

Paradigm Shift of Journalism Education at University Level in South Asia: In search of a new adaptive model

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Abstract: Journalism educators across the South Asian region trained people for about half a century by west-centric professional curricula ignoring the requirements of native media industry. The industry, on its part, has not ever ventured to inform the educators of the industry needs rather questions the necessity of western dominance in journalism curricula and practices in their local context. Under this circumstance, a lack of mutual understanding persists between the two groups in regard to journalism education for competent professionals. This apparent failure of west centric curriculum for journalism education proves that non-western and developing countries require a different approach to course contents and they need to emphasize on the value of research as a pedagogical and epistemological tool. Putting journalism curricula in the wider context of higher education, a voice of de-colonization has thus been augmented among native educators and industry people. Facing the pressures from globalization, democratization of state mechanism, commercialization of industry sectors, technological advancement and from university administration for last couple of years aimed at providing competent professional workforce, journalism educators and researchers are compelled to rethink for redesigning course curricula. Examining both the 'craft' and 'professional' model, educators have found that the curricula and study of journalism and mass communication still remains strikingly poor in describing the media's role and tasks in society. This intellectual challenge is becoming more and more acute at a time when civilizations are clashing and media are converging. Journalism education at university level in this context has fast metamorphosed into media or communication programs without much visible shifts in aims of its potentials in South Asian society.

The paradigm shift role of media from traditional watchdog to watchtower also demands the redesigning of journalism curricula in this region. To prepare competent professionals for the industry, the vehicle of media education seems to be halted with punctured wheels while road to go is a long one because many trends of journalism and media education system have puzzled the traditional 'professional' and 'craft' models. To maximize the benefit of the use of journalism for holistic development as outlined by the mainstream western and west centric eastern scholars for satisfying the market demands, the journalism education needs to be taken into account of the issues of curricula and pedagogy of the infrastructure. The evidence here shows that there is a need to move away from generic models and allow a new approach to be explored within local contexts and older professional model to be re-examined and given space to grow afresh. This paper focuses on external factors such as the importance placed on western values, failure of readymade curricula e.g. Unesco model, complexity of education and journalism practices in various regions and allows new approaches from generic model and seeks to examine the necessity of redesigning the curricula by analyzing the contemporary global trends of journalism education and the context of new needs in South Asian nations.

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Introduction:

Journalism has now become a glamorous profession across South Asia because of its witnessing an unprecedented media boom during last decade. Thousands of newspapers have been publishing across the region along with hundreds of local, international television channels and community radio stations are jostling on the air now with incompetent workforce and professionals. In spite of this drawback, one gets to be on microphone, camera, thereby garnering instant recognition and popularity through television journalism, and moreover, one has the power of access to information in this new boom. Being a reporter gives one access to the corridors of power and also the privilege of interacting with who's who in every society—something not ordinarily accessible to the common person. The journalist as a watchtower is also one of the first to gain access to breaking news, apart from being one of the few who has the power to decide what stories make it on the air to keep the world informed. A well designed journalism education with suitable curricula understandably is required for developing competent human resources who would be fit in discharging duties of gathering, processing, preparing and disseminating required information for different media outlets that ensures citizens' healthier life and help implementing the region's socio- economic, political and cultural development objectives.

Asian people, in tradition consider journalism plays a very significant role as the defender of people's interest in their culture through ensuring transparency and accountability in all spheres of public affairs, which is still far a cry in this society. Since journalism demands a better understanding of the socio-political and economic context and there has been an increased recognition of the crucial role of journalism in promoting good and accountable governance in democratic polity, an urgent demand for well-trained journalists has been augmented among civil societies, academia, professionals, politicians and even among illiterate mass people. Changes in the mass media market, the influence of globalization also generate challenges requiring a new orientation of professional journalists. Thus, the need for journalism education is important to develop a competent workforce for the media industry and for contributing to the betterment of the society and the human kind at large. But journalism educators and professional journalists in this region, like developed countries across the globe, are divided on the necessity of a university degree in journalism. The division of opinion is on whether journalism education should be a vocational training course or a degree in liberal arts or social sciences to prepare one better for a career in journalism.

