The Drift in Journalism Education in India vis-à-vis New Media: Use of New Media by Administrators/ Educators in Journalism Schools

Neha Jindal

Abstract
With new media becoming the mainstay of the journalism industry, there is a change in curriculum and pedagogy in journalism education. Even with Web 2.0 becoming the main source of news dissemination, journalism educators will still be required to impart skills to the next generation on writing with clarity, organizing ideas cleanly and working efficiently as a team. The change will be in the methodology, and has to be accepted by the institution at the administrative level first. Since journalism education is required to develop a rational capacity in future graduates, and help them attain all skills essential to understand the media industry with regard to new media practices and changing trends, journalism administrators and educators have to be ably equipped with the skills, only then these can be delivered to the students. The study is about private and public (government) journalism schools in India and focuses on their willingness to adopt the requisite skill set and display adaptability towards using new media. It includes interviews conducted with administrators (who are also educators) in government and private journalism institutions in the country, concerning acceptance of new media and adoption in curriculum, instruction, evaluation and feedback, and arrives at results interpretatively.
Keywords
Journalism education, journalism schools, new media courses, journalism educators, new media, skill set

Introduction

Journalism Education in India: An Overview

Journalism education is shaping up as one of the premier fields of education in India and the world over. With the changing industry trends, there is an evident revision of curriculum in the academia, incorporating practical sessions with theoretical classes, and inclusion of dedicated courses on new media. Besides, there is a changing trend vis-à-vis faculty qualifications and skill set, including new media in administrative tasks, pedagogy, evaluation and feedback. Hence, it becomes pertinent to study the stance of heads of institutions in journalism schools in different universities in India, with regard to new media usage, as any innovation vis-à-vis pedagogy is introduced at their behest.

Students in the journalism programme are now required to take basic and advanced courses on new media journalism, production and design. These courses are designed to develop the pupils’ competence to produce high-quality journalism in a new media environment, and to help them understand some of the critical issues facing journalists today and in the future. Students also explore the implications and use of experimental new media technologies for journalism, nature of news content and the evolving structure of news organizations to include news and content dissemination. With learning the fundamentals of upright conventional journalism, students also get experiential learning in reporting in an online, networked world where deadlines are nonstop, stories are interactive and multimedia in nature, and newsrooms are decentralized as regards authority.

Even with Web 2.0 becoming the main source of news dissemination, journalism educators will still be required to impart the requisite skills and learning to the next generation, on writing with clarity, organizing ideas cleanly and working efficiently as a team. Hence, there is an evident change in curriculum and in the methodology of instruction. Journalism education is required to develop a rational capacity in future graduates and helps them attain the essential skills to understand the media industry as regards new media practices. For this, journalism educators have to be ably equipped with the skills, only then these can be delivered to the students. The universities, both government and private, in India have adopted new media to fulfil this requisition, and yet there is more to be achieved, as its application in the day-to-day teaching–learning process still has loopholes.

Journalism Industry in India: An Outline

Journalism is an ever-evolving entity, and the current identification of growth areas and market trends in terms of new media, in the media industry, throws light
on how it has impacted journalism practice in the country. When it comes to the consumer, Jenkins (2013, p. 2) states:

the shift from distribution to circulation signals a movement towards a more participatory model of culture, one which sees the public not as simply consumers of preconstructed messages but as people who are shaping, sharing, reframing, and remixing media content in ways which might not have been previously imagined.

Besides the traditional ways of gathering, processing and disseminating news and information, current day trends include an array of digital means for reporting, in all media alike. Some of the identified trends and growth areas vis-à-vis usage patterns and adoption of new media in the media industry include:

- Journalists using digital tools and apps for information search, storytelling and enhanced productivity, in the new media scenario and adapting to mobile journalism.
- Employing visual storytelling, graphics, audio-visual content and animation, with an embedded news story.
- Stories streaming live on the Internet and microblogging sites of media houses.
- Mainstreaming of news podcasts, making for an interesting way of disseminating news and information for the on-the-go media consumer.

