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EDITORIAL

Towards reconciliation of Eastern and Western philosophy: A special reference to communication theory

Nirmala Mani Adhikary*

ABSTRACT

The paper approaches the communication discipline as a field of comparative study through which better understanding of the Eastern and Western philosophies can be promoted. First it presents an overview of the West-versus-others paradigm in communication theory followed by an appraisal to recent theorizations contributing for moving the communication discipline from such dichotomy. It argues that indigenous theorization of communication provides more opportunities for comparative studies thereby paving way for reconciliation between different perspectives.

Key words: Communication theory, Eastern and Western philosophy, Indigenous theorization, Reconciliation.

The West-versus-others paradigm in communication theory

The field of communication theory has been considered being dominated by Western philosophy since its institutionalization in the academia, and the endeavors to critique and enrich the field from Eastern/Asian philosophical perspectives started decades ago (for instance: Dissanayake, 1981, 1986, 1988; Kincaid, 1987; Tewari, 1992; Yadava, 1998). This highlights the inherently problematic position of communication discipline in the countries like Nepal and India. In fact, as a discipline of knowledge or as an academic field of study, communication has been subjected to the conflict of indigenous versus exogenous approaches in many non-Western countries.

On the one hand, these countries indigenously inherit the concept of communication and have been practicing it since time-immemorial. And, as communication discipline is increasingly embracing different schools of indigenous philosophy, its roots are being found in ancient texts as well as current practices (for further discussion in this regard, see: Adhikary 2008, 2011, 2012a, 2014a). On the other hand, communication-as-modern-discipline-of-knowledge originated and developed in the West (for further discussion in this regard, see: Adhikary, 2014a; Ayish, 2003; Bormann, 1980; Dues and Brown, 2004; Edmondson, 2009; Gordon, 2006; Harper, 1979; Hechter, 2003; Kim, 2002; Miike, 2010; Peters, 1999; Tate, 1981; Thayer, 1979; Woelfel, 1987). Its institutionalization has been largely as "Euro-American discipline" (Kim, 2002, p. 6). As Gordon (2007) puts it, "Human Communication Theory: Made in the U.S.A." (p. 51).

The non-Western countries had three options while they were developing curricula of communication and/or allied disciplines. First, they could have drawn on native perspectives thereby primarily incorporating indigenous concepts, if not theories and models, of communication. Second, it was much easier for them to adopt solely the Western discursive paradigm. Third, they could have adopted comparative approach thus incorporating both indigenous and Western contents, and facilitating 'indigenization'. [The two terms – indigenous and indigenization – have been distinguished thus: Where as indigenous theories are native, rooted in specific cultures, and emphasize the human experience in specific cultures; indigenization refers to processes of transforming U.S. theories so that they are appropriate in other cultures (Gudykunst, 2005, p. 85).] Of these, the adoption of the Western paradigm has been the general practice as it suits the project of globalization, which legitimizes unidirectional gateway for flow of information.

Xiaoge (2000) observes, Modernization in Asia, to some extent, has been equated with Westernization as far as technology and management transfers are concerned. With the inflow of Western technology and management, Western ideas and values are flooding into Asia, influencing the ways thinking and acting among Asians and thus diluting the local cultures.

The advent of communication as a discipline of knowledge does not seem free from such

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influence. As Miike (2008) observes, "Many researchers, Asian and non-Asian alike, in the field have assumed the universal applicability of the meta-theory and methodology of Eurocentric communication scholarship" (p. 57).

In such background, it is no wonder that the study of communication in the universities of Nepal had not been the study of Sanchar (communication) in the native sense but, in fact, the study of communication as evolved in the West. Miike (2008), who criticizes "European intellectual imperialism" for "the intellectual dislocation of non-Europeans," says: "Eurocentric studies of Asian communication have often dislocated Asians out of their cultural context and have thereby denied the centrality of Asians in the communication process" (p. 57).

Meanwhile, communication, as an academic discipline, has been changing. Scholars are beginning to realize that it is multicultural and multi-paradigm discipline. It is not believed that one major paradigm is capable of explaining all communication behavior. The idea of a universal meta-theory of communication has been firmly rejected. Instead, the scope for multiple concepts of communication has been accepted. It is considered that the exploration of different models of communication relative to different cultures and philosophies is due to communication scholars' orientation toward what is called intercultural communication research. It began during the 1950s and 1960s. Several important concepts came out of earlier efforts in this regard. And, in the early 1980s, the "Asiacentric terrain of theoretical pursuit emerged in the early 1980s" (Miike, 2009, p. 1). Two books – each edited by Kincaid (1987) and Dissanayake (1988) are considered as seminal works in this regard.

Xiaoge (2000) locates "the exploration of Asian perspectives in communication since the mid-1980s and the debate about Asian values in journalism since the mid-1990s." He observes, The realization of the incompatibilities of Western communication theories with the Asian contexts has led to the need to modify or adapt the parameters of Western communication theory to the various local conditions and situations in Asia. Moreover, Western-oriented theories can be enriched by using Asian communication processes, behavior patterns, and experiences. In their search for Asian perspectives in communication, Asian scholars turn to their own rich and long traditions in the fields of religion, philosophy and arts, the core of great cultures.

Dissanayake (2009) observes "a great upsurge of interest in the study and research in Asian theories of communication" (p. 7). Though it is not possible here to present an assessment of various such works it is to acknowledge that they have certainly enriched the academic study of communication. Consequently, the communication discipline has been changing as the Western discursive paradigm is being challenged, if not completely replaced, by alternative paradigms.

For instance, The field of Asian communication theory has grown to such extent that even an Asiacentric School of Communication Theories is being envisioned (Miike, 2008, 2009, 2010, 2012, 2016).[Also see: Chen, 2006; Chen & Starosta, 2003; Chu, 1986, 1988; Goonasekera, 2003; Gunaratne, 1991, 2009a, 2009b; Ishii, 2009; Miike, 2016; Ray, 2012; Wang & Shen, 2000.]

The theoretical construction and development of two communication models – the Sadharanikaran Model of Communication (Adhikary, 2003, 2014a) and the Bhatta-Mimamsa Model of Communication (Adhikary, 2012c) – are to be noted herein. Furthermore, an alternative to Eurocentric notion of theory itself has been outlined and the agenda has been brought forward for developing methodology of theory building (Adhikary, 2013).

Moving beyond the West-versus-others-dichotomy

"Communication theory is a field of thought that is rich in diverse ideas, but lacks coherence. There is no universally agreed upon general theory of communication" (Craig, 2009). However, any communication theory is concerned with some basic issues such as: "'How are messages created?' 'How are messages transmitted?' 'How are messages constituted?' 'How are messages received?' 'Why is this case?' 'Is it because of factors outside the message?' 'Or is it because of factors inside the message?'" (Cobley, 1996, p. 1). As Mangion (2011) observes, communication always takes place within a context of production, reception and action (p. 7). The concern of communication theory certainly treats of these aspects.

The communication discipline "needs all the theorization it can get" (Cobley, 1996, p. 32). For this, there needs going beyond what is known as the "Eurocentric" scholarship and taking insights from other sources too. In other words, it demands moving beyond "European universalism" (Gunaratne, 2009b). [Also see: Alatas, 2002; Joseph, Reddy, & Searle-Chatterjee

1990.] Classical Sanskrit texts have much to offer in this regard.

By virtue of insights on fundamentals of human communication, many classical Sanskrit treatises have contemporary value even in the age of mediated communication (Adhikari & Shukla, 2013; Adhikary, 2015). Even a mere perusal of the contents of many classical Sanskrit texts, including Natyashastra, Vakyapadiya, Jaimini's Mimamsa Sutra, and so on, shows that they treat of the basic concerns of any treatise on communication. In fact, the above mentioned treatises have been explored from communication perspective in order to theorize communication (for instance: Adhikary, 2003, 2008, 2009, 2010a, 2010b, 2010c, 2011, 2012a, 2012b, 2012c, 2014a, 2014b, 2014c, 2014d).

Though the academic curricula as well as research in the field of communication are yet to reflect it communication (Sanchar) is not new concept for Nepali society. Rather, both communication and theorizing communication are indigenous (Adhikary, 2011, 2012a, 2013). Drawing on the theoretical construction and development of two communication models – the Sadharanikaran Model of Communication (Adhikary, 2003, 2014a) and the Bhatta-Mimamsa Model of Communication (Adhikary, 2012c) – the field of communication theory is claimed to have moved beyond what is called the de-Westernization and beginning of the re-orientation era in Nepal as well as India (Adhikary, 2014b).