Journalism educators throughout the South Asia, despite this claim and controversy in regards to curricula, have been training young people for about six decades, have ever seriously tried to find out the requirements of the industry and are continuing to pursue their own curricula which followed more or less west centric professional values highlighting some common issues of journalism like watchdog, objectivity

and inverted pyramid. And the industry, on its part, has not ever ventured to inform the departments of their needs but always criticize the curriculum and the way of teaching. Therefore, media management and senior journalists have continued to undervalue graduates in journalism/ media/ mass communication in the recruitment process. Hence, a lack of mutual understanding in regard to journalism education and also a communication gap persist between the two groups. Journalism graduates, under these circumstances, continue to face an unwelcome treatment in the tradition-trammeled profession and the media industry itself.

Journalism Education in South Asia: Emergence and its paradigm shift

The emergence and advancement of journalism can be classified into two major phases; pre- independence and post- independence in the South Asian region except Bhutan. However, in context of India, Bangladesh and Nepal, the post independence era can be classified into two key phases these are pre-liberalization (Before emergency in 1975, autocratic rule 1990 and kings rule 2005 respectively) and post-liberalization. According to Muppidi (2008) the pre- independent era of journalism marked by different newspapers with two distinct ideologies where the first was mostly by Englishmen who supported the British Empire which was ended in early 50s and the second one mostly was by educated natives who promoted nation-building and, later, the freedom of struggle. Therefore, the emergence of journalism in the sub-continent underlines the overriding aim of common welfare and a missionary role to disseminate information in the context of a nationalist movement of tens of millions of illiterate and poor people to stand against colonial rulers (Ullah:2008). Since then, many nationalist politicians began to publish newspapers and engaged themselves as working journalists for their newspaper in a missionary zeal. The politician-turned media owners and journalists had used their publications to challenge colonial rule and tried to galvanize support for their nationalist movements. Therefore, as Ullah (2008:2) describe...“the spirit of the press and its influence on the society took sides with the oppressed since the beginning of journalism in this land. Political and social thinking in South Asia embraced the ideals of journalism as a mission”.

Journalism, in this context, blossomed in a supportive role in the nationalist political thinking and social reforms and became an important political, social and cultural vehicle to reach the people; not in the line of a profession like in the west because of the want of any model in this society. It was at a much later stage that progressive and educated people felt interest to take journalism from professional perspectives, which boosted the demand for trained and skilled human resources for the industry. To meet the growing demands of an ever-increasing number of newspapers, the need for trained journalists in the print media became obvious in the early forties. Consequently, Aligarh University introduced instruction course in journalism in 1938, but it was stopped in 1940. The Department of Journalism of Panjab University was established in 1941 to offer a one- year diploma as an evening course designed for working journalists which is the first institution of journalism education in the sub-continent. Journalism education since then as Datta-Ray (2006), Ullah (2008) and Murthy (2010) pointed, has been run through the following paradigms that includes (a) A vocational training to diploma (b) Shift from mere journalism to Mass Communication and Journalism (c) A shift towards the interdisciplinary integrated approach (d) Shift from the liberal humanistic approach to social scientific approach

(e) A shift from technology less approach to technology plus approach (f) Towards the privatization of public education (g) Collaborative efforts with foreign universities.

After the initial era, the college based certificate courses were replaced by university based second generation journalism department by the end of 60s. During this time journalism education also grounded its base in Sri Lanka, Pakistan and Bangladesh. The second generation can be confined during the years of 60s and 70s, where several journalism department changed their nomenclature from 'journalism' to 'journalism and mass communication' and incorporated subjects such as communication and public relations alongside of the traditional reporting, editing, newsgathering and writing and so on. At the same time west particularly Anglo-Eurocentric universalization put its step in journalism education across South Asia because many journalists exposed with training from Thomson Foundation, UK, International Institute of Journalism, Germany and International Press Institute, USA.

