



INDIAN
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Bhāratīya Sañcāra Samāroḥ First Country Report

On Communication and Media Education

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Table of Contents

Content	Page/s
Foreword	3
Background	4
Scope	5
Summary of Recommendations	6-7
How We Proceed	8
Challenges Facing Artificial Intelligence & Machine Communication	9
A Few Words on the Reporting Body	10
Genesis & Methodology	11
Conformity to National Education Policy, 2020	12-13
Natural Progression of Papers	14-17
Pedagogical Approaches	18-21
Curricular Components of the Undergraduate Programme	22-23
Curriculum Pattern	24-25
Incorporating IKS in Programme	26-28
Observation	29

Foreword

It gives us immense satisfaction that we, in the Indian Communication Congress, are presenting our first report on Communication Education. Our effort since December 2023 across the country was released as a draft on the 3rd foundation day programme in the ICC headquarters at Santiniketan, West Bengal. After finalisation of the report, it is now ready for national Release from New Delhi on the occasion of the final ceremony of our third foundation month celebration.

This final document will be shared with the Ministries of Education all over the country and the University Grants Commission of India. This will also be shared with the faculty in university departments for their perusal while they attune their curriculum of undergraduate level programme to the National Education Policy 2020.

This report is the first from any national platform of academics and professionals in the communication, media and journalism disciplines after the National Education Policy 2020 was rolled out.

It has two areas of special strength in conceiving and writing into a document, two immediate futuristic aims of the new education policy. First, bringing a holistic approach to the action of pedagogy and content while accepting a reductive approach for going deep into any area. Second, offering a prescription for facing the challenge of Artificial Intelligence and Machine Communication in the cyber age in our discipline, to bring higher scopes at the end of every year in a 4-year span of the undergraduate programme.

This report outlines the need of immediate changes in our curriculum to keep our programme tuned to the new age where the entire logic and communication is fast shifting from dominance of mass media to cyber and machine communication media while realising the ignorance of our traditional communication modes and media (*Lokways* of communication and *lok madhyam* instead of westerners' defined radio, television, newspaper, film and photography as traditional media in India, i.e., Bharat).

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Background

It is high time that Bharat, i.e., India, improves upon existing Communication and Media Education (CME) to become relevant for the media industry, development communication, argumentative tradition, technology, society and family. By becoming a pioneer in transformation from Mass Communication & Journalism to civilizational-global Communication Studies or Communication & Media, it will thrust us to the position of global leader in the field. For the last hundred years, we have been followers of the West only. However, we have the advantage of early pioneering departments introducing a focus on broader and holistic Communication Studies for almost a decade now.

Since the beginning of the millennium, technological advancement has been integrating operational and managerial functions across industries within traditional media segments and traditionally non-media industry segments. This has made the spread of opportunities for communication students wide open. Gone are the days when journalism and boundary-spanning advertising and public relations were their destinations, which could accommodate not more than 10% of them with decent aspirational living.

The fast-changing communication relationship situation in all spheres of human activity, due to dynamic time-space-memory-language context and text, is changing expectations from media graduates. Machine communication and digital mass self-communication together are altering the scope of engagement in industry. These two, in synergistic action, are liberating even poor individuals' communication entrepreneurship, which has been shackled so far in mass communication media's high industrial investment compulsion and almost one-way communication therein.

Our country needs to develop millions of tiny and small entrepreneurs to carry forward the scientific breakthroughs by integrating Indian Knowledge System (IKS) values of truth, and tradition in communicative action and media ecosystem for hill *basti*, village and small towns (HBVST) and urban centres equally taking this opportunity.

Often reported failure of mass communication to deliver expected return in development front alerts us to understand community communication spectrum for development tasks. The contemporary community communication spectrum of HBVST, ranges from interpersonal intimate media to digital media including mobile telephony with mass media losing its efficiency.

So, we at the Bhāratiya Sañcāra Samāroḥ, i.e., Indian Communication Congress, decided to represent to regulatory bodies in Higher education and ministries across states of the country to usher in the transformation in CME.

Scope

This report offers a few recommendations on:

1. How to implement a holistic approach in study and research;
2. How to utilize the scope of digital communication and AI utility;
3. What are the study areas to include IKS in communication for rootedness and for 21st century CE web-AI contextuality;
4. How to offer an understanding of the science of communication.

Summary of Recommendations

In proceeding pages of this report, detailing of changes proposed was done with contemporary reality in mind and future of demand and supply in mind. Here we present point wise recommendations.