Whereas Bharata's Natyashastra and Bhartrihari's Vakyapadiya are the principal sources for the Sadharanikaran model of communication (SMC), it employs Vedanta philosophy for its worldview. And, the Bhatta-Mimamsa Model of Communication employs the Bhatta School of Mimamsa philosophy in this regard. The development of these two models from Hindu philosophical perspective has paved way for mainstreaming two Schools of classical Hindu philosophy – Mimamsa and Vedanta – in the field of communication theory (Adhikary, 2003, 2009, 2010a, 2010b, 2010c, 2012c, 2014a). In the larger context, the scope for mainstreaming indigenous Bharatavarshiya/Hindu scholarship in the communication discipline contributes moving beyond the West versus others dichotomy thereby paving a way for reconciliation of Eastern and Western philosophies from communication perspective.

The field of communication theory has been witnessing a paradigm shift thereby promoting multicultural and multidisciplinary theorization of communication. Seeking indigenous theories of communication does not mean mere rejection of something Western, but it further enriches the human understanding about themselves and their world. From a panhuman vantage point, the significance of such an understanding is enormous.

Now, it is high time to get rid of the misconception of considering theory as "a product of the Renaissance and the Enlightenment [of Europe], the foundations of which can be traced to European classical philosophies" (Wong, Manvi, and Wong, 1995, p. 138), and even considering theory as the product of the 19th century West (Waugh, 2006, p. 5). Such considerations clearly assumed theory as the Western notion. But, an exposition (Adhikary, 2013) shows that those who were considering theory as a Western construction were wrong. The evidence of theorization and methods of theory building in ancient Sanskrit texts certainly encourages for indigenous Bharatavarshiya theorization of communication from every possible perspective. Keeping in view of the communication scholarship prevalent till the date, it seems that there needs more efforts for mainstreaming the agenda of indigenous theorization of communication.

Concluding remarks

Communication (both as a field of study or as a discipline) has been multidisciplinary and multicultural. And, the emphasis on multidisciplinarity and multiculturality is ever growing. Considering communication as a multidisciplinary and multicultural field certainly demands incorporating insights from different cultures while studying and theorizing communication. For instance: the field of Hindu/Bharatavarshiya/"Indian"/"Nepali" communication studies has been successful to give new insights on different aspects of communication (For further discussion, see: Adhikary, 2014a).

As Craig (2009) rightly opines, it is "not by reaching a universal consensus on one grand theory, but by promoting dialogue and debate across the diverse traditions of communication theory" that it may accomplish "a kind of intellectual coherence." In fact, there is need of developing theories and models from different cultural locations and philosophical traditions followed by comparative understanding of them. A comparative study of different concepts of communication is a must for co-cultural respect and for the improved understanding of the communication process and the advancement of the discipline. As the communication discipline is

already moving beyond the West versus others dichotomy, there is a conducive environment for indigenous theorization of communication thereby preparing more grounds for comparative study.

If different philosophical traditions open themselves to each other's differences and if each examines itself in the light of that recognition, there would be better chances for understanding both of the East and the West. The communication discipline and the field of communication theory can offer tremendous opportunities for such endeavors. The study of comparative communication theory should be encouraged and promoted as it paves way for reconciliation among different perspectives.

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Mapping the Work-Home Conflict of Indian Fashion & Lifestyle Journalists: A Study of Punjab, Haryana and Himachal Pradesh Bureaus

Dr. Neha Miglani* and Dr. Prabhdip Brar**

ABSTRACT

Pressures of fashion journalism are starkly different from the conventional form of journalism. The need to keep oneself updated with brands, appropriately dressed, maintaining a status quo are the top in the list of pressures on a fashion journalist. This study evaluates the pressure in the form of 'conflict' that a fashion journalist carries from work to home. The role clash or dissatisfaction in one section can cause commotion in the other. The conflict of work and home is particularly true in a competitive world. Balancing work and home and keeping conflict at bay is an important task for a fashion journalist. The credibility and high moral standards expected from journalists, the pressure of daily and hourly deadlines could often cause turbulence in social, emotional and family lives of these journalists, leading to many quitting the profession after certain years. Work-home conflict implies the pressures and conflict that an employee (a journalist in this case) carries from office to home. This paper maps the work-home conflict of 40 journalists from fashion, lifestyle and features segment of newspapers and magazines (print media) headquartered in Chandigarh, India (comprises journalists from Punjab, Haryana and Himachal Pradesh Bureau). These journalists rated and evaluated their 'work-home demands', 'detraction from work' and 'quality time given to family' on a Likert-type scale. Evaluation of this statistical study revealed that there was no significant difference in the impact of work-home conflicts of these fashion journalists vis-à-vis their genders, work profiles and monthly incomes.

Key Words: Work-Home Conflict, Fashion Journalists, Lifestyle Journalists, Media Professionals, Indian Journalists, Media Organizations

Prologue

Media as an industry, and journalism as a profession is crammed with deadlines. Ironically, these deadlines are not a monthly or yearly affair as in case of most other professions, but one day after another a journalist is expected to deliver with accuracy, speed and fairness **(Stovall, 2011)**.

While the gigantic media and entertainment industry in India continues to flourish with steadfast market reports suggesting considerable growth in near future **(FICCI-KPMG 2015)**, the employees' concerns are overlooked particularly in a situation where contractual employment has become a norm and job security is little **(Press Council of India, 2010)**. The industry is expected to have crossed 1 lakh crore worth according to the latest FICCI-KPMG annual report 2015.

Handling work place pressure can become a daunting and tricky task for employees. Certain organizational role stress studies conducted in the Indian context reveal that high stress levels, resulting from employee intra-organizational and extra-organizational interactions, is a grave problem in reducing satisfaction and motivation level of employees. Studies suggest that newspaper copy editors report a high level of emotional exhaustion and depersonalization than reporters. Nearly two fifths of editors also say they have a job-related health problem **(Chaturvedi, 2009).**

Organizations are so busy meeting their operational costs and safeguarding profitability, that well-being of employees has become a secondary concern. The cut throat competition has made performance inevitable while concerns like quality of work life of employees and their work place well-being has taken a back seat. However, the ambience provided at workplace can possibly make difference and eventually result in better productivity. Work-home conflict, along with several other organizational barometers, is a good way to map the conflict that an employee's work causes at his/her home, it could be due to odd working hours (which is true in the case of journalism) or other pressures like day-after-day performance, working on tight deadlines, etc.

Overview of Literature

Studies on Work-Home Conflict

Bacharach, Bamberger & Conley (1989) studied a sample of 215 nurses and 430 civil engineers to study the work-home conflict among these

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professionals and the mediating impact of role stress on burnout and satisfaction at work. This study focused on examining mediating role of work-home conflict among two groups of professionals in the context of a no-mediation/segmentation model. Alternative models examined were complete and partial mediation/spill-over models. The findings were in consonance with the partial mediation model compared to the other two models with respect to both groups of professionals. The results indicate the role conflict, regardless of the occupational group, serves as an important antecedent of work-home conflict and burnout.

Schieman, McBrier & Gundy (2003) interviewed 994 adult residents of metropolitan Toronto who were employed individuals to evaluate home-to-work conflict, work qualities and emotional distress. Depressive symptoms were measured using 20 items developed by the Centre for Epidemiological Studies (CES-D). The results reinforced the well-documented association between home-to-work conflict and psychological functioning. It was observed that work qualities can also affect emotional outcomes. Results indicated a positive relationship between home-to-work conflict, and both anxiety as well as depression are stronger when job autonomy is higher, the effects although are stronger in men. It was observed that jobs that involve boring and repetitive tasks might increase the risk for negative emotional experiences. Work-to-home conflict has a stronger effect on anxiety than home-to-work conflict. Work qualities and home-to-work conflict have synergistic effects on emotional qualities, it was found one interactive effect between work qualities and work-to-home conflict, which is positive relationship between work-to-home conflict and anxiety is stronger among men who hold jobs with greater routine structure. These findings indicate and support the argument that the effects of inter-role conflict on emotions vary according to the direction of spill over and the quality of work.

Bragger et al. (2005) studied the work-family conflict, work-family culture and organizational citizenship behavior among teachers Participants included 203 teachers from five schools in Northern New Jersey and New York and they were made to fill questionnaires on organizational commitment, job satisfaction and organizational citizenship behavior. Work-family culture was assessed using *Thompson et al.(1999)* measure of work-family culture comprising 21-items. Levels of work-family conflict were assessed using *Kelloway, Gottlieb &Barham's(1999)* 22-item scale that assessed both time and strain-

based work interference with family (WIF) and family interference with work (FIW). Organizational citizenship behavior was assessed using *Podsakoff et al.(1990)* five-factor measure using 23 items. Organizational commitment was measured using *Meyer and Allen scale (1990),* while job satisfaction was measured using short form of Minnesota Satisfaction Questionnaire with 20 items developed by *Weiss, England and Lofquist (1967).* The study found strong relationship between work-home culture and Organizational citizenship behavior. The results also indicated a positive relation between work-family culture and organizational commitment among teachers.