The fact that there has to be coherence between academia and the industry in journalism, vis-à-vis changing trends as regards new media, is evident. If the industry has integrated new media technologies in practice, logic demands that academia does the same for curriculum, pedagogy, evaluation and feedback, in order to train students for those careers.

**Conceptual Background**

In a draft report on National Education Policy, India, published in *The Indian Express* (Chopra, 2019), recommendations for higher education in the country included an earnest focus on technology. The policy divided this into four broad areas, as follows:

- Training of teachers to use educational technology for professional development.
- Classroom tools and curriculum, such as ‘computational training’ and online course software.
- Access for those disadvantaged students who cannot attend physical school.
- Overall educational records management with a National Repository of Educational data.
This clarifies and strengthens the significance of technology in higher education, vis-à-vis the educator and the student. Stating the requirement of prospective jobs, the policy, as discussed by the report, states that ‘the future workplace will demand critical thinking, communication, problem solving, creativity, and multidisciplinary capability’ (Chopra, 2019, para 3).

What Saludo (1997) mentions about the skill set of media practitioners pertaining to enhancement of abilities as the demand of the industry and the consumer increases, holds true for educators as well. ‘That is the only way to allow the full development of each individual’s potential in specific skills while ensuring that the end-product makes full use of high-tech media’s capabilities’.1 The article further reflects on media work becoming concerted, channelizing various levels of expertise from people and demanding one to look beyond the existing skill set and seek enhancement from colleagues with other abilities for the betterment of the media product.

Describing the scenario of new entrants in journalism in the UK, Herbert (2000)2 states that they are now better educated than in the past times. The stress on an increasing number of new entrants with a degree, and the process of training while on the job, points toward the dire need of the skilfulness for the job, and that it needs to be imparted at the level of academia.

A report by The Independent (2016, February 12),3 states that the paper’s rapid digital growth in the past 3 years is turning independent.co.uk into UK’s fastest-growing quality newspaper site. It further points to the site’s expected revenue growth of 50 per cent for 2016, signifying the move of the consumer to the digital platform. According to the owner, Evgeny Lebedev, ‘The newspaper industry is changing, and that change is being driven by readers. They’re showing us that the future is digital’. Emphatically enough, if digital is the sustainable future, the prospective journalist needs to be prepared for it, and then only can they thrive in the industry that may go paperless soon.

As regards learning the use of new media tools, most journalism educators admit experiencing technostress (Bhattacharjee, 2012. p. 10)4—the mental stress one may face when asked to learn a new technology. As the media industry is seeing changes in the way messages, news and information are disseminated, a framework continues to develop and meet the needs of the new generation of journalists, and adaptation to technology. In this analogy, according to Ito et al. (2008) ‘Social and recreational new media use as a site of learning has been considered important in that youth could benefit from educators being more open to forms of experimentation and social exploration that are generally not characteristic of educational institutions’.5

Stressing on the entry of a new generation of learners, Prensky (2001)6 referring to them as ‘digital natives’ or the ‘net generation’, claims that it is the first generation that has grown up with computers and Internet access. He further states that teachers, in that case will be ‘digital immigrants’ and hence do not have the information and communications technology (ICT) skills necessary, and as a consequence, they can no longer guide contemporary students.

This clarifies that there is a need for the educator to adapt to the need of the digital native student, experiment with new media tools to develop their ICT skills, bring forth a discourse on the apt use of the medium and help pupils put it
into practice. The students are certainly digital natives, yet they would need a direction to engage productively with the mammoth content available on the Internet, and to utilize new media tools in a manner that is a value addition to their education and learning.

Theoretical Framework

Joseph Schumpeter’s creative destruction theory refers to the incessant product and process innovation mechanism by which new production units replace outdated ones (Schumpeter, 1942, as cited in Caballero, n.d.). The process of creative destruction (restructuring) is significant in the present context to understand how a particular kind of technology becomes obsolete with the advent of another, rendering journalism administrators’ old ways redundant. As creative destruction percolates into various levels, vis-à-vis respondents’ use of new media tools, it requires restructuring the communication system and the way in which content and information is disseminated within academia.