The third generation of journalism education began its journey in early 90s where a shift of multidisciplinary approach took place and included subjects like sociology, economics and even political sciences in the curricula. During the technology less to technology plus era journalism education tried coping with the advancement of Information and Communication Technologies and broadcast relating equipments with apparent failure in many cases. During the fourth generation, private institutes developed strong industry linkage, diversified the syllabi, sought faculty from allied fields and emphasized on research. More important, they realized the value of building brands, creating niche markets admitting students from all over the country, and recruiting faculty with industry experience. The latest generation of journalism or media education in South Asian nations is in the making. It can be seen in collaborative efforts and memoranda of understanding being signed between native and foreign, mainly European universities, such as Norway funded NOMA project with universities in Nepal, Bangladesh and Pakistan, IJ-Germany with Asian College of Journalism in India and Pashwar University of Pakistan with Lipzic University, Germany. This trend is already noticeable in the increased stress on 'internationalization' and 'study abroad' programs and their focus on Asia. Professionals, in parallel also argue that media industry, breaking its tradition as a role model in the society, becomes corporate and commercial, ultimately demands a recast journalism curriculum with less theory and more focus on journalism tools that include skills of information gathering and writing news stories, cultivate news sources with assertion and communication skills.

The overall situation of journalism education and the media scenario clearly indicates some major sources of influence that calls for redesigning journalism curricula. Ullah (2008), Lee (2008) and Murthy (2010) enlisted several sources, these are; (a) coping with the industry that faced a sea of changes during last few years both in nature and trends (b) introduction and use of ICT and other modern technologies both in print and broadcast media, (c) emergence of corporatized media sectors instead of missionaries, (d) competitive job market with professional risks and attitudes, (e) effect of globalization on the industry as well as in the journalism/ media schools, (f) adaptation with updated western media education curricula, (g) brilliant journalism graduates and their enthusiasm to western knowledge for status, (h) mission of university education to prepare all round talents and (i) Necessity for local culture.

Paradigm Shift and Curriculum Debate:

The paradigm shift and demand from the industry side indicates that journalism education and curricula can either be developed in the light of 'Professional Model' and 'Craft Model'. Professional model emphasizes on the development of critical thinking of the graduate/future journalists regarding society, culture and economy while craft model is more concerned about the development of skills required for practical journalistic purpose. However, research evidences by Datta-Ray (2006), Muppidi (2008) and Murthy (2010) indicates, media academics in Asia has accepted now that journalism/media/communication education requires both because they consider a blending of professional and craft model may yield much more benefit to the graduates. But the question is what should come first. Some argue on learning by doing where techniques are seen as integrated in the opening courses and other stressed on critical thinking has to be developed among the graduates first so that they can locate and contextualize the story intellectually.

Studied of Datta- Ray (2006), Melkote (2008), Muppidi (2008), Freedman et al (2009) indicated that there is no clear direction or consistency in the various journalism courses offered across south Asia. Melkote (2008) opined 'a three tier journalism education indicates that university curricula focus more on integrated subject matters including sociology, political and administrative development of their region where as diploma courses concentrate their efforts more on newsgathering, writing and so on the third tier, which are not regular school just provides some technical courses like Tv reporting, editing, desktop publishing'. Understandably, there has to be clear-cut demarcations in terms of curriculum in these institutions. Most of the universities have not updated their syllabi for ages even though a clear paradigm shift is noticed in journalism education in this region. Moppidi (2008) have found that whatever changes have been made, are very cosmetic. For instance, journalism teachers in India follow the normal route of post graduate-PhD to journalism institutes and a majority of them have no experience in media whatsoever. He opined, "What they teach is completely out of (often outdated) textbooks which have no relevance when students enter the industry".

Regarding journalism program in the university, Gaunt (cited in Karni, 2007) explored six types education practiced worldwide: a) Orientation (media system); b) Basic skills (language); c) Technical skills (programming, writing, production and equipment); d) Advanced skills (for highly qualified journalists, improving skills); e) Liberal background (social, economic, political and cultural background); f) Specialized applications (specialized area of journalism and mass communication). To include these critical issues for journalism education, at least four major concerns should be addressed in this region that includes (a) lack of regulation and oversight (b) lack of resources and infrastructure (c) lack of consistent course curriculum and (d) lack of industry collaboration.

Debate on Journalism Curricula: the World perspectives

Journalism education at university level has a history of a little over a hundred years, though evidence shows that journalism education with more alien to Mass Communication was not well respected by professionals and even by some journalism

educators. Understandably, journalism educators had a difficult time overcoming the commonly held opinion that journalism was nothing more than a trade, where any university training or degree is not necessary. Academic critics stated that it might best be taught in a trade school rather than a college or university, and many journalists insisted that it could be better learned on the job. However, by the 1930s, many journalism educators, mainly in the USA became concerned about the specialized nature of the liberal arts courses their students were getting, particularly in the social sciences, and began to devise more social science-based courses within their curriculum. Dennis (1984) listed three major complaints against journalism education at the university level. One is that the pure liberal arts education without journalism courses is far superior to the journalism-liberal arts balance advocated by the journalism schools. The second is that the journalism schools teach too much theory and not enough practice. The third point of complaint is that the journalism schools are too vocational. He also noted that while almost 85.0% of new hires at U.S. newspapers are journalism school graduates, "many leading editors openly scorn journalism education."