Schieman & Glavin (2008) conducted a study on gender, flexibility at work and the work-home interface. Data was derived from 2002 National Study of Changing Workforce, a nationally representative sample of the U.S. labor force with a final sample of 2,671 individuals. Men reported higher levels of receiving work-related contact. There was no gender difference in levels of schedule control, men have a higher average level of job autonomy than women. The study contributed to, and, extended to three central themes of work-home interface literature (i) Work conditions that are typically viewed as resources-schedule control and job autonomy- are associated in different ways with work-home role blurring (ii) Association between work-home role blurring and work-to-home conflict varies differently across levels of schedule control and job autonomy (iii) Despite broad sociocultural changes in work and family life that are suggestive of egalitarian trends, several observations of the study vary for women and men. Since the border theory has been assumed a base for the study, the findings of the study challenge the idea of a weak border being necessarily more functional for individuals. The study concludes that work conditions, especially forms of flexibility, can generate negative consequences among those encouraged to be available 24X7. Therefore the observations of the study challenge researchers to consider the resourceful and stressful aspects of work conditions especially in relation to work-home interface and potentially different or similar ways that men and women experience these processes.

Theoretical Perspective

The job demand- job control model differentiates the two dimensions of work place, that is, the job demands and job decision latitude **(Karasek, 1979)**. Job demands are the overload demands put on an individual and job decision latitude refers to the employee's decision authority and his or her skill discretion. Karasek explained the model

though concept of passive and active jobs, jobs with low and high demands respectively. In the context of stress reactions, he stated that combination of high demands and low decision latitude in high strain jobs, people's health well-being suffered seriously.

Gaps in Literature

- Negligible research on the well-being of employees in media, work place issues and organizational problems in the Indian media industry are completely absent in research field

- A major gap in the existing literature is the applicability of time-tested organizational barometers in the context of Indian media industry like work-home conflict. Pressures of each profession could vary!

- Limited literature on the occupational relationship as a possible factor affecting other organizational barometers to evaluate the well-being of employees

Aims and objectives

1) To critically examine the **work-home conflict** among fashion and lifestyle journalists in the Indian media organizations across **age and gender.**

2) To examine the **work-home conflict** among fashion and lifestyle journalists in the Indian media organizations across **employment status and language of media.**

3) To analyze the **work-home conflict** among fashion and lifestyle journalists in the Indian media organizations across **length of service and position in the hierarchy.**

4) To recommend **suitable strategies** for handling work-home conflict among fashion and lifestyle journalists in Indian media organizations.

Hypotheses

- **Ho1:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists across different age groups.

- **Ho2:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists across gender difference.

- **Ho3:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on the employment section status.

- **Ho4:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on the language of media in which they are employed.

- **Ho5:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on their position in the hierarchy.

- **Ho6:** There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on their length of service.

Research Design

- An **analytical** research design was adopted for the study.

- **Methods of data collection-**E-mails to journalists in order to get questionnaires filled and personal visits in specific to substantiate it and ensure fairness and high accuracy in data collection.

- **Type of data-** Primary data was obtained through structured questionnaire from **40 fashion journalists** working in print media organizations. Personal visits were done to ensure accurate filling up of questionnaires. Professionals involved in fashion and lifestyle news reporting, editing, production and selection of news as a full-time employee with any media organization were considered as participants (journalists).

- **Research tools for data collection-**The study is a **quantitative assessment** of an organizational parameter- work-home conflict. For this purpose, permission has been sought from authors/publishers to use the following the standard scale whose validity and reliability has been assessed in the Indian context.

- **Research Tool -** Work-Home Conflict Scale by Bacharach et al., 1991

- **Work-Home Conflict Scale**

  Work-Home Conflict Scale is a 4 point Likert-type scale by Bacharach et al. assess the extent of conflict between work and home responsibilities. Work-home conflict is a form of inter role conflict in which the role pressures from the work and home domains are incompatible in some respects. This scale has been designed to check the degree to which a job disrupts and affects a person's life at home and attempts to incorporate a broad range of personal and social concerns for both

married and unmarried employees. Coefficient alpha for the measure is .77.

- **Methods of data collection-**E-mails to journalists in order to get questionnaires filled and personal visits in specific to substantiate it and ensure fairness and high accuracy in data collection.

- **Sampling Technique-** Purposive sampling technique was adopted.

- **Universe of the study-**The universe of the study comprised all fashion and lifestyle journalists working in print media organizations of Punjab, Haryana and Himachal Pradesh.

- **Operational definitions-** Following are a few key terms used in the study:

Work-Home Conflict: Work-home conflict is defined as a form of inter-role conflict in which the role pressures from work and family (home) domains are mutually incompatible in some respect **(Greenhaus & Beutell, 1985**). The work-home conflict barometer taps the degree to which the job impacts upon the individual's life at home **(Bacharach et al., 1989).**

Fashion and Lifestyle Journalists: Full-time journalists working with media organizations (print and non-print) in India (media professional engaged in news gathering, editing, production and decision-making process) including reporters, sub-editors, photojournalists, designers and editors responsible for news. Fashion and lifestyle journalists are mostly covering lifestyle, culture and fashion beat (a genre of news). In certain media organizations, fashion and lifestyle news is covered by a different segment/section altogether.

Indian Media Industry: Most often grouped as the Media and Entertainment (M&E) industry in India. The study focusses on print and non-print media organizations in the form of newspapers, newsmagazines, fashion magazines, news-supplements, electronic channels, internet news portals and news agencies supplying fashion and lifestyle news.

Data Presentation & Analysis

Following is the tabular as well as graphical formulation of all demographic variables.

Table 1 (Demographic Details)

		Frequency	Percent
Gender	Male	32	78.0
	Female	9	22.0
Age	Less than 26 year	3	7.3
	26-35year	13	31.7
	36-45 year	13	31.7
	46-55 year	9	22.0
	56 year and above	3	7.3
Length of services	0-5 year	6	14.6
	6-10year	8	19.5
	10-15year	14	34.1
	15 and more year	13	31.7
Position in Hierarchy	Editor	6	14.6
	Reporter	12	29.3
	Sub-Editor	19	46.3
	Marketing and response sectional Professional	4	9.8
Language of media In which journalists are employed	English	4	9.8
	Hindi	35	85.4
	Other Vernacular language	2	4.9
Section in which employed (Employment Status)	News and Editor	36	87.8
	Marketing and other	5	12.2