For the present study the theory helps associate with the restructuring happening at various levels within academia with the introduction of a new tool, whether it is for administrative purposes, pedagogy and instruction or evaluation and feedback. It is evident from the understanding of the literature that the use of innovative tools in everyday tasks performed by administrators, who are also educators, is increasingly significant for them to keep up with the digital native student and for self-up gradation. With regards to new media and convergence, educators—both experienced and new—adapt themselves to using new media tools and finding innovative ways of accomplishing tasks.

Nowak et al. (2005, 2009) developed the efficiency framework on the observation that many computer-mediated communication (CMC) studies resulted in low ratings on the level of interpersonal satisfaction when compared to face-to-face communication. The model is assistive to understand the level of efficiency of media administrators and/or educators concerning use of new media tools. It helps to comprehend if the respondents stick to a particular medium because it is easier and less time consuming and requires minimal efforts. It also helps build an association between the reasons and purposes media educators make use of a certain kind of media, and factors leading them to use new media tools. In addition, it tries to understand if collaborating towards a task via CMC makes it more effective than face-to-face communication.

Efficiency framework, in the present study, helps to get an insight into user behaviour for new media tools; understands if the convenience and efficiency to use a certain tool followed by its results can alter user behaviour. In determining whether the respondents prefer face-to-face communication or new media tools, the model tries to establish the pertinence of new media tools for accomplishing tasks.

Pioneered in 1962 by Everett Rogers, the diffusion of innovations model (Baran & Davis, 2012) traces the process by which an innovative idea or practice is communicated through channels over time among members of a social system. The model, whilst describing the factors influencing people’s thoughts, actions
and process of adopting a new technology or idea, enumerates the key people as change agents, as they are well-informed about the innovations and aid those struggling with the technology. They, hence, lead diffusion efforts, according to Rogers (p. 282).

This theory is significant for the article as it helps understand the concept of early adopters, change agents, digital natives and role models and identify them vis-à-vis respondents’ use of new media. It helps determine how the adoption of a new technology or idea, in this case, using new media tools for various purposes like accomplishing pedagogic and administrative tasks, acts as diffusion at various levels. The theory helps in determining how educators turning into digital immigrants can strengthen the entire process of pedagogy, evaluation and feedback, and hence leading diffusion efforts. Furthermore, it tries to determine the respondents’ acceptance of new media in meeting the need of the digital native students, who are early adopters and also lead diffusion efforts for peers and adults.

**Methodology**

The research design for the study is interpretative-descriptive in nature. The strategy employed is inclusive of interpretation, understanding meaning and frameworks, looking for and exploring patterns, elaborating small generalizations and comparison.

**Data Collection, Analysis and Population**

Primary data was collected via an interview. Secondary data was gathered from existing curricula from government and private journalism institutes, inclusive of pedagogy, evaluation and feedback mechanisms, to help create the primary data collection tool and enhance its interpretation.

**Secondary Data**

Secondary data was used as an input for framing the interview schedule for primary data collection. Background research found that Government of India, Ministry of Human Resource Development (MHRD) has instituted guidelines for a digital teaching–learning environment, also stipulating a budget. It was found via observations and comparisons that the aspects of curriculum, pedagogy, evaluation and feedback have altered in academia as institutions have included courses on new media.

Secondary data was gathered on these aspects, from the perspective of administrators, both in government and private journalism schools in UGC (University Grants Commission) recognized universities in the country, as they are pivotal in implementing guidelines for the required teaching–learning processes, in curriculum, pedagogy, evaluation and feedback mechanisms and administrative tasks, since new media is becoming an integral part of performing administrative or directorial functions.
This article contains a detailed analysis of the interviews conducted with respondents, while secondary data has only been used to enhance the researcher’s understanding in establishing grounds for primary data collection for purposes of brevity. However, to aid readers’ understanding, details of secondary data collected from existing resources are mentioned below.

The guidelines by MHRD for the higher education sector were collected by accessing documents on surveys, researches and data therein, available on MHRD’s website. This was significant to get an overview of higher education vis-à-vis the parameters of ICT and budget, as these guidelines are paramount in the functioning of academia.

