is currently pursuing her Ph. D at the Centre for Culture, Media and Governance, Jamia Millia Islamia.

Mr. Danish Sheikh has graduated from Nalsar University of Law. Currently a legal researcher at Alternative Law Forum, he has taught media law at St. Joseph's College, Bangalore. His areas of interest are media law and pedagogy, copyright and popular culture.

Dr. Dev N Pathak is an assistant professor at the South Asian University. He holds a PhD and M. Phil from Jawaharlal Nehru University, New Delhi. His research interests are Folklore Studies, and, Oral and other forms of popular Media, Methodology of Social sciences for Qualitative research, Sociology of Teachers' Education, Sociology of Gender and Disability studies.

Dr. Babu Ramesh is a developmental economist. He joined the SOITS as a Reader in 2009. He earlier worked as a Fellow at the V V Giri National Labour Institute, NOIDA. He is the Coordinator of the MA Programme in Labour and Development offered by SOITS. His current research interests include Informal Sector and Livelihood Issues, Social Security, ICT and New Forms of Work Organisation and Labour History. He has published several research articles and reports for national and international organisations, including the UNDP and ILO.

Mr. Snehashish Ghosh is a Policy Associate at CIS. He is a lawyer with specific interest in copyright law, telecom law and policy and internet governance. At CIS, he mainly does research work on telecom law and policy.

Mr. Siddharth Narrain is a lawyer and legal researcher at the Alternative Law Forum, Bangalore. His areas of interest include issues related to gender and sexuality, media laws and censorship, and the politics of the judiciary. He has worked as a journalist for Frontline Magazine and The Hindu newspaper in New Delhi.

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- 32. Dr. Padmaja Shaw, Professor, Osmania University, Hyderabad
- 33. Mr. Danish Sheikh, Core Member, Alternate Law Forum, Bangalore
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