Figure 1

Gender Distribution

Figure 1.1

Age Distribution

- Less than 26 year
- 26-35year
- 36-45 year
- 46-55 year
- 56 year and above

Figure 1.2

Length of Service

- 0-5 year
- 6-10year
- 10-15year
- 15 and more year

Figure 1.3

Position in Hierarchy

10%

- Editor
- Reporter
- Sub-Editor
- Marketing and response sectional Professional

Figure 1.4

Language of Media

- English
- Hindi
- Other Vernacular language
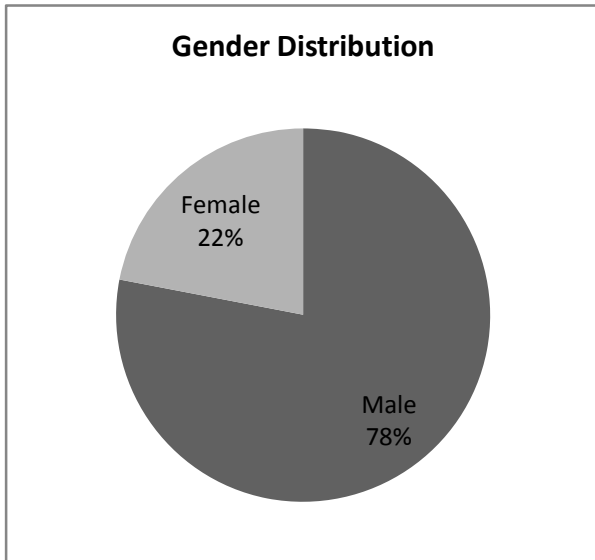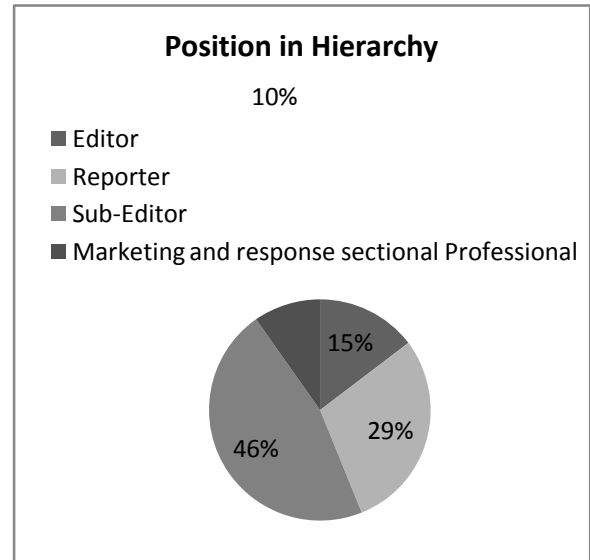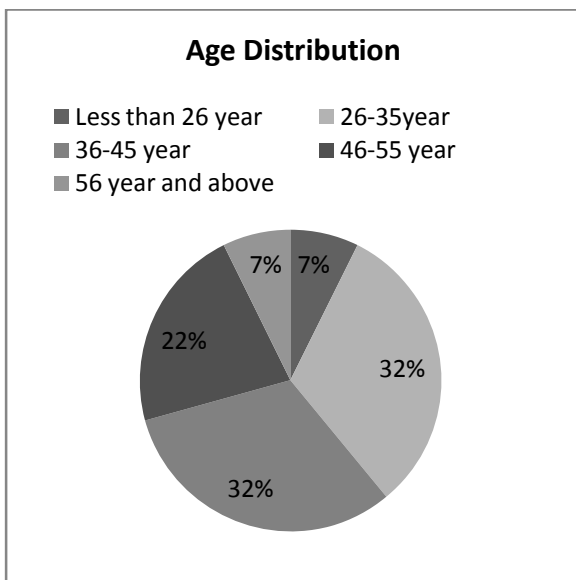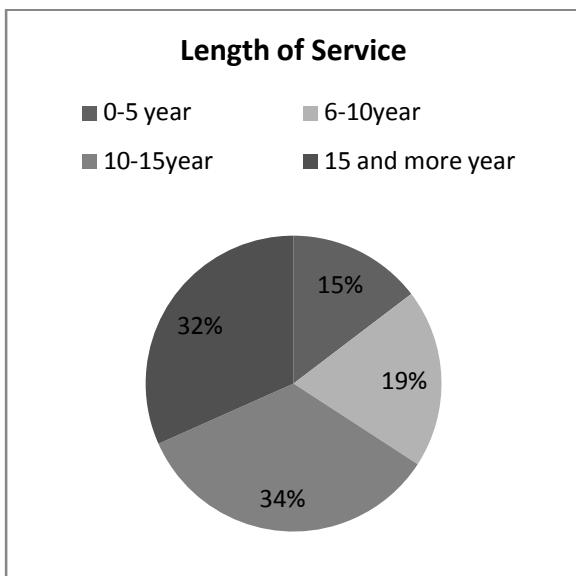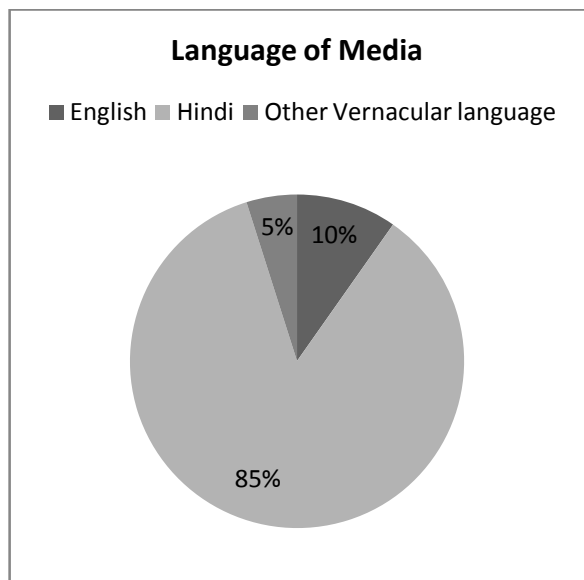
Table 2- Significance of Work-Home Conflict across demographics

	Gender	Mean	SD	F value	p value
Age	Less than 26 year	10.0	2.0		
	26-35year	11.0	2.6		
	36-45 year	9.2	2.6	0.75	0.57
	46-55 year	10.4	2.6		
	56 year and above	10.0	5.2		
Length of Service in Media	0-5 years	9.7	1.6		
	6-10years	11.1	2.6		
	10-15years	9.4	2.8	0.79	0.51
	15 years and more	10.5	3.2		

	Gender	Mean	SD	F value	p value
Position in Hierarchy	Editor	11.3	3.8		
	Reporter	10.5	2.4		
	Sub-Editor	9.7	2.9		
	Marketing and Response Section Employees	9.5	1.0	0.67	0.57
Language of Media	English	12.3	2.9		
	Hindi	9.8	2.7		
	Other Vernacular language	12.0	0.0	1.99	0.15

Table 3- Significance of Work-Home Conflict across two demographics proved substantial

	Gender	Mean	SD	t value	p value
Gender	Male	10.2	2.9	0.31	0.76
	Female	9.9	2.4		
Employment Section Status	News and Editor (Editorial Positions)	10.2	2.9	0.47	0.64
	Marketing and other (Non-Editorial Positions)	9.6	0.9		

The above table shows that the p-value or significance of gender and employment section is much higher compared to other parameters. This implies that work-home conflict is different for males and female journalists/ media professionals. Gender is one factor which affects the kind of pressure or conflict one takes from work to home. Whether one is employed in the editorial or non-editorial section of a media house also has a considerable impact on the work-home conflict. Media employees or professionals who belong to different age bracket, or position in the hierarchy, have different length of service or belong to different languages of medium do not have effect on their work-home conflict based on these parameters.

Table 4- Results

Hypotheses	Result
Ho1: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists across different **age** groups.	Proved *(implies true null value)*
Ho2: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists across **gender.**	Disproved
Ho3: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on the **employment section status**.	Disproved
Ho4: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on the **language of media** in which they are employed.	Proved
Ho5: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on their **position in the hierarchy.**	Proved
Ho6: There is no significant difference in the perceived work-home conflict among fashion and lifestyle journalists based on their **length of service.**	Proved

Conclusions

- When it comes to age, position in hierarchy and language of media in which journalists are employed, there is a difference in their perception of work-home conflict. Age does have an impact on inter-role conflict and what work stress one carries home.

- **Gender** and **employment section status** are two factors whose variation does not have an impact on the work-home conflict of fashion journalists.

- This implies that male and female journalists do not have a variation in their work-home conflict perception. The positive or negative impact is similar for both.

- Employees in editorial and non-editorial sections of media do not have difference in their work-home conflict perceptions.

Recommendations

Human resource professionals of various media organizations need to speculate results from variables such as work-home conflict to map the exact stress, work-load and interference that the work has on personal life of journalists. Particularly in the case of fashion and lifestyle journalists, policy and measures in to be put in place to ensure that the work load, quality of work life is assured and work-pressure related factors do not lead to wrong and distorted portrayal of news or hinders ethics of journalism. Scores of organizations in the world have already realized the importance of keeping employees happy and emotionally healthy. A major reason for this is better productivity and outcome. Organizations do demand results and a direct influence of work-home conflict, among other organizational barometers, could be on the productivity and efficiency of the employees.

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Peridar Kaala Vaanoli: Social Utility & Linkage with Cuddalore Community

Ms. Mahalakshmi Selvaraj* and Dr. Sunitha Kuppuswamy**

ABSTRACT

The Tamilnadu Floods, 2015 devastated the district of Cuddalore, leaving the communities clueless of handling the situation. During such crisis situations, local community radio stations emerge as the primary source information for the affected communities (Hindman, D.B., et al 1999). The present study intends to focus on the contribution of the community radio station (CRS) *Peridar Kaala Vaanoli* (Tamil words meaning "radio in times of extreme calamities")from the social utility perspective of the Cuddalore community post the Tamilnadu Floods, 2015.A survey method employing interview schedule technique was used to collect the data from the Cuddalore community. Data was gathered on socio-economic status of the respondents, their media usage patterns, ways and means in which the community radio helped the Cuddalore community post the floods. The community radio is found to be serving both the manifest functions as well as latent functions. The manifest functions are more prominently served to the Cuddalore community.