The curricula, including pedagogy, evaluation and feedback mechanisms of government and private journalism schools in UGC recognized universities in India was gathered and compared, from the universities’ websites where it was readily available, and by emailing the administrators in cases where it was not available on the website.

Curriculum from a total of 24 journalism institutes (12 government and 12 private) pan-India was gathered to study the element of new media usage. Secondary data was gathered between the period January 2017 to July 2017.

Primary Data

1. The sample from administrators in journalism institutes—both government and private—was selected using both probability and non-probability sampling procedures.
2. In order to get a pan-India representation, journalism institutes from government and private universities from North, South, East, West, Northeast and Central India were selected. A list of UGC-accredited journalism schools was drafted from the UGC website; and sample was selected with 10 per cent stratification, using the probability sampling procedure. The total numbers of government journalism schools selected for the study were 11, and private journalism schools were 10, pan-India.
3. Purposive sampling was used to determine the administrators (one each) to be interviewed for the study, as a limited number of people hold administrative positions.
4. The interviews were conducted in person and telephonically, during the period January 2018 to June 2018.

Inferences: Interviews with Administrators in Government and Private-run Journalism Institutions in the Country

The study is a detailed analysis—interpretative and descriptive—of interviews, pertaining to current academic practices of new media usage, conducted with administrators who are also educators, in government and private journalism
institutions in the country, identifying this usage on the parameters curriculum, pedagogy, evaluation and feedback, and administrative tasks. A comparative analysis of the aforementioned parameters was drawn. The study gathered data on adoption and usage of new media vis-à-vis these parameters, along with data on demographic and psychographic profiles.

As per background research on the guidelines of MHRD, for a digital teaching–learning environment, observations were made vis-à-vis the parameters stated earlier, that the aforementioned aspects have altered within academia as institutions have included courses on new media/digital media/online journalism, to meet the demands of the industry concerning human capital. It was important to gather data on these aspects, from the perspective of the administrators, as they have a role to play in curriculum, pedagogy, evaluation and feedback mechanisms, while also performing the role of educators.

**Description of the Demographic Profiles of the Respondents**

Respondents’ demographic profiles, with variables age, gender, qualification, field experience and geographical background, was gathered to understand if it impacted their usage patterns vis-à-vis new media, as identified in background research.

**Government**

1. Majority of institutional heads were over 45 years, and designated as associate professor and/or professor.
2. Except for those purely in administrative positions, all others held doctorate degrees.
3. A significant observation was that fewer females held administrative positions irrespective of the similarity in qualification or field experience to their male counterparts.
4. It was observed that department heads had a minimum of 15 years’ field experience in their area of expertise.
5. Fewer respondents were from rural backgrounds.

**Private**

1. Majority of institutional heads were young or middle-aged, and designated as associate professor and/or assistant professor. The number of professors in private institutions was lesser than those in government institutions.
2. Those purely in administrative positions did not hold a doctorate degree, others had a PhD qualification and several others were enrolled into it.
3. Similar to government institutions, fewer females held administrative positions, irrespective of the qualification or field experience, in private-run institutes as well.
4. Heads of institutions were less experienced in comparison to their government counterparts, but several of them had 10–15 years’ field experience.
5. A majority were from urban backgrounds, like those in government institutions.

**Description of the Psychographic Profiles of the Respondents**

In order to add comprehensiveness to the study, besides determining whether psychographic factors impacted respondents’ usage patterns, data on respondents’ psychographic profiles was collected during the interview. Herein, they rated themselves on a scale of 1–10, 1 being the least and 10 being the highest degree—on the traits of self-reliance, understood as their confidence in their ability to do a certain task using new media tools, and adaptability, understood as their flexibility in doing a task or in a certain situation, using new media tools.

**Government**

1. It was gleaned from the interview responses that all respondents rate themselves 7 or above on self-reliance, signifying that they had confidence in their ability when it comes to using new media to do a certain task.
2. Most respondents’ degree of flexibility ranged between 6 and 8 on a scale of 1–10, implying that rigidity was involved in the use of new media.

**Private**

1. In private journalism schools, all respondents rated themselves 9 or higher, implying that they had confidence in their ability for using new media.
2. Most respondents rated themselves 8 or 9, implying, pertaining to the use of new media, there was greater degree of flexibility in this set of respondents.