The answer to questions raised by Dennis could be found in the radio talk on Journalism Education in the Australian Broadcasting Corporation (ABC) in June 2005. Lucinda Duckett, the National Editorial Development Manager of News Limited, told the ABC talk that a degree is not a requirement to be a good journalist. "What we need from a journalist is somebody who can find stories rather than wait for them to be given to them; we need good, sound, basic writers, people who can communicate at a simple level. But beyond that, we need people who can really sniff out stories, who can go beyond and find out what's really going on." Complaining that many journalism courses are very theoretical, Duckett said, "the mistake is to think that that will produce a work-ready journalist, because the two things are completely different. One is work training and the other is academic study. I think the universities may have lost their way a little in their direction. Are they trying to offer trade courses or degrees"? Duckett asked. On her observation, Associate Professor Wendy Bacon from the University of Technology, Sydney, also a journalist, argued... "in a university you can't really pretend to have a journalism course unless you also study what journalism is about, what is its role in society, what is the media about- and also prepare your graduates to go out and be in a workplace where, if they are to put into practice their highest ideals in terms of professional practice and ethical practice, they need to understand the environment in which they work in order to maximise their opportunities to produce a high quality of journalism."

Similarly, analyzing Journalism Education trends and needs in Asian countries, the former Deputy Secretary General of the Asian Media and Information Centre (AMIC) Anura Goonasekera (1995:21) concluded that ... "one should not look only at media teaching institutions and their curricula but also the needs of the media industry and the priorities of governments and how they impinge on media and vice versa. Apart from the skills and knowledge imparted to students, one should also look at the values underlying the various components of communication teaching programmes and put them in the context of broader social values. The communication policies and programmes of governments, and the place occupied by media education within them, are also highly relevant."

In the backdrop and debate it is obvious that the foremost issue before journalism educators is to redefine the mission of journalism education in the midst of a communications revolution. The question implies, correctly, that journalism programs already are changing into media studies programs. Therefore educators must ask some questions themselves what this means not only in terms of course offerings but of philosophical rationale. It is insufficient to merely tack new classes onto the curriculum without addressing their broader implications in terms of the scope and purpose of our programs. Educators must take a visionary look at the communications revolution that surrounds them and see how they can articulate a new mission that incorporates the best of what they have already done in the past with socially desirable goals for the future. By analyzing Indian journalism/ communication alumni's attitudes to their degree Eapen (1991) commented that journalism education need "more insight into philosophical questions so that universities do not produce mere technicians, but journalism scientists" he continues ... journalism department trains students to be socially responsible and critical professionals aware of the power as well as the responsibilities of the media and of the need to defend press freedom and live up to the highest ethical norms."

Universalization, UNESCO model and De- colonization of the Curricula for South Asia

Universalism, rooted in the Western values has influenced journalism curricula, training and professional practices as it seen through the normative role of journalists in promoting democracy, the latter being a concept this is not shared and understood in the same way by all (Lee, 2008). Even international organizations are promoting the normative approach, like UNESCO through its efforts creating a model journalism curriculum in which the relationship between democracy and journalism is reasserted. By using 'Western Model' as a generic term to refer to mainstream press organs that have editorial independence from governments or political parties, have adequate financial resources to sustain that independence, and that display a professional commitment to fairness, balance, accuracy and ethical conduct by their journalist, Freedman et al claimed, "UNESCO model, it is evident that intentionally or intervention are omitted as objectives for journalism training and practice, and thus the model is inherently western in ideology, content and preferred practice (2009:16)." The model is also alien to the principles and accreditation for journalism education set by Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).