Keywords: Disaster communication; community radio; local radio; Tamilnadu floods 2015;*Peridar Kaala Vaanoli*

Introduction

Disasters are grave events that simply disrupt the essential services and normal functioning of a community. The communication infrastructure of the disaster affected area also goes for a toss during such situations. The local media like community radio stations emerge as the primary source of information and communication and aide in restoring the communities back to normalcy (Hindman, D.B., et al 1999 a).The people of Tamilnadu witnessed one such instance with massive flooding in the end of 2015. The Tamilnadu Floods, 2015 was an aftermath of the unusual record-breaking very heavy rainfall generated from the North-East monsoon in the fag end of the year. The coastal regions of the state were hard hit due to the floods. Cuddalore is one such coastal town located in the South-Indian state of Tamilnadu and witnesses heavy rainfall in every North-East monsoon. The disaster was severe in nature. In Cuddalore alone, 6 lakh people and 90,000 houses were affected. Not only that the floods shook the nation's economy by causing a whopping loss of $3 billion and thereby making it ranked as the eighth most expensive disaster of the year 2015. Throughout the post disaster phase of the Tamilnadu Floods, 2015 *Peridar Kaala Vaanoli* (Tamil words meaning

"radio in times of extreme calamities")107.8MHz CRS stood as the saviour by disseminating crucial information to the affected lot.

Literature Review

Peridar Kaala Vaanoli CRS 107.8 MHz

The record breaking unusual rainfall from the North East monsoon in the fag end of 2015 instigated not only flooding in the southern state of Tamilnadu but also the establishment of a community radio station for emergency communication in the coastal town of Cuddalore. Cuddalore records heavy rainfall in every North-East monsoon. The community radio station was started with a view to disseminate pertinent information about relief and recovery in Cuddalore district one of the intensely affected areas of the Tamilnadu Floods, 2015. The major breakthrough of the radio was its backing from AMARC (World Association of Community Radio Broadcasters) and the Community Radio Forum that led to emergency issue of license to setup the community radio from the Ministry of Information and Broadcasting and Wireless Protocol Committee (UNESCO Chair on Community Media, 2015). The community radio was established in a very quick span of one week. The radio is stationed at the District Collector Office, Cuddalore and boasts of being recognised as India's first emergency radio station. The programs of the radio station included announcements, audio magazines, news bulletins, interviews, phone-in programs etc. Throughout the recovery phase of the floods the community radio stood as a primary source of information

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within a radius of 30 kilometres. The establishment of *Peridar Kaala Vaanoli* set the platform for using short-range community radio stations to handle disaster situations (Ramakrishnan, 2015). Since these stations play a more crucial role in fulfilling the emergency informational needs of the audience and people look up to them for gratifying their needs (Bartlett, 1995).

Theoretical Framework

The present study is grounded on the uses and gratifications theory of media. Katz (1959) defines the uses and gratifications theory of media as to how people use the media for varying needs and gratify their needs. The theory sees the people as not mere passive rather very active and goal oriented, taking the lead in linking the need and gratification and choice of media. The gratifications sought from the media are not unified, they differ among different audiences. The needs and gratifications are categorized by the researchers as social utility of information, perception, personal identity, alternative companionship, release of emotions, diversion as a means of escape from issues and information (McQuail, Blumler & Brown, 1972). Based on such needs and gratifications the audience select their choice of media. The present study intends to apply the theoretical framework to the community radio station *Peridar Kaala Vaanoli* in an emergency situation like disasters under a social structure.

Uses and Gratifications of Media during Disasters

Disaster is a catastrophic event whose impact is undergone by the affected lot in phases. Media prepares the people with factual information about an approaching hazard and the ways and means to adopt, to mitigate their dire impacts during the preparedness phase (Seydlitz, Williams, Laska, and Triche 1990). When it comes to the response and recovery phase, the media provides reports based on the damage assessments, attempts to rescue the affected lot, bridge the needs and the needy and support the distressed to recover from the trauma. Mobility post a disaster is often restricted. At such instances, media serves the surveillance function and drives the people who witnessed the disaster to develop an increased dependency on them for any momentous information (Hirschburg, Dillman, & Ball-Rokeach, 1986). Media is found to serve the manifest functions such as providing informational needs to the distressed due to disasters (Perez-Lugo, M. 2004).

Another usual and frequently noticed function performed by media during disasters is, providing a platform to reconnect displaced members of a social group due to a disaster (Barton, 1969). Some of the local media like local community radio stations announce messages that are related to the safety of missing individuals post a disaster. At such times, the media tends to back the displaced members of a community by connecting them with the outside world (Perez-Lugo, M. 2004 a). The media does have a linkage and a social utility function to perform during disasters (Dominick, 1996; Juric, 2006). Apart from mere transmission of information the media attempts to bind and link the members affected due to a disaster by creating strong ties, facilitating dialogue through their content. The media stands as a binding factor of the affected people and build strong communities (Cerulo and Ruane, 1998) by breaking the physical barriers. Media is even found to be filling the void due to the absence of human beings (Perez-Lugo, M. 2004 b).

The extended functions of media during a disaster are more. Media does not simply act as mediators instead it functions as an actor during such instances. It stands as a pillar of emotional support to the people disturbed due to a disaster (Graber, 1980) and facilitates social cohesion (Perez-Lugo, M. 2004 c). Social cohesion is a readiness of the members of a community coming together with a view to survive and come out of a collective crisis like disasters. The common is man is found to be highly involved in "volunteerism" during disasters with varying manifestations depending on the disasters right from the dawn of humanity (Simon et al, 2015). The normal citizens become the first responders of disasters. Thanks to the media that binds together audience on a universal scale during such crisis. The media empowers the common man and plays a key role to showcase their inherent altruistic nature.

The advantage of radio over other medium is that; they provide immediate and comprehensive reports that are flexible in terms of content, coverage and accessibility (UNESCO Chair on Community Media, 2015 a). Not only that the common man has been found involved in presenting communication during disasters in the community radio for ages (Colie, 1997). An effective disaster communication medium should be such that it withstands the onslaught of disasters and does not collapse (Simon et al, 2015 a). Radio is one such effective disaster communication medium and saves the communities from communication blackout.

Limitations of the Study

The current disaster communication research is restricted only to the recovery phase of the Tamilnadu Floods, 2015 since the establishment of the community radio itself happened only after the floods.

Objectives of the Study

The main purpose of the research paper is to find out the social utility of the community radio station *Peridar Kaala Vaanoli* 107.8 MHz on the Cuddalore community. Firstly the study intends to study the demographic profile of the listeners of the community radio i.e. Cuddalore community. Secondly the radio usage pattern of the listeners is studied. Lastly the uses of the programs relayed in the radio and the gratification derived out of the programs is ascertained. Apart from the manifest functions of media, the study also takes into account the latent functions served by the community medium post a disaster such as providing emotional support and companionship all from the perspective of the victim.

Methodology

The survey method was found to be appropriate to measure the objectives slated for the study since it helps to collect the necessary information from the sample of the study using well defined concepts. The interview schedule technique was adopted for data collection from the listeners of the community radio station *Peridar Kaala Vaanoli* with the help of enumerators. The sampling technique adopted for the study is simple random sampling. The community radio station is located in the district collector office, Cuddalore. Respondents were residing in and around the district collector's office, Cuddalore. The areas were data was collected from the sample include Thayanguda, Semmandalam, Devanampattinam, Gundu Salai, Dhanalakshmi Nagar and Manjakuppam.

The questionnaire included closed-ended questions on the demographic profile of the listeners, their media usage profile and uses of the programmes broadcast on the community radio *Peridar Kaala Vaanoli* and the gratification gained out of it. It was made sure that the respondents were living in the district when the floods hit as well as they listened to the community radio's programmes. The data collected from the respondents were entered in the software IBM-SPSS Statistics for data analysis.

Data Analysis and Interpretation

Demographic Profile of the Respondents

Data from a total of 203 respondents were considered for the study. The respondents were diverse in nature, belonging to varied: age groups, level of education, profession, income groups etc. The respondents were predominantly men. Out of the 203 respondents, 117 were men and 86 were women. There were representations from the respondents in different age groups ranging from teens to senior citizens. A meagre percentage of the respondents were not educated (10.34%) and the minimum level of education was primary. One third of the respondents (30.05%) were not employed anywhere and a majority of them were self-employed (35.96%). The respondents equally belonged to the low income (41.87%) and the middle income group (41.87%) with a minimum percentage falling under the below poverty line. Combined, more than half of the respondents were residing in huts, thatched roof and semi-pucca houses.