**Results on Adoption of New Media by Respondents**

In order to understand if university typology impacts adoption of technology, institutional heads’ understanding of adoption of new media by their institution was significant. Furthermore, they were asked if a particular factor or a series of them led to that adoption.

**Government**

1. Most institutions adopted a curricular subject on new media post 2008. It is significant to note that in certain institutions it took a few years’ time to implement the same.
2. It was found that 50–60 per cent emphasis was given to new media usage on curriculum, teaching and instruction, evaluation and feedback. Only a few institutional heads admitted to a 30–40 per cent emphasis on new media usage in these aspects.
3. There was use of podcasts for instruction to a great extent, as, besides other respondents, Dr M. Shuaib Mohamed Haneef, School of Media and
Communication, Pondicherry University, said, ‘I record my lectures in class and create podcasts. Besides, we use software such as Articulate Storyline to create e-content as it is part of our curriculum. Along with scholars, we use Zotero and Mendeley’. In addition, Dr Shuaib’s use is particularly more, as stated by him, due to his experience in the IT industry in the e-learning domain.

4. When it comes to the factors responsible for adoption of new media by the institute, it was found that:
   a. The most prominent factor was industry requirement.
   b. Next to this was organizational support from university authorities, in the absence of which, adoption was not possible. As stated by Dr Happy Jeji, Head, Department of Journalism and Mass Communication, Punjabi University, Patiala, ‘As important as organisational support is, ICT workshops, orientation courses and refresher courses are organised regularly for the faculty, to help them upgrade their skill, and deal with the digital-native students better’.
   c. According to departmental heads, digital native students are another important criterion for adoption of new media by the institute.
   d. Competition from other institutes or establishing and maintaining brand image are not considered to be significant. To this, Dr Rakhi Tiwari, Head, Department of Journalism, Makhanlal Chaturvedi Rashtriya Patrakarita Evam Sanchar Vishwavidyala, Bhopal, said ‘Competition from other institutes is not a factor for adoption of new media, because of divergence in the functionality of the two university types.’

Private

1. Most representative institutions adopted a course on new media after 2012. In certain institutions it took a few years’ time from conceptualization to implementation.
2. A 50–60 per cent emphasis, similar to government institutions, was given to new media usage in curriculum, teaching and instruction, evaluation and feedback.
3. Content sharing and scanning tools were used extensively, as part of the teaching–learning processes as study material, case studies and academic content was shared via these tools, besides emails.
4. As regards feedback, Mr Diwakar Shukla, Head, Jagran School of Journalism and Communication, Jagran Lakecity University, Bhopal, said ‘Digital platforms for content and database management, Intranet, department mobile application, and ERP are some of the ways communication happens within the department, to strengthen the feedback mechanism’.
5. As regards factors responsible for adoption of new media by the institute, it was found that:
   a. Industry requirement and digital native students were the two most vital factors.
b. Next was organizational support, the extent of which was reportedly more in private-run journalism schools.

c. Competition from other institutes or establishing and maintaining brand image were considered to be extremely significant factors for adoption of new media by private-run journalism schools.

Results on Usage of New Media by Respondents

Data was gathered on which tools the administrators used for the purposes of communication, administrative tasks completion, student-related issues and institutional growth and development, and for how much time. They rated their efficacy with regard to usage, with the responses—poor, fair, good and excellent. The tools included in the list were communication (call, email, message and WhatsApp), video calling (Skype, Viber and Imu), content sharing and saving (Dropbox and Google Drive), scanning (GeniusScan and CamScanner), institutional portal and social networking sites/microblogging sites (Facebook, Twitter and LinkedIn). This data is significant from the perspective of usage in order to understand whether types of tools or efficacy levels could be responsible for the use of new media tools as far as administrators are concerned.

Government

Types of tools used, quantum of use and efficacy

1. Email was the most used tool, followed by WhatsApp and call, and was used for at least 30 minutes a day to up to 2 hours a day. Institutional heads found this to be the most efficient way to communicate with students, faculty, peers, university administration and industry experts. All respondents rated themselves excellent and/or good in the use of new media tools pertaining to completion of tasks of administration.