1. How to implement holistic approach in study and research:
 - a. By accepting the ingrained Bharatiya idea of ‘communication as a phenomenon completing in chain of events to realise common orientation in purpose through play of intent and content linkage’ since the Vedic period instead of the dominant process concept arising in the need of mass communication industry in 20th century CE in expense of rural and civilisational.
 - b. To begin with intrapersonal, interpersonal and group communication Instead of the prevalent epistemology and axiology of mass communication domination in the first year.
 - c. To recognise the differing communication relationship reality of types of communication namely interpersonal, group, mass line, mass, mass self and machine communication in curriculum.
 - d. Factoring rural-urban dichotomy into communication application in HBVST and urban sphere.
2. How to utilise the scope of digital communication and AI utility:
 - a. By training students in asking relevant and graded questions in the Upanishadic tradition so that their prompt is in great demand
 - b. By developing skills in web-based production, search and sales of content
 - c. Training to harness decentralised-deperipheral communication for heightened interactivity
 - d. By encouraging web based, open source software and AI tool utilising entrepreneurship development
3. What are the IKS areas in communication to be incorporated for rootedness and web-AI contextuality:
 - a. Communication as Phenomenon: Its holistcity and the Vedas
 - b. Axiomatic Nature of Communication as foundation of Theory formation.
 - c. Overview of Indian perspective: Rasa, Dhvani, Apoha, Sphota & Holistic Communication.
 - d. An exercise to study life of one’s own choicest Bharatiya Communicator.
 - e. Techniques of deep probe in Upanisads, e.g. Prasnopanisad
 - f. Social media’s Lokayata communication adaptation
 - g. Trans-generational Folk media application
 - h. Literacy for Human media: From personal to *lok* art, classical and community
 - i. Lok Samvad: Construction of Community & Social Reality

- j. Lok & Classical Performances as Construction of Spirituo-Social Mind
- k. Pilgrimage Communication: Connecting Dots of Time-Space-Geography through Memory
- l. Artefactual Representation of Culture, Social and Scientific Advance
- m. Ontological Consideration of Tradition, Trans-generality and Communication Closure (Lok Media Fundamentals)
- n. Upanisadic Philosophy & Communicative Action
- o. Buddhist Philosophy and Mindful Communication
- p. Bharatiya Philosophy & Normative Practice
- q. Social communication of Indian tribes
- r. Epical communication as evidenced in the Ramayana, the Mahabharata and the Thirukkural
- s. Truthfulness and ethical standards of communication for journalism
- t. Vada for consultation and journalism: Debates, dialogues and discussions
- u. Science communication in ancient and medieval
- v. Applied communication framework of Natyashastra
- w. Human emotion and intelligence in ancient treatise
- x. Research Design of Samkhya and other Darsanas
- y. Ashtadhyayi and Purba-mimansa for computational logic and language
- z. Kautilya and communication in public administration

4. How to offer understanding of science of communication?

- a. Neural science of mind, memory and expression as part of first year programme
- b. Science of transmission and interactivity

On the basis of above, it is further recommended that-

- A. Every university be given scope to include university mandate serving communication aspects (to the tune of 30%) by themselves.
- B. Programme/course name be changed to Communication Studies reflecting the reality.

How We Proceed

Outcome-based education in CME needs to positively respond to the changing scenario for employability, both by self and as an entrepreneur or employee. The last revision of CME was done before that in 2019, considering that mass communication would remain the centre of CME. The committee observed:

“The expected learning outcomes are very important in the present-day context, as it is generally observed that graduates of professional programmes such as Mass communication & Journalism are mostly not employable in view of the M&E Industry” (UGC Document On Mass Communication & Journalism, 2019, p. 10).

Though the mass self-communication expansion on the wings of mobile phone was the reality, our obsession with mass communication and mass media has spread the wrong notion of social media as mass communication, even folk media as mass communication.

When we asked JMC students why they think social media and folk media is mass communication, they replied that because mass uses it, it goes to mass. So, the identification of communication engagement differences between mass communication and other types appears to have been blurred through successive generations’ teaching. As a result, the very weak interaction relationship of centre-periphery in mass communication engagement has been thrust upon social media and folk communication incorrectly.

If the Western countries could comprehend the change, the Government of India could also implement generations of advancements in the internet’s ability to bring more clarity in connectivity. If IKS had not been the thrust of NEP 2020, we would not have made any changes. As we are changing albeit grudgingly, now we shall start understanding that IKS in communication spans over intrapersonal, interpersonal, group and mass-line, reaching common orientation as aim, whether for persuasion or consensus or self-realisation for spiritual and mundane. A point in example: The Natyashastra, an ancient Indian text, written down much ahead of mass communication era, introduced the term Akash Vachan to hint at possibility of such a type of communication.