Media Usage Patterns of the Respondents (Prior to the Disaster)

The combined usage of traditional media i.e. newspaper, television and radio (67%) by the respondents is more when compared to electronic media. The respondents are found to be using multiple media platforms. The respondents listen to radio more at home (68.97%) than outdoor (28.08%). A few listen to radio both at home as well as outdoor. Radio is being accessed by the respondents more through transistor (53.96%) followed by mobile phone (39.11%). Majority of the respondents (65.52%) are found to be using the radio medium for a maximum two hours a day and the frequency of use is occasional (49.75%) for most of them.

Uses and Gratifications of the Peridar Kaala Vaanoli post the Tamilnadu Floods, 2015

Media has multiple social utility and linkage functions to play during an emergency situation like the recent Tamilnadu Floods, 2015. In order to assess the social utility and linkage functions of *Peridar Kaala Vaanoli* various aspects of the community radio station, the content of transmission and the utility & linkage thus gained were considered for the statistical testing using *Pearson's Correlation*. The uses of *Peridar Kaala Vaanoli* and the gratification gained by the listeners are evaluated using the scores and level of significance generated by performing *Pearson's Correlation*. The null and the alternated hypotheses are framed according to the factors taken into consideration for the statistical test and

based on the correlation scores they are accepted or rejected. Table 1 displays *Pearson's Correlation* Score "r" with the level of significance "α" value.

The greatest advantage of radio in comparison with other medium is that it is a low cost medium accessible across all societal groups. One just

(see Table 1). The evidence from the scores suggests the existence of a significant correlation between affordability and community linkage. A disaster communication medium has to be such that it accessible by all sections of the society and more particularly by the weaker lot.

Variables	Variables	r value	α (2-Tailed)
Accessibility	Informational Needs	0.539**	0.000
Community Linkage	Accessibility	0.480**	0.000
Interactivity	Liberation	0.289**	0.000
Liberation	Disaster Education	0.339**	0.000
Health Communication	Liberation	0.340**	0.000
Specificity of Information	Informational Needs	0.318**	0.000

**Pearson's* r value indicating a significant correlation

needs to possess a device like a transistor or a simple mobile phone to listen to radio. There is simply no subscription fee that needs to be borne by the listener to access its content. This is just one side of the coin. Another outstanding feature in terms of accessibility is that the radio medium is a sustainable medium. Meaning even when other communication infrastructure goes for a toss during a natural calamity radio will still withstand the onslaught of the calamity and remain functional. The factors of accessibility of the community radio station in terms of affordability and availability post the Tamilnadu Floods, 2015 were tested for correlation against standing as a unique information source. The correlation between accessibility and unique information source is r= 0.539 with α= 0.000 (see Table 1). The evidence thrown by the data indicates that there exists a significant correlation between the factors. Since the community radio station was a low cost medium and also sustained the onslaught of the calamity it could serve the Cuddalore community with crucial information.

Often people are displaced internally or traumatized by the occurrence of a disaster. The most affected by a disaster are the weaker sections of the society owing to their poor coping capacity. When a medium such as the community radio becomes affordable medium to the weaker sections of the society, they will be informed citizens. The information and communication transmitted through the medium helps to link the communities together during a deluge. The *Pearson Correlation* score between affordability and community linkage is r = 0.480 with α = 0.000

A two-way communication is always considered an efficient communication approach. During a calamity the approach takes much more prominence and is also much sought after. The scope for interaction in the community radio station *Peridar Kaala Vaanoli* by way of call-in or phone-in programmes, helplines for the distressed due to disasters paved way for the communities to liberate from the calamitous event of the Tamilnadu Floods, 2015. This is manifested by the evidence thrown by the data, r = 0.289 and α = 0.000 (see Table 1) and in turn by a significant correlation between the scope for interaction in the disaster communication medium and liberation from deluge.

Building resilience among the communities often affected by disasters can be achieved by educating them about disasters and making them as empowered citizens. Facilitation of the much needed disaster education to the vulnerable communities does help in quick recovery from the aftermath of disasters. The same is explicitly proven in the *Pearson's Correlation* score of r = 0.339 with α = 0.000 (see Table 1). The score suggests the existence of a significant correlation between the factors. The community radio station *Peridar Kaala Vaanoli* has stood as a facilitator of disaster education and in turn becoming an effective disaster recovery guide.

Health is one of the community aspects often hard hit by a disaster. Outbreak of diseases after the occurrence of a disaster is a usual affair calling for immediate attention to manage them. Dissemination of crucial health communication through a medium like the community radio

Peridar Kaala Vaanoli will go a long way in reducing the risk factors that can hamper the health of the disaster affected. Effective health communication significantly correlates with aiding quick disaster recovery of the community with *Pearson's Correlation* score of r = 0.340 and α = 0.000 (see Table 1). Effective health communication post a disaster by the community radio has aided in achieving effective health risk management post the Tamilnadu Floods, 2015.

Specificity in communication is crucial for effective community based disaster risk reduction (CBDRR). The population of the flood affected Cuddalore community is diverse so are their needs. Developing a deep understanding of the community in terms of their demographics, community networks and structures will help in catering specific information and communication to the intended audience. The statistical test of *Pearson's Correlation* was run to find if there existed a significant relationship between specificity in the content of transmission of the community radio station and the gratification achieved for the same in terms of reducing the impending risk instigated by the Tamilnadu Floods, 2015. The evidence thrown by the data r = 0.318 and α = 0.000 (see Table 1) confirms the fact that specificity in the content of the community radio has indeed gratified the community needs post the disaster.

In order to find if the community radio station *Peridar Kaala Vaanoli* has stood as an effective community media for disaster communication for the Cuddalore community the frequency of usage of the radio medium prior and post the emergence of the community radio *Peridar Kaala Vaanoli* was measured. A paired sample T-test was run with a view to find out if there is a difference in the means of frequency of usage of the radio medium prior and post the emergence of the community radio station *Peridar Kaala Vaanoli*. The evidence thrown by the statistical procedure indicates a mean difference of 0.236 i.e. the mean of the frequency of usage of the medium prior to the emergence of *Peridar Kaala Vaanoli* was 3.19 and with α value of 0.001 (see Table 2 and 3) at 95% confidence interval and post the emergence of the community radio was an increased mean of 3.42.

Discussion

The respondents represented the diverse Cuddalore community. A majority of the settlements of the respondents were in low-lying areas and close to the sea indicating a vulnerability to disasters, more specifically to hydrological disasters like floods. A majority of the respondents have been impacted due to the high levels of water stagnated outside their settlements with some of them reporting penetration of flood water inside their settlements. The poor socio-economic status of the respondents adds on to the poor coping capacity towards natural disasters. The vulnerability is high for the respondents in terms of their socio-economic status and the geographic location of their settlements.

Table 2. Paired Sample Statistics of Frequency of Usage of the Medium

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Frequency of Usage of Radio Medium (Pre and Post the Emergence of *Peridar Kaala Vaanoli*)	3.19	203	.892	.063
		3.42	203	.736	.052

Table 3. Paired Sample T-Test – Frequency of Usage of the Medium

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Frequency of Usage of Radio Medium (Pre and Post the Emergence of *Peridar Kaala Vaanoli*)	-.236	.966	.068	-.370	-.103	-3.486	202	.001

Traditional media usage is predominant among the respondents in comparison to the electronic media. The respondents are found to be judicious users of media. The advantage factor when it comes to radio usage is that it is used both indoor as well as outdoor and hence the listenership gains momentum.

The biggest advantage of radio is its increased accessibility when compared to other media. Accessibility is both in terms of cost and as well as sustainability during a crisis situation like disaster. The gratification gained out of the accessibility of the community radio station during a disaster is knowledge empowerment of the affected communities. Also the medium links the people internally displaced due to the disaster. After the incidence of a disaster people are dislocated from their settlements and are forced to stay in disaster recovery and rehabilitation centres for a considerable duration. The community radio has connected such displaced people and performed the linkage function during a crisis and gratified the communities' emergency needs. The medium is also found to have established connect with the communities through its interactive features. Establishing a sense of connect with the listeners particularly during a disaster will pacify the traumatized due to disasters. Educating the communities about approaching hazards, safe guarding themselves from the impending risk factors associated with disasters are crucial for achieving disaster risk reduction. Life-saving information communicated by the community radio has fulfilled yet another social utility function to the Cuddalore community. Fulfilment of the function was also complemented by the effective health communication by the medium. The content that was broadcast was extremely tailored by developing a deep understanding of the communities and in turn has gratified the emergency community needs of the affected lot.

The effectiveness of a medium is pronounced with increased dependency developed on the medium for want of information. The community media *Peridar Kaala Vaanoli* is found to be one such medium. *Peridar Kaala Vaanoli* has fulfilled the manifest functions by providing crucial and momentous information, updates and educative information. The medium is attempting to serve the latent functions such as providing emotional support and bonding with the community at the budding stage. The results of the study prove the theory of Uses and Gratification that people i.e. the flood affected Cuddalore community is aware of using the community radio *Peridar Kaala Vaanoli* for fulfilling their needs of recovering from an emergency like the Tamilnadu Floods, 2015.

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Media Education and Media Literacy: Conceptualising the significance of critical and twenty-first-century literacies in media education

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ABSTRACT

Under the wider array of media education, the role of media literacy has become significant. It enables the students to critically understand the nature, techniques and impacts of media messages and productions. At present situation, the role of media education is not about having the right answers: rather, it is more about asking questions. The task of media educators is not only limited to impart knowledge but to be a key facilitator in building the process of inquiry and dialogue. A key challenge for twenty-first century learning is to locate and evaluate true information for one's needs. It depends on the media educators, that how they adopt the pedagogical approaches which would help to encourage critical thinking and creative production of meanings in the minds of students while responding to their curiosity and adventures of discovery in collaborative and exploratory practices of media production. Under this gamut of media literacy pedagogy Douglas Kellner believes media pedagogy is a common term for practitioners, which emphasis often on the social and contextual aspect of teaching media literacy. Whereas Renee Hobbs and Richard Frost gives emphasis on media literacy instruction, which signify the role of distinct instructional strategies over and above reflection on the system itself. This paper will be an attempt to understand various viewpoints associated with media literacy. It also analyzes media education with the conceptual framework of media literacy. It also highlights the significance of critical and twenty-first century literacy's instructions in media literacy pedagogy. To carry out this study the researcher will analyze various literatures associated with media education, media literacy and emerging pedagogies associated with critical, and twenty-first century literacy.

Keywords: Media education, Pedagogy, Media literacy, Critical literacy, Twenty-first-century literacy.

Analyzing Media Education with the perspective of Media Literacy

"Education either functions as an instrument which is used facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." Paulo Friere (1996)

In this age of twenty-first century media education underwent rapid changes and it has received new attention. Analyzing media education with the conceptual framework of media literacy promotes understanding of the structures, mechanisms and messages of the mass media. Generally, media literacy education aims to make media consumers aware of the media environments and increase critical thinking about media representations (Silverbatt, 2008; Hobbs, 2011). Media education should impart skills that help in developing independent capacity to apply critical judgment to media content. There are instances when media education and media literacy used interchangeably. Media education is the activities that take place in media oriented classroom. The more a student learns about or through the media, the more media literacy he/she will have: media literacy enables them with the skills of experiencing, analyzing media products. Media education is part of basic

entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy (UNESCO, 1999).

In this era where information comes around us through powerful images and sounds, those images and sounds have their own grammar. To understand the meaning, the pupil should be competent enough to comprehend the meaning generated from those images and sounds. Within the broader structure of media education, media literacy helps in enabling pupil to evaluate and analyze the endless stream of media messages they experience. Hobbs (2011) tends to stress the importance of enquiry as the correct path to engagement rather than the mere transmission of knowledge. More and more enquiry about any knowledge will promote deeper understanding of the concept and simultaneously the students will have critical consciousness. The core concept of media education is representation. Most of the media messages do not reflect reality rather it represents. "Media education is based on an

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assumption of media non-transparency, on an assumption that the media shape the subjects they present in characteristic forms. From the assumption that the media represent, rather than reflect reality, all else flows (Masterman, 1997)".

Within the purview of media education the essence of media literacy is to build higher-order of critical and creative thinking skills- such as identifying key concepts, making connections between multiple ideas, asking relevant questions, identify false belief with the expanded notion of literacy that form the very foundation of intellectual freedom and the exercising of responsible citizenship in a democratic society.

Viewpoints associated with Media Literacy

"At the heart of media literacy is the principle of inquiry."

Elizabeth Thoman, Founder / Center for Media Literacy

The world of mediated messages uses complex audio/visual languages which has its own grammar and can be interpreted in divergent viewpoints but it is the responsibility of media educators to develop the sense of critical consciousness among the students by which they can redefine the texts in a more meaningful manner. Media literacy helps those students to navigate within the ocean of innumerable messages and it would help them to develop the principle of inquiry and critically evaluate those messages received from different forms of media.

Basically the world of media literacy is divided into two dominant schools of thought: protectionist and empowerment. Protectionist school is grounded on the works of Digital literacy expert David Buckingham. This school defines media literacy in line with the leading authority in the protectionist media education. W. James. Potter is the leading figure in the field of protectionist media literacy. Potter's works heavily emphasizes on media effects, and media violence. W. James. Potter (2014) defines media literacy as, "a set of perspectives that we actively use to expose ourselves to the mass media to interpret the meaning of the messages we encounter". The protectionist approach to media literacy looks at the need to be critical media consumers in order to take control of the media messages we are surrounded by.

Henry Jenkins and Renee Hobbs are the key figures associated with the empowerment school. This approach to media literacy emphasizes young people as capable, resilient and active in their choices as both media consumers and as creative producers. Empowerment school of

media literacy defines media literacy largely in line with the National Association for Media Literacy Education (NAMLE). They consider media literacy empowers people to be both critical thinkers and creative producers. It also initiates that young people experience as media consumers and as media makers.

Arguing on the significance of media literacy. McChesney (2002) says, "The problem we face with a hyper-commercial, profit obsessed media system is that it does a lousy job of producing citizens in a democracy. A solution is real media literacy education that doesn't just make people more informed consumer of commercial fare, but makes them understand how and why the media system works- so they may be critics, citizens and active participants."

Stressing on the need to critically interpret the powerful images in multimedia culture. Elizabeth Thoman and Tessa Jolls (2005) says, "The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults, too, need the ability to both critically interpret the powerful images of a multimedia culture and express themselves in multiple media forms. Media literacy education provides a framework and pedagogy for the new literacy needed for living, working and citizenship in the 21st century. Moreover it paves the way to mastering the skills required for lifelong learning in a constantly changing world."

Nurturing critical citizenship and encouraging marginal voices to create counter discourses, Criticos (2001) observes, "Teaching media literacy facilitates critical citizenship and encourages marginal voices to produce counter discourses. Creative counter narratives that embody the wisdom of regional sustainable practices will be the key to envisioning a sustainable future."

Media Literacy Pedagogy: Critical and Twenty-first Century Media Literacy

While teaching media literacy in classroom, the media literacy educators are concerned with the ways to define media literacy content pedagogy, or pedagogy that reflects media literacy subject knowledge.

According to Elizabeth Thoman (2003), media literacy is grounded, on several core principles which are co-related with each other: (1) Media are constructions with unique language; (2) Media construct social reality; (3) Media have commercial and political implications; (4)

Audiences negotiate meaning in media; (5) Media contain ideological and value messages.

The most widely accepted circulating definition of media literacy involves the ability to 'decode, evaluate, analyze, and produce both print and electronic media' (Aufderheide, 1993).

In this age of mediated messages, there is a too much stuff cramming on the minds of the students. The media literacy guides those students to read and interpret those texts in a more meaningful manner. The media literacy pedagogy should be ingrained towards problem-posing and constructivist teaching that nurtures learning to identify, evaluate, and analyze codes and conventions of typographic and post-typographic mediated texts.

Media pedagogy is a common term for practitioners, with emphasis often on the social, contextual aspects of teaching media literacy (Kellner, 1998). The closest reference to media literacy pedagogy comes in the form of media literacy instruction (Hobbs & Frost, 1998, 2003), which puts emphasis on distinct instructional strategies over and above reflection on the instruction itself. Whereas Fenstermacher & Richardson (2005) argues that there is a connection of quality teaching with media literacy learning. Quality teaching can be developed as good teaching and successful teaching in terms of the combination of tasks and achievement. They also claim that the quality of any teaching can be evaluated based on the extent to which teaching involves task- or learner-sensitive and achievement- or learner-dependent orientation toward particular knowledge. As per the prism of quality teaching, not only the content should be proper and appropriate, the processes of teaching have to be morally defensible. The whole paradigm of media literacy pedagogy within the scope of quality teaching would engage students in ethical teaching of media which some media literacy educators might call 'critical media literacy instruction'. With the critical media literacy, students are going to learn about various ways in which they interpret the texts but it also enables them to understand the underlying power structures that are associated with media codes and convention.

The critical media literacy pedagogy takes into account two distinct media instruction forms-critical media literacy instruction and twenty-first-century literacy instruction. The critical media literacy instruction has its root from Frankfurt and cultural studies tradition. Critical media literacy instruction in media literacy develop skills in 'analyzing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies , and competencies to interpret the multiple meanings and messages generated by media texts'(Kellner & Share, 2005). In addition many media studies scholars trace the literary roots of critical media literacy instruction to the cultural studies. They believe culture as the unit of analysis to engage in a form of analytical thinking that is commonly known as 'the politics of representation' (Hall, 1997). They advocate in order to teach critical media literacy; educators may encourage students to work from cultural studies forms of analysis.

The critical media literacy pedagogy not only challenges the codes and conventions in mediated messages but it also promotes the ways in which the media texts might be taught in the classroom. Kellner and Share (2005) observe that 'a student-centered, bottom-up approach is necessary with the student's own culture, knowledge and experiences forming the basis for the collaborative inquiry and video production that can be ways for students to voice their discoveries.' The critical media literacy pedagogy promotes the idea of connected teaching in which students and technologies are co-facilitators in instruction of analysis of media.

The new/twenty-first century media literacy instruction focuses more on the ways in which new media re-inscribe, expand and, in many instances formulate new methods in media literacy pedagogy format. In other words, those literacy skills such as viewing and writing and listening may be increasingly compromised or enhanced by Web 2.0 networks where end-user writer access questions who ultimately is the author of a particular text (Kist, 2005). New literacy theorists tend to look at how the rise in modern technologies shaped by the social and psycholinguistic contexts helps media literacy learning and teaching.

Again, there is a subtle difference between new and twenty-first century media literacy pedagogical perspectives. The twenty-first century literacy's instruction tends more for the rise in technology tools saturation of the digital age, whereas new literacy theorists tried to look more at how the rise in the use of new technology shaped by social contexts.

Conclusion

Through the above article it is evident that media literacy's role has become significant in the age of mediated messages. It enables the students of media studies to deconstruct the powerful images and sounds in a more meaningful manner. In media education with the prism of media literacy

educators and the pupil may frame questions about dominant values, review choices of media carefully, navigate information from reliable sources and ponder critically while creating media texts. The key components associated with the media literacy in the gamut of media education is to develop critical thinking skills, understand how media messages shape our culture and society, recognize biasness and misinformation in mediated messages, creating and distributing own media messages and advocating for media justice.

The field of media literacy education has emerged as a significant platform to organize and promote the teachings of this expanded notion of literacy. Masterman (1997) writes that media education will inevitably lead to improved citizenship and social change, and Ewen (1996) agrees that media literacy should be viewed as "an education in techniques that can democratize the realm of public expression and will magnify the possibility of meaningful public interactions".

Through evolving pedagogical approaches, more and more media educators are helping to identify key concepts, building sense of critical inquiry, identifying delusions, which help in building critical citizenry among the students. By combining pedagogy with media literacy, it helps to foreground theory and practice, task and achievement, learning and teaching. Both the pedagogues' foregrounds on the content versus process debate in media literacy education and it helps in shaping core skills associated with basic media competency and critical media literacy.

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Changing Trend of Product Advertising: A Study on Cadbury Dairy Milk

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ABSTRACT

Advertisers always want to promote their products in such a way so that customers will be getting attracted to them and finally buy the product. To meet this goal, advertisers make product advertising expensing their best. Not only the best creative talent is used, but also the best means of every ad layout component is followed. Therefore, to meet the growing market demand and competition with other manufacturers, an advertiser has to keep its advertising changing in a regular pace. Otherwise, it is very much impossible to sustain in the market. This is applicable on all kinds of products as a whole. This research paper focuses on the changing trend of a confectionary product, which already has a renowned market base across the globe. While interpreting the changing trend of advertising of that particular product, the study seeks to find out the relationship that the product wants to build up with the consumers or customers of that product in a broader term. The more the relationship develops, the better the product will gain in the market. The study also focuses on the effects of advertisements on the buying behavior of the people.

Keywords: Advertising, Product, Dairy Milk, Cadbury, Silk, Bubbly.

Introduction

Advertising is an audio, visual or both form of marketing communication that employs an openly sponsored, non-personal message to promote or sell a product, service or idea. (J. Stanton, 1984). Sponsors of advertising are often businesses who wish to promote their products or services. Advertising is differentiated from public relations. An advertiser usually pays for and has control over the message. It is differentiated from personal selling in that the message is non-personal, i.e., not directed to a particular individual (J. Stanton, 1984). Advertising is communicated through various mass media like newspapers, magazines, television, radio, outdoor advertising or direct mail; or new media which includes search engines like Google, Yahoo, and also blogs, websites or text messages. The actual presentation of the message in a medium is referred to as an advertisement or 'ad' (Bovee et al, 1992).

Advertising is a paid form of communication. Still there are some forms of advertising like public service announcements (PSA) which use donated space and time. The sponsor's identity is very much explicit in advertising. Advertising of any product aims to persuade or influence the consumer to do something with that particular product. Though in few cases, advertising aims only to inform the consumer and to keep them aware about the product or service, in most cases, it is a strategic communication driven by objectives (Wells et al, 2011).

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In any advertising, there must be proper advertising strategy, creative idea, creative execution and creative uses of media. The creative idea part is the ad's central part which grabs the attention of the mass and sticks in to their memory. Not only the idea, ad needs a creative execution of that strategic planning. It includes the details like photography, writing, acting, setting, printing, and the way the product is depicted and must reflect the highest production values. (Wells et al, 2011).

When we are classifying the advertising, the first and foremost type that comes to our thought is the product advertising. It includes everything – right from shoes, chocolates, beverages, food products, grocery, car, bikes, household goods, etc. Through the product advertising, the manufacturer or the advertiser wants to communicate directly with the end users i.e. the customers or consumers who are separate from the distributors or retailers. Though the product cannot reach directly from the manufacturer to the consumer, but it creates a link through advertising of the product. Some companies spend millions of rupees after advertising their products. (Jethwaney, Jain.2006)

To woo the customers, advertisers focus mainly on brand differentiation and their USPs. It is told that a business's good name often is its brand name. The word 'brand' is derived from the old Norse word 'Brandr' which means 'to burn'. It is an identity of the product amid a gathering. From the customer's point of view, a brand or a mark means that he / she is buying what he / she wants to buy from a plethora of products. A brand, therefore, is a sign of identity, the mark or

label which differentiates one product from another. A brand is also a symbol encompassing the key features of a product such as its physical features, its price and its image. The most basic form of brand differentiation is achieved through what is popularly known as the brand's unique selling proposition. (USP). This can be built around the product's features, like its functions, quality, durability, reality, design or style. This is known as generic differentiation. (Jethwaney, Jain.2006)

Review of Literature

Logambal, R. (2016) in his research paper **Emerging Trends in Advertising** states that there have been huge changes in the Indian advertising through the passage of time. It started with the hawkers calling out their wares at the beginning of the city and market conception. Ads were appeared first time in India in Hicky's Bengal Gazette, the first Indian weekly newspaper. He mentioned that advertisements in earlier days meant to inform the people, and the early newspapers and periodicals carried the news of birth, death, arrival of ships from England, sale of household goods, etc. Gradually things changed and modern day advertising flourished. As per the author, two main incidents were responsible for the growth of Indian advertising i.e. the Swadeshi movement and the installation of first rotary linotype machine by The Statesman in Calcutta in 1907. Advertising flourished in Indian markets rapidly after the country attained the Independence. From print medium, the Indian advertising spreads into new arena – broadcast, outdoor, covert and public service, etc. The present trend of advertising in India engulfs the social media also besides other types of media.

Fatima, Samar and Lodhi, Samreen (2015) in their research paper **Impact of Advertisements on Buying Behaviours of the Consumers: Study of Cosmetic industry in Karachi City** stated that advertisements are useful in bringing awareness among the people. But there is no relationship between advertisements and consumer perceptions. Advertisements sometimes fail to create a perception among the consumer mind as a whole. They mentioned that perception of a product grows among consumer after using the product or sometimes getting informed from others like peers, friends, relatives, etc. Therefore, while concluding the researchers mentioned that companies should use informative and attractive content in the advertising to make the people aware about their product. But the companies should not only rely on making advertisements but they should try other promotional options also to promote their product. At the end, the researchers contended that cosmetic industries can easily change the buying behavior of the consumers by creating awareness and building strong perception among them through advertising.

About the company:

The name of the Cadbury is deeply associated to Indian society. In many occasions and celebrations, Indians use to have this product not only as a food, but also as a gift. Though the product