2. For institutional growth and development and conducting placement drives, email and call were the most used tools, followed by the use of institutional portal, but was limited to 30–40 minutes per day. Majority of respondents rated themselves good in using the institutional portal.

3. The use of social networking sites for the promotion of the institute or its tasks was limited to less than 30 minutes a day. Respondents rated themselves excellent and/or good here.

4. The use of video calling, content sharing and scanning tools was almost negligible.

Private

Types of tools used, quantum of use and efficacy

1. As regards using new media tools for communication, the most used tools were email, followed by WhatsApp and call. The use varied anywhere between 30 minutes to more than 3 hours a day, for administrative purposes. All respondents rated themselves excellent and/or good when it came to the use of new media tools for completing tasks of communication and administration.
2. Most administrators use institutional portals to complete administrative tasks, and for institutional growth and development, including organizing industry visits and placement drives. Email and call were also the most used tools for these purposes; use varying between 30 minutes to one and a half hour per day.

3. Private journalism schools’ use of social networking sites/microblogging sites, for the promotion of the institute or its tasks, was much more than that of their government counterparts. The use was at least 30 minutes a day, and respondents’ rating of themselves was excellent and/or good.

4. The use of video calling was also more than government institutions, as several administrative tasks like interviewing prospective candidates, were done with the use of a tool like Skype.

5. The use of content sharing and scanning tools was extensive, and a lot of administrative communication was shared via these tools, besides emails. Departmental documentation was scanned with the use of these easy to handle mobile applications.

Conclusion

Analysis of the Interview Responses

From the perspective of drift in journalism education in the country relating to new media, psychographic factors evidently had a larger role to play in usage and adoption of new media by administrators in government and private journalism schools in the country, than did the demographic factors, as institutional heads from private-run journalism schools showed better self-reliance and adaptability with regard to using new media tools.

An understanding of the demographic factors revealed that heads of institutions from government universities displayed better experience and qualification than those from their private counterparts. The observed fact that there was organizational support in the form of conducting refresher courses, workshops and training programmes in new media, can lead to the conclusion that the drive from individual respondents was lacking when it came to adoption of new media.

Furthermore, it was found that adoption of new media as a subject in the curriculum had happened earlier in most government universities, quashing the pre-existing notion that private universities are early adopters of any form of technology. Interview responses also revealed that industry requirements and digital native students were prominent factors for both university types when it comes to curricular adoption of new media.

Deducing the change in journalism education with the advent of Web 2.0, it was determined that when it comes to new media, it was certainly understood to be a potent medium for not only specific administrative tasks but also curriculum enhancement, instruction, evaluation and feedback mechanisms. It is with the acceptance and usage of new media technology that journalism schools have evolved in these aspects, and have become better equipped to understand the
needs of the digital native student (Prensky, 2001), putting into apt practice of the theory of creative destruction.

**Solutions to the Issue of ‘The Hassle with Technology’**

Interacting with administrators and/or educators at various levels and reading literature that illuminated the significance of the usage of new media tools, the findings offer clarity that it is vital that the respondents are comfortable with the new media tools also employed in the industry. Only by understanding the application of these tools will the administrators/educators be able to help students learn these tools too. It is difficult to understand the complexities involved in the use of new media. However, that does not mean that one should not make use of them to access information.

It is also evident that university typology, age, or geographical background may not be as big driving forces in the reluctance to use new media tools, as the inclination to learn and employ them. Journalism administrators/educators have to sooner or later accept the technology that governs the new media industry.

When adopting new technologies in the field of media education, specifically new media education, a few become techne-mentors to those who wish to become familiar with the technology and to keep up pace with the ‘net-generation’, and with young faculty members who come better equipped with the knowledge and usage of new media tools.