Challenges Facing Artificial Intelligence & Machine Communication

Our report observes that we should not be critical of Artificial Intelligence (AI) if that criticism is not constructive. We cannot stop it but we can make best use for our communication potential realisation. Perfect application of AI aligns with Vedic-Upanishadic IKS of questioning as the science and art of human perfection in satiating inquisitiveness. In every paper from the first year to 4th, guided student exercises to prompt the AI tool for a perfect answer should be ingrained as a method. One exercise in every paper for discovering information from AI would gradually turn our students into the best prompt engineers. AI has also thrust upon us the expanding reality of human-machine interface, which must be coped with very quickly in the communication field. Our challenge would be as creative and content experts in training the machine to seamlessly weave nature-human-culture sustainability paradigmatic patterns for its data collection function. Students' ability to create bots to that effect in existing tools would release their time for more creative activities, whether for spirituality, politics, recreation or economic activity.

Rapid development after 2019 calls for changes in content, context and pedagogy in Curriculum. In CME, however, during the 2023-2025 report preparatory period, the same scenario exists. Rather, the employability situation has worsened due to the rapid deployability of Artificial Intelligence (AI) tools. On the other side, the scope of new situation remained unattended in CME till now. Low level of compensation for graduates has relation to this.

The philosophy behind Learning Outcome based Curriculum Framework (LOCF) means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction and assessment to make sure this learning ultimately happens. (UGC Document On Mass Communication & Journalism, 2019, p. 5).

A Few Words on the Reporting Body

Bhāratīya Sañcāra Samāroḥ, i.e., Indian Communication Congress (ICC) has taken upon itself the professional mandate to work with Government, industry and professional associations across communication prominent fields for improving CME. ICC aspires to contribute in improving CME to take up the challenge of Machine Communication Age keeping its feet steadily in rootedness of civilisational values and IKS while accepting the global knowledge and practice with discrimination of judging fitment into our civilisational Ecologically Sustainable Trans-generational Progress (ESTGP) built over since Mehrgarh time (starting around 8th-7th BCE). We are bound by our object to offer to the world clarity on trans-disciplinarity of communication so that the phenomenon of communication becomes an instrument of development lowering dependency on money supply.

This report is the result of wide ranging consultation with professionals in industry, development communication and social communication besides own members from all over the country during last two years. This national level professional body has been established on 4th February, 2023 on the basis of consensus in CME fraternity on two occasions in Visva-Bharati, Santiniketan (2019) and in Bhubaneswar National Media Conclave 2022.

The report is our first national level CME report for ensuring relevance of the training and education as a Human Resource Development (HRD) effort for communication field informed by research-based theorisation for solving problems.

Genesis & Methodology

The report issued the outcome of wide interaction across the country between December 2023 and November 2024 in different academic institutions. The list of institutions where ICC held colloquium and technical sessions in collaboration with host institutions are -

1. The Bhawanipur Education Society College, Kolkata and Centre for Journalism and Mass Communication Visva-Bharati (West Bengal)
2. English and Foreign Languages University Shillong (Meghalaya)
3. St. Paul's College, Bangalore and Tumkur University (Karnataka)
4. SRM University Chennai (Tamil Nadu)
5. MGM University Chhatrapati Sahuji Nagar (Maharashtra) and
6. Centre for Media Studies Bhubaneswar (Odissa)

During these events graduate and post graduate students, doctoral researchers, academics and professionals participated in extensive interaction and research presentation sessions. Two issues were in question: improving CME at a fast pace to avoid obsolescence of taught subjects and how to regulate this wide field of training.

This was followed by proposals generated over last decade by several researchers on this issue. These were collected from journal reporting and agency reports. New developments in theorisation and praxis in Indian context and from Indian Knowledge System (IKS) were consulted. Lastly a quick survey among ICC members comprising professors, associate professors, assistant professors, media professionals, media entrepreneurs and researchers about the existing CME curricula was undertaken to prepare this report.

Conformity to National Education Policy, 2020

The ICC report on Higher Education in Communication and Media recommends steps to implement NEP 2020's principles. Principles of holistic approach for all-round development of each student, dissolving separations between 'arts' and 'sciences', between 'curricular' and 'extra-curricular' activities, between 'vocational' and 'academic streams', has been suggested in the proposal of natural progression from first semester to 8th semester in 4-year undergraduate programme.

The NEP 2020 emphasis on conceptual understanding rather than rote learning and learning-for-exams is as much of content offered as that of appropriate pedagogy. The report, in its pedagogy section suggested IKS based as well as innovative practices developed in challenging conditions by some of our members through exercises over years for the purpose. The report gives importance to developments in ICT driven communication industry and conceptualisations of the same in research literature in neural science, cognitive studies and communication area.