UNESCO model – *Model Curricula for Journalism for Developing Countries & Emerging Democracies*- formed around three axes: i. An axis comprising the norms, values, tools, standards, and practices of journalism; ii. An axis emphasizing the social, cultural, political, economic legal and ethical aspects of journalism practice both within and outside the national borders, and iii. An axis comprising knowledge of the world journalism's intellectual challenges (UNESCO, 2007). However, contents of the model reflect its West centric focus though it claims... 'a generic model that can be adapted according to each country's specific needs'. For instance the curricula suggested 23 subject topics for electives, only seven of which are related directly to the UN Millennium Development Goals and the other are as like as in the syllabi from the west. Thus, this syllabus demonstrates a strong emphasis on western – style journalism and a weak emphasis on journalism targeted for developing

countries like South Asia. Freedman et al (2009:22) further claimed, “the model suffers from the fact that its origins are in universities or foundations, rather than in newsrooms or professional journalism organizations.” Thus, it is obvious that the exposure to this curricula will create empathy to the existing west centric universal understanding of journalism which in turn refuse to accept local model. However, the crux of the issue is whether or not the ‘universal model’ and UNESCO model provide good quality training and meet local needs. Therefore, Lee (2008) suggested, “a chauvinistic approach to communication teaching, research and practice will retard this important field in Asia if we cannot find a better model.”

The problem also intensified while both the state and private universities have failed to formulate a common core curriculum with relevance to the fast changing industry. As a result the education in media suffered from lack of standardization of the content to be taught while the courses offered in many institutes and the universities just deal with basics and not with applications and appropriate discourse. In this context, the recent survey by Murthy (2010:7) has found that... “most of the educators and media professionals indicated a general agreement that there is a need to change the present curriculum and the treatment of curriculum of journalism and mass communication in India should be multi task oriented rather than industry focused.” The other neighboring countries can follow the same curricula as they all share common cultural, political and in somehow economic traditions due to colonial legacy. However, the search for a local perspective does not imply the outright rejection of Euro-centric universal model. What is at issue is the uncritical acceptance of that models and the neglect of the cumulative wisdom embodied in South Asian culture and literature because Asian media is under constant pressure to prove its manhood by cocking a snook at its own cultural traditions.

Searching for a Model:

The overall situation of journalism education and the media scenario clearly indicates that the increasing domination of western education, knowledge and information through globalization and internalization of the higher education needs to be redesigned. There is also seen an increasing awareness that western approaches, including journalism curricula models, have their limitations. Journalism researches outside the predominant Anglo-American orbit therefore started challenging the established paradigms. As the South Asian region has experienced colonization and the imposition of the Western educational systems, the continuation of local ways of knowing was undermined. Globalization has enhanced ‘Universal Hegemonic’ practice in journalism education too. Papoutsaki (2007) identified three major issues in this context that are, (a) dominance of western values and knowledge on the Non-western educational system (b) Western influence on journalism/ media/ communication studies, curricula and (c) insufficient locally produced research on journalism/ media/ communication curricula and practice and lack of confidence in abilities to deviate from the dominant paradigm. She also remarked two major influences both from internal and external work for curriculum level. The internal force as she describes, “Emphasis on transferring imported knowledge rather than generating knowledge; courses ill-adopted for local needs, pre dominantly Western in approach and content, blind adherence to western news values, limited local material and access to it; low priority for journalism research and practices in journalism curricula and poor link with courses on local knowledge and societal needs... the

wider impact of Western journalism education models; impact of western Journalism/ media theories and lack of text books on local curricula” as for external force. (Papoutsaki, 2007:80)

The dominant Anglo-American model of journalism curricula manifested that South Asian media educators have very serious draw back of rigorous examination of a suitable model for them. To make a suitable curricula model for this region Asian media scholar must look for a better model after many years of their independent identity in global map. However, the development of one’s own model depends on enough knowledge, experience, conceptual thinking and teaching materials in the field. All this relies on research and accumulation of findings and experiences in one’s own social contexts. The lack of critical mass of communication researchers across the South Asian nations is the principal constraint on developing an appropriate journalism curriculum for university.