In one’s desire to learn the usage of new media tools, it is important to emphasize the interaction of different resources in determining access, one such resource being the Internet. Family, friends and other peers in online and offline spaces become significant to facilitating access to the technology, knowledge and social connections required to geek out.8

**Study’s Significance and Implications on Media and Communication Theory**

When looking at the study’s prominence regarding its methodological approach, the use of multiple methods to collect data—interviews and analysis of documents—and techniques of cross-verification, discourse analysis, interpretation and deduction, gives the results more credibility. The approach has made the data comprehensive, enhanced the validity of the study and answered epistemological questions. The use of multiple procedures, also in terms of both probability and non-probability sampling procedures, offers more validity to the study.

The application of secondary data research in analysing documents on higher education and budget outcomes by the Government of India, MHRD, has given an insight into the fact that the implementation of guidelines lacks objective in both university typologies, and if they are implemented in government institutions by the reason of their status, their application is partial.

Suggesting impacts of the study’s findings on media and communication theory with regard to journalism academia and new media use, it is postulated that if the gap between digital natives and digital immigrants is bridged, it might help
the communication theory in the longer run. It is also understood that in the times to come, more digital tools will enter the media and communication space, giving more prominence to multimedia and digital storytelling.

Microblogging is already on the road to alter the ‘breaking news’ arena, with stories first published on platforms like Twitter, and analysed and elaborated later by conventional and/or mainstream news organizations or web platforms, thus giving impetus to the creative destruction theory. Mobile reporting has already been put into practice by established news houses, both mainstream and alternative. This will be an incentive for the media and communication field, largely.

In the context of the present study, it can be understood that journalism academia’s use of new media tools in administrative tasks, curriculum enhancement, pedagogy, evaluation and feedback will in turn bring about a drastic change in the media industry, as the prospective journalists will be adept in the use of new media, hence changing the entire discourse on media and communication theories with respect to new media practices.

**Declaration of Conflicting Interests**

The author declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

**Funding**

The author received no financial support for the research, authorship and/or publication of this article.

**Appendices**

**List of Interviewees with Institutes**

**Government**

1. Dr Happy Jeji, Head, Department of Journalism and Mass Communication, Punjabi University, Patiala, Punjab.
2. Dr Arvind Kumar, Head, Institute of Journalism and Mass Communication, Chhatrapati Shahu Ji Maharaj University, Kanpur, U.P.
3. Dr Mukul Srivastava, Head, Department of Journalism and Mass Communication, University of Lucknow, U.P.
4. Prof Virender Singh Chauhan, Department of Journalism and Mass Communication, Chaudhary Devi Lal University, Sirsa, Haryana.
5. Dr Rakhi Tiwari, Head, Department of Journalism, Makhanlal Chaturvedi Rashtriya Patrakarita Evam Sanchar Vishwavidyala, Bhopal, M.P.
6. Dr P. Sasikala, Head, Department of New Media Technology, Makhanlal Chaturvedi Rashtriya Patrakarita Evam Sanchar Vishwavidyala, Bhopal, M.P.
7. Prof Sanjay Dwivedi, Head, Department of Mass Communication, Makhanlal Chaturvedi Rashtriya Patrakarita Evam Sanchar Vishwavidyala, Bhopal, M.P.
8. Dr Dev Vrat Singh, Head, School of Mass Communication and Media Technologies, Central University of Jharkhand, Jharkhand.
9. Dr Niti Chopra, Head, Faculty of Journalism and Communication, The Maharaja Sayajirao University of Baroda, Gujarat.
10. Dr P. Lalmohan, Head, Department of Communication and Journalism, University of Kerala, Thiruvananthapuram, Kerala.
11. Dr M. Shuaib Mohamed Haneef, Head, School of Media and Communication, Pondicherry University, Puducherry.
12. Prof Sunil Kalai, Head, Department of Journalism and Mass Communication, Tripura University, Agartala, Tripura.

Private

1. Dr Ramesh Chauhan, Head, School of Journalism and Mass Communication, AP Goyal Shimla University, Shimla, H.P.
2. Prof Jaycee Vikram, Head, School of Humanities and Social Sciences, Babu Banarasi Das University, Lucknow, U.P.
3. Dr Amit Chawla, Head, School of Media, Film and Entertainment, Sharda University, Greater Noida, U.P.
4. Prof Diwakar Shukla, Director, Jagran School of Journalism and Communication, Jagran Lakecity University, Bhopal, M.P.
5. Dr Vanadana Talegaonkar, Head, School of Liberal Studies and Education, Navrachna University, Baroda, Gujarat.
6. Prof Kaushik Bhuyan, Department of Mass Communication, Assam Don Bosco University, Assam.
7. Prof Shiv Shankar Das, Birla School of Communication, Birla Global University, Bhubaneshwar, Odisha.
8. Dr M. Manjunatha, Head, School of Arts and Humanities, Reva University, Bangalore, Karnataka.

ORCID iD
Neha Jindal [ID] https://orcid.org/0000-0003-0438-2408

Notes
1. This article has been chosen here as it discusses the use of new technology by journalism educators in order to develop that capacity in future graduates, as per the demand of the industry and consumer. It also shows the interconnectedness between academia and industry when it comes to new media use and how academia has to learn the desired skill set.
2. This essay examines progressing journalism education in the UK as regards curriculum, to strengthen education of media practitioners. As journalism education and the innovations therein have a direct bearing on media practice, this reference is pertinent in discussing that.
3. This news report has been referenced here as it discusses the shutting down of an age-old print entity in the UK to ensure a sustainable, profitable future in the digital world, pertinent to understand the present study’s relevance in this context.
4. The text largely discusses scientific research, and explores the idea of technostress under concepts, constructs and variables.
5. Under the Digital Youth Project, the ethnographic study examines young people’s participation in the new media ecology.

6. The article brings out specificities of the digital native student and whether our system is equipped to teach them, as the system is understood to have either digital immigrants or laggards.

7. This essay pertains to aspects of Schumpeter’s creative destruction theory and is relevant in this context as it has percolated down to the stakeholders—administrator/educators.

8. The text discusses the embedding of digital media networks in our everyday lives. It states how those immersed in digital tools engage in unprecedented exploration of language, social interaction and problem solving leading to diverse forms of learning.

References

Baran, S. J., & Davis, D. K. (2012). *Mass communication theory: Foundations, ferment, and future*. Wadsworth.

Bhattacharjee, A. (2012). *Social science research: Principles, methods and practices*. Creative Commons Attribution-NonCommercial.

Caballero, R. J., (n.d.) *Creative destruction*. http://economics.mit.edu/files/1785

Chopra, R. (2019, June 11). How education can be flexible. *The Indian Express*. https://indianexpress.com/article/explained/simply-put-how-education-can-be-flexible-national-education-policy-5774128/

Herbert, J. (2000, January 1). The changing face of journalism education in the UK. *Asia Pacific Media Educator, 8*, 113–123. http://ro.uow.edu.au/apme/vol1/iss8/10

Ito, M., Horst, H., & Bittanti, M. (2008, November). *Living and learning with new media: Summary of findings from the digital youth project*. MacArthur Foundation.

Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable media*. New York, NY: New York University Press.

Nowak, L., Watt, J., & Walther, J.B. (2009). Computer mediated teamwork and the efficiency framework: Exploring the influence of synchrony and cues on media satisfaction and outcome success. *Computers in Human Behavior, 25*, 1108–1119. doi:10.1016/j.chb.2009.05.006

Prensky, M. (October 2001). Digital natives, digital immigrants. *On the Horizon*. MCB University Press.

Saludo, R. (1997). New tech old skills: Reworking conventional journalism instruction. *Asia Pacific Media Educator, 2*, 59–65.

The Independent. (2016, February 12). The independent becomes the first national newspaper to embrace a global, digital only future. *The Independent*. http://www.independent.co.uk/news/media/press/the-independent-becomes-the-first-national-newspaper-to-embrace-a-global-digital-only-future-a6869736.html

Author’s bio-sketch

**Neha Jindal**, Ph.D. is a journalism educator with 10 years’ teaching and industry experience, working in the areas of new media, journalism education and industry-academia interface, alongwith content and publishing. She is associated as an Assistant Professor with Symbiosis Institute of Media and Communication, Symbiosis International (Deemed University), Pune, Maharashtra, and teaches writing for journalism, communication theories, and creative writing.