Emphasis on sprouting of creativity and critical thinking for logical decision-making and innovation with ethics and human and constitutional values are approached through suggested inclusion of IKS and neural science. This has been done for consciousness and memory-utilising for response to stimulus in communicative action. Here we suggested subjective experience based observation driven class lab mode as pedagogy along with support from IKS and contemporary literature. Subjective experience based observation is suggested to be founded on family level perception, community level perception and media level perception to begin with.

ICC report suggests a full course on life skills of two papers in communication application for cooperation, teamwork, and resilience be spread across first two semesters. This is to facilitate initial seeding of a communicative personality whose applicability development would be through next 3 years' preparations in specific field in different media sectors, research and technical skill development. These two papers should be practical with well-developed structure of training as per reality of the place of the institution conducting it, the need of industry and development sector.

NEP 2020 thrust on rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions are expected to bring our young generation into the path of holistically approaching any problem. We suggest a travel from ancient through linkage in the medieval to the modern day heritage-based communication conceptualisations by greats like Tagore and Gandhi to solve problems of our reductionism prone mind. Still remaining trans-generational communicative practice in our tribal and HBVST communities should be a part of this rootedness journey. This will be achieved only by integrating appropriate IKS from first semester to eighth semester starting from a shift from only process view of communication to our holistic conceptualisations of the phenomenon of communication. IKS practices, wherever applicable should be part of practicals as per suitability of the cultural zone.

Natural Progression of Papers

Findings lead to several points of immediate changes to be incorporated to lead the student for a gradual move during four years from ideation of the trans-disciplinary field to questioning and critical review of operational frameworks in the field through idea to execution in the chosen sector of entry point career. The report suggests this gradual mode to traverse as follows:

- a. Civilisational and general comprehension of Communication as a Phenomenon in holistic approach in the first year to mass communication in the second year to digital communication and AI-driven machine communication in the third and fourth years; The first year should ensure that students are able to engage AI through different levels of questioning for completeness of search.
- b. Domain specialisations in chosen domains of communication and media in the third year; the domain will be of two types - applied, such as journalism, advertising, integrated marketing communication, public relations, development communication, political communication, and theoretical.
- c. In the fourth year, communication problem areas in the context of family, community, society, culture, state and the globe in all domains of human activity (pertaining to journalism, climate response, social media interaction, development, entertainment, performing and visual arts, literature, agriculture, industry, service, politics, health, education, spirituality and control of machine communication) for a honours student. The reason for this fourth-year diversity is to offer passouts the expanding career scope in diverse sectors.

Implementation of this shall remove the inability of our students to relate to our cultural-economic-Dharmik-social-argumentative holisticity while increasing the ability to serve every community, society, country, and globe with our own contribution. It would save our communication and media studies from non-responsiveness to the needs of the time in communication and media.

- d. For research stream students, the fourth year will be dedicated to clarity for the selection of method, the technique of question-framing, context, conceptual frame, and operational reality for any topic. This would help in making decisions of choice to avoid

the bandwagon effect in the topic as well as methodology selection and wastage of very little modelling, theorisation, example setting, and operational framework development.

Here Bharatiya research methods, developed since the pre-Christian period in fields of communication decision relevance such as memory and archival enhancement, coding in phonetic and visual language, levels of meaning generation in context, chronemics, aesthetics, performance, rhetoric, semiotics, computational language, and logic be adopted. These are evidenced in our treaties such as Samkhya, Naya, Mimansa, Astadhyayi, Charaka Samhita, Susruta Samhita, and Abhinavabharati, to name a very few. These shall be equal partners with other research developments, while neural science and cognitive science methods will be introduced to offer students fullness of methodological options. This would eliminate the wastage of research years and research grants in CME.

- e. Third and fourth years of the curriculum should be framed with reference to every university's stated object of establishment, catering to different cultural-occupational-ecological-social zones' needs and how communication can be gainfully employed for the same in addition to its duty to provide well-groomed professionals to the national pool of Human Resource in Communication and media.

Suggestions:

1. In the first two semesters of graduation, subjective experiential learning through participatory, observational, and communicative action modes, shifting from rote learning, should be introduced. Simple neural science of communication for understanding internal mind process of participants in communication and situation-response mechanism will be part of the theoretical foundation through self and collective examples. Questological training for AI utilisation and questioning the teacher should be a part. It would ensure minimal content, maximal gain of knowledge, and develop a holistic universal way of looking into communication and media reality around us. Appreciation of multiple opportunities of a career in the field in service to others in their daily life of individual and social living would be the outcome.

Reality

Civilisational (traditional) community media, digital media, local events, ICT-based citizen services, and opinion surveys have opened the scope of earning at the bottom. Proper attitude, production-level mechanical skill, content selection, or remediation in the context of people's needs in hill *basti*, village, and small towns (HBVST) are its qualifications. Second semester end, with a certificate (1-year exit), would make the transition from academia to career easier in this approach.

It often happens that students in rural areas and students going from rural to urban are compelled to leave their studies in between. Such students, after one year be able to immerse themselves in HBVST careers. This would improve the communicative efficiency of society, the service sector, the welfare sector, and traditional community media. When some of such students come back to the second year of study, their experience would enrich the faculty's ability to bring subjective experience to the class and develop team leaders among students. Other hand, this approach will retain quality people in villages who may turn into better development leaders

Urban students, though, come from more individualistic backgrounds, with a subjective experience of holistic understanding of the communication in context would be able to enjoy field and class as laboratory (FCaL). A huge number of studies in the management of agriculture-industry- social sector (education, health, and hygiene) show that between 3/5th to 4/5th of the entire time is spent by managers in utilising communication as the ubiquitous reality for decision making to execution. This is true in every type of communication career, starting from traditional civilizational community media to negotiating in capitalistic democratising AI-impacted machine communication.

2. In the second year, from becoming conscious about own capacity to overcome irrationality as a communicator to emerge as an effective human media as well as skilled in mass media to mass self-communication media for utilising own communicative quality is the goal. This is attainable through self-experiencing action method and three-stage media literacy training (audience, critical reader/reviewer, creator-producer) in FCaL space.

Students, by the end of the second year, would round off as an interactive personality with a generalist capacity in mass communication and mass self-communication. Those who want to go away with a two-year diploma would thus be having their career net wider than a certificate holder.

3. By third year, expanding the career net in creative (advertising, promotion, publicity, design), organisational (corporate communication, development communication, media organisation management), advisory (counselling, mentoring, mediating and consulting) and technical (in sourcing, editing, designing, distribution) job roles will be the part of training. The training will be processual through different sequential tasks to prepare for interconnected scopes across media. It would give higher satisfaction to those students who are not satisfied with routine and non-creative tasks for long. Practical-theoretical intersectional participatory approach in industry connections of academics is essential for achieving this goal.

Pedagogical Approaches

The NEP 2020 envisages a holistic and multidisciplinary education that aims to produce employable graduates with an integrated personality. Unlike in any other social science, language and art (performing and visual art), CME admission is taken for employability in different segments of the communication and media field. The expectation from this programme is that of training towards making an integrated personality with those who can respond to situations from an analytical mind and reply in measured ways through stages of Para (consciousness), pashyanti (observation of situation from consciousness), madhyama (action of edit), and vaikhari (expression). Consciousness and subject memory, in such a person, can only develop systematically through Shraavan (listening), Manana (thinking), Nididhyasa (meditation), and Saksatkar (realisation). A person with this stage-wise practice is bound to improve their own personality and intake capacity. He is bound to be better skilled and knowledgeable.

The outcome based approach in communication and media undergraduate studies requires a significant shift from prevailing approach to teacher- learner-coaction employing participatory pedagogies.

- i. Practical skills and work-temperament for real space team and virtual space time including an appreciation of the link between communicative persona, personality, practice and theory (exactly in this order) in this professional-academic study informs the learning process.
- ii. Limited applicability of theories, models, frameworks, and paradigms originating in specific relational types of communication engagement in varying communication relationships in different types of communication and media demands that our curricula be sensitive to concerns of each type for mediated successful communication. As an example, centre-to periphery engagement of producers with heterogeneous mass in mass communication constrained by minimal feedback reality is incompatible with being applied in de-centred-no-periphery social media engagement of homogenous groups in mass self-communication liberated by increasing interactivity; so learning these two needs some separation in creative task and production process in training.

- iii. Different civilisations are of varying longevity of social institutions, cultures, occupations, religio-philosophic foundations, and ethics-moral norms. That every civilisation has its own peculiar communication bias is a well-accepted reality. This bias is clear in distinctions in thought process, inter-personal communication, mass line communication, performance, visual art, language, group communication mediation, and consultative process, which affect the emergence of various patterns in different human activities. Newspaper, film, radio, television, and social media cannot escape such influences, where all such aspects reflect and represent. Divergence spells weakening while acculturation with own communication praxis is welcome. For example, Bharatiya and Chinese civilisations have so far been the two longest surviving and advancing civilisations having all these aspects. However, their own communication praxis and theorising are almost absent in their own professional training. To correct this, a call for civilizational fit of CME across the globe is a must. Bharat, aspiring to be Viswaguru again, needs to start this initiative by integrating it into CME.
- iv. Theoretical development from within, from ancient through medieval to contemporary, and integration of such concepts for information to be a part of knowledge support to practice. As an example, the introduction of theories should be gradual beginning with intrapersonal, interpersonal and group communication from within in consonance to introducing countries own Lok Communication (folk is a term pertaining to farmers only but here people's own traditional communication is not limited to farmers i.e. folk), classical performative communication and argumentative tradition. Entertainment and recreational experience of pre-graduation years in a mix of students from HBVST and city contexts should be carefully curated by teachers dissolving walls between extra-curricular and curricular while narrowing urban-rural divide without bias towards urban mechanical media.
- v. Gradually, journalism practices of newspaper, television, and radio will be introduced through curated media reports and programmes as end products. Guided observation (method) to understand different genres and formats through media exposure in classroom is appropriate for the same.
- vi. Visualising backroom operations for the product or campaign outcome as introductory exercises would employ students' pre-graduation years' capacity to imagine a scenario.

As no communication and media department can simulate the media office and production facility in all its varied tasks and units, this exercise would help students in mental preparedness for the work environment. Then, visits to media companies and boundary-spanning organisations (BSO) would enrich students' subjective experience.

vii. After this, mass media theories should be introduced as theoretical support along with production (sourcing, writing, editing and packaging, and product design) of a mass media package which would offer students proper ability to serve their own institution and community in campaigns, publicity, events, and documentation.

viii. In a gradual climb up the ladder, immersion into the digital communication sphere and emerging machine communication reality in observational and participatory methods will be taken up. While introducing foundational logic of digital and AI, this should be situated in neural-economic-communication reality, not as a separate chunk. Today, it is easier for CME faculty to take the help of students' available gadgets. How the AI integration in CME can be taken to our advantage is presented below.

ix. First, the training for utilising AI tools should focus more on ontological understanding of factors to provide a higher capacity of discrimination as a shield against bias and legal problems arising therein. Second, tautological sensibility and expressiveness should emerge from a high dose of language training. While AI has lured towards just reproducing, it has challenged CME for a new dimension of expression. Third, critical thinking should be ingrained in would-be professionals through a strict regime of 'question research'. We may call it the study of quest or Questology, which offers processes and techniques of questioning. Prompt Engineering would benefit immensely from Questological orientation in futuristic Communication and Media programmes. Fourth, protecting future professional from downslide of user-ethics, morality and higher legal vulnerability would demand a full reimagine of ethico-moral context within the volatile framework in which CMI operate despite expanding legal net. Fifth, as National Education Policy 2020 has mandated new programmes to be included as per the need of contemporary and the future, it should be made mandatory for CME to frame a preparatory programme at under graduation level.

x. Theory-supported practice in a few areas is important in the scheme. First, AI is putting communication into flux through personalisation. Its capacity to analyze vast amounts

of data, including user behavior, preferences, and interaction patterns, is to be introduced to the consciousness level of a learner. Second, the use of smart replies enhances communication effectiveness and leads to more emotionally positive language. Two randomized experiments show that algorithmic recommender systems alter how people interact with and perceive one another in both pro-social and anti-social ways. Using algorithmic responses changes language and social relationships. While this increases communication speed, the use of positive emotional language, and conversation partners evaluate each other as closer and more cooperative. Third, AI-assisted incident reporting involves using LLM-generated incident reports, updates, and communication. LLM models are trained to understand the context and nuances of incidental communication employing a vast volume of data. Fourth, habit formation to avoid the risk of diminishing critical thinking skills by practising less dependence on AI-generated content. Fifth, as LLM models are trained on vast amounts of internet text, they might unknowingly propagate biases present in their training data. The way to doubt and discriminate has grown in importance in this situation.

Curricular Components of the Undergraduate Programme

NEP 2020 says, “curriculum consists of major stream courses, minor stream courses, and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness.”

Communication is a natural human activity and its technological extensions via media and information-communication technology, which is integral to other human activities such as trade, commerce, finance, politics, education, health, religion, recreation, amusement, agriculture, industry, law, and security, to name a few. Media production and marketing of news and other content in packaged form is an industry and professional activity. Human activities such as trade-commerce-finance, politics, education, health, religion, agriculture, law, and security created a scientific study for serving the same; here science means the effort to put an activity to principles and norms for practice to make the activity repetitive with improving zeal.

Communication helps each human activity sphere as a way of expression and purposive exchange, utilising its universal and culturally developed norms and techniques. The same function is in a small way existing in communities and societies as culturally conditioned trans-generational normative performance in individual, family, and social groupings.

Treatment of communication as a discipline faces the challenge of being both a praxis and norms behind praxis. Praxis and industry norms changed over the last three decades, giving higher time and space to digital media communication for its reality of liberating people from severe incompleteness of different degrees, starting from cave paintings to mass communication.

Inter-connectedness in relational groups shifts from centre-periphery, least feedback to de-centred-de-peripheral interactive mass self-communication mode. The enforcement of time and space compulsions on the audience for media exposure, the foundational norm of the mass communication mode, is obliterated. The problem of content volume-physical space incongruence is solved. Content is now the message, different types of media are vying for its possession while every member of the mass can re-create and remediate the same in the same form or other forms, thereby establishing primacy of the content over control of the

mass medium. This is akin to trans-generational community and societal media in distance to traditional media of the West, i.e., mass media. This has been increasingly possible due to technology aping human neural processes to make us concentrate more on areas where it can't tread. Such areas are philosophical, creative, ideological, cultural, institutional, and social. Bharatiya communication study of this age has to respond to this reality.

What then remains in the communication study? Intrapersonal-interpersonal-group, in this exact order, gives primary completeness to the phenomenon of communication, whose extensions are mass communication and mass self-communication. They are extensions as these two essentially begin from human communication in self-communication (intrapersonal) through interpersonal and group communication (team communicative action) and goes back to human societal, community, group, family, interpersonal, and self-communication modes for fulfillment of objectives.

Bharat's rich practice and performance traditions and literature since the Vedic period offers us philosophical, creative, ideological, cultural, institutional, and social solutions to problems in all three modes across human activities in our context. Urban-industrial-mechanical age communication perspectives developed in the Western Hemisphere in different philosophical, ideological, cultural, institutional, and industrial realities apply to only 20% of the population residing in the urban sphere, while 80% in the HBVST sphere is in sync with the Bharatiya perspective. Mass media-dependent communication strategies failed to ensure participatory, sustainable development for them. Though digital communication is mechanical, it has emulated the community and societal reality of communication for heightened interactivity while offering restraints that community bodies, such as traditional panchayats, perform. In the first semester, therefore, a general understanding of the neural basis and socio-cultural contextuality of intrapersonal, interpersonal, and group communication in students would help for consciousness of self-assessment criticality for employing the same in different situations to respond appropriately. Interpersonal and group communication exercises are linked to job, social, and family roles, thus preparing for an integrated personality. The status of their human and technical media literacy skills and gadget handling competency level will be discovered in this stage for planning of next three years. (Here, it would be better if the faculty share the findings among themselves and give a preliminary assessment card to students on a well-developed scale.)

Curriculum Pattern

The report followed the pattern suggested in the NEP 2020 Learning Outcome-based Curriculum Framework.

Introductory courses (identified within 100-199 bracket) are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses.

200-299: Intermediate-level courses, including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be prerequisite courses for advanced-level major courses.

300-399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Suggested Semester-wise and Broad Course Category-wise Distribution of papers of the Undergraduate Programme:

Semester	Disciplinary Core/Major	Disciplinary Minor	Multidisciplinary	Ability Enhancement Course	Skill Enhancement Course	Value Added Course
I	Introduction to Communication	Personality for Communicative action	Prompt Engineering for AI	Functional Mother Tongue/any national Language	Social media and community media	
II	Theories of communication	Media Literacy	Culture, Society & Communication	ICT Application for Development	Social media entrepreneurship	
III	Fundamentals of media	Theories of media	Philosophy behind communication	Language & Communication	Writing	
IV	Evolution of media	Media organisation management	Law & Media	Organisational communication	Reporting & Editing	

V (Major Options in media level)	Advanced Mass Communication concepts/ Mass self-Communication concepts/ Traditional media concepts	Reporting, Writing, editing & Formatting	Distribution	Media languages	Media Production	
VI (Major options in Boundary spanning Professions)	Media for Advertising & PR/ Integrated Marketing Communication & Event management/ Development Communication	Strategy & Practice of Advertising & PR/ Integrated Marketing Communication & Event Management/ Development Communication	Indigenous Culture and Modern Communication Practice	Neuro-psychology of Modern Communication	Citizen Journalism	
VII	Problems of Communication Research perspectives	Strategy for Research: Process, Questioning, Method & Data Action	Political-Economy of Communication	Rural-urban Dichotomy & Communication Practice	Rural Participatory Communication	
VIII	Analysis for Communication & Media Research	Holistic - Reductionist Duality in Research & Profession	Technology for Research	ETIC and EMIC: Anthropogenic Realities	AI Application in Research	

Incorporating IKS in Programme

Here we suggest a few topical areas for suggested papers.

Any technology-mediated communication starts building up in the intrapersonal space of an individual in response to stimulation from other humans or objects or phenomena, passes through interpersonal and group communication. Mass Communication, digital media or Machine communication, whatever the major, understanding this aspect would valorise any communicator through better control of self and others. Therefore, these three should come first in any bachelor's programme in Communication Studies. This is already conceptualised in IKS, and neural science of mind process extends this. So we suggest our topics for the basic course in Communication as below.

Paper/Course Name: Introduction to Communication

- a. Communication as Phenomenon: Its holisticity and the Vedas
- b. Axiomatic Nature of communication as foundation of theory formation
- c. Trans-discipline of Communication: Arts-science- language & Human Activity
- d. Overview of Indian perspective: Rasa, Dhvani, Apoha, Sphota & Holistic Communication

Paper/Course Name: Personality for Communicative Action

- a. Observing Communicative behaviour: Within, one-to-one, family, group and crowd
- b. Self-Development as Communicator: Self-reflection and situational response analysis
- c. Who Am I and Interpersonal perception games for contextual expressiveness
- d. Message structuring exercise as human media and for utilizing technology-aided group communication
- e. An exercise to study deeper into life and making of one's own choicest Bharatiya Communicator and finding own requirements for nearing/surpassing him/her
- f. Applying a tool for understanding the common orientation of people

Paper/Course Name: Prompt Engineering for AI

- a. Techniques of deep probe in Upanisads e.g., Prasnoponisad

Paper/Course Name: Social Media & Community Media

- a. Social media's *lok* communication adaptation
- b. Trans-generational Folk media application

***This paper should only include topics of general applicability for communication.

Paper/Course Name: Media Literacy

- a. Literacy for Human media: From personal to *lok* art, classical and community

Paper/Course Name: Culture, Society & Communication

- a. *Lok Samvad*: Construction of Community & Social Reality
- b. *Lok* & Classical Performances as Construction of Spirituo-Social Mind
- c. Pilgrimage Communication: Connecting Dots of Time-Space-Geography through Memory
- d. Artefactual Representation of Culture, Social and Scientific Advances

Paper/Course Name: Fundamentals of Media

- a. Ontological Consideration of Tradition, Trans-generality and Communication Closure
- b. *Lok* Media Fundamentals

Paper/Course Name: Philosophy & Communication

- a. Upanisadic Philosophy & Communicative Action
- b. Buddhist Philosophy and Mindful Communication
- c. Bharatiya Philosophy & Normative Practice
- d. Nyaya & Communication

Paper/Course Name: Language & Communication

- a. Language as Expression: Bhartrihari and others.

Paper/Course Name: News Writing

- a. Truthfulness and ethical standards of communication for journalism.

Paper/Course Name: Law & Media

- a. Vada for consultative conflict resolving: Debates, dialogues and discussions

Paper/Course Name: Advanced Traditional Media Concepts

- a. Social communication of Indian tribes
- b. Epical communication as evidenced in the Ramayana, the Mahabharata and the Thirukkural
- c. Science communication in ancient and medieval times through *Lok* media
- d. Applied communication framework of Natyashastra.
- e. Human emotion and intelligence in ancient treatises
- f. Kautilya's Communication for Governance

Paper/Course Name: Contemporary Communication: Civilisational Connect

- a. Ethical Journalism and holistic coverage
- b. Programme Format and Genre development from indigenous sources
- c. Utilising communication expertise of traditional communities in media production

Paper/Course Name: Strategy & Practice of Development Communication

- a. Employing Community Communication Spectrum and Annual Lok Calendar
- b. Rituals -Development Programme Connect for Cost-effective Impact
- c. Epics & Mythology as Opening for Women & child Development

Paper/Course Name: Problems of Communication Research Perspective

- a. Spirituo-socio-cultural perspective in Darsanas
- b. Research Design in Samkhya

Observation

On the basis of our consultations across India starting from November 2023 and looking into a huge number of syllabi, we found a lack of technology integration in our training. The weakness of adhering to process school and obsession with mass communication failed our pass-outs. The National Education Policy 2020 calls for rootedness and adopting a holistic approach, which has given us the opportunity to change the curriculum from mass communication to all types of communication. Bhāratiya Sañcāra Samāroḥ, i.e., Indian Communication Congress, recommends naming the transformational Curriculum Communication Studies with Major or double major options in different professional areas. This naming would solve the problem of the programme title, as the UGC and NTA titles would become the same.

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**Please write back to us with your observations at
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