It is well accepted concept that due to dual nature of providing both academic and professional training in journalism, the curriculum designed both domain always needs to strike a balance between ‘theory’ and ‘practice’. In this context what should be the curricula for Asian University. As it is observed that three tier curricula: vocational training, a year diploma and graduate studies are existing in universities across South Asia, vocational training thus needs to concentrate on reporting, editing, diploma course can focus on journalism courses including some core communication courses for expanding their understanding the society and people where they live and in graduate stage an integration is mandatory, because the mission of university is to create a comprehensive human being and scholars not only producing competent human resources for job. To follow the mission of university, scholars must discard any short course in journalism at university and they should concentrate their efforts to establish independent institute or school of journalism and communication instead of department under the social sciences faculty and offer Bachelor and Masters degrees in Social Sciences because it is necessary to change academic agenda to address the real world.

Curriculum Model for the South Asian University:

Journalism education is an art, not a science, and there can be no universal formula for preparing students for journalistic careers, just as there can be no universal model of a press system. Any system of journalism education and its institutions must infuse students with theory and practical skills, must nurture their sense of curiosity, and must enable them to understand the role of the media in their widely divergent societies. Today’s journalists, first and foremost, must be strong critical thinkers who know enough about geography, history and the human condition to understand why events play out as they do. Thus it is obvious that the ultimate objective of the journalism education should be to improve the practice of journalism not only by training skilled practitioners but also by teaching how journalism impinges on other areas of public life and illustrates critical social issues.

Philosophy of the university is not providing the competent workforce to the market rather produce an intellectual human being. Thus, an integrated syllabus is the suitable option for higher study in journalism. Communication, sociology, economics, history and more subject matter is obvious for this curriculum. However, from my

experience, I recommend to the colleagues for considering an option. All integrated courses should be included in Honors (Undergraduate) level and definitely masters' course should be divided into two separate tracks, mere journalism that includes, investigative reporting, reporting on special issues, Radio and Tv Production and the second one is Communication which put more focus on media research, development communication, Media education and socio- cultural changes of media trends. The model is like;

The Model

The model here extrapolates that journalism curricula should be forward-looking or future oriented. Students must be provided the appropriate skills needed in coping with the emerging 'information society', which is being expected people from across the region. Understandably, the advent of new communication technology presents many challenges to communication education in addition to sticking balance between vocational and academic training, adapting social changes due to globalization, changing demand for communication personnel who would be capable to handle the inroad of market imperative. In this context, the conceptual and theoretical courses are aimed to develop critical and creative thinking which would contribute to greater awareness of one's duties and obligations as a journalist or media activists in their society. Practical and skills courses, on the other hand, must not only emphasize communication skills needed for the job but must also give equal emphasis on the ethics of the profession. The University Grants Commission in different countries of the region must shoulder the responsibility to impose a generic curriculum for maintaining standards in journalism education.

Conclusion:

A shift from dominant/ universal model to local one will take time because it is difficult to say 'what is right' with journalism education in the South Asian countries today. In fact, nothing is right for such a subject which is yet to struggle for having recognition as an independent discipline. There is today an ample amount of interest in media courses among the new generation. In fact, many skip business management and engineering courses and opt for media and journalism, but are quickly disillusioned because of the way it is taught at the conventional colleges and universities across the region. So, the growing interest is certainly a positive development, but academics have not been able to live up to the expectations of the new generation partly because it is hard to change the existing system, and partly because of our own limitations in not recognizing the need for convergence of thoughts- the different technologies and the disciplines that are coming together to teach the media and communication subjects.

Similarly there is a growing number of research works and projects being done on media subjects which is another positive development- but researchers who strictly do not have media and communication backgrounds are still undertaking the more relevant ones like social sciences, humanities, information technology, and the rest. Journalism education across South Asia has yet to attain the 'rigor' that can fetch the subject to the status of a front ranking independent discipline. This is unfortunately because of the failure of journalism professionals and academics who never agree and yet the discipline has all the potential and the market needed to be one of the most

sought-after subjects. The controversy between the professionals and academics will continue, as it does in other countries, but they should come together on the vital issue to raise the quality and the status of journalism education in this region with a generic model. To have a generic model of journalism curricula Asian media educators must come forward to fight hard on three fronts together- getting adequate quality people for teaching and research, obtaining necessary funding and designing curriculum of local relevance through research of local relevance. I am confident if South Asian educators can break these vital fronts, the grounding of local model in media and journalism education is hopeful. The given model of curricula can be suitable for the time being to address the latest challenges as culture- centric approach. More comprehensive model will be emerged through trial and error in coming days based on local culture and traditions need where journalism educations of this region need not to apologize for deviation from west-centric parrot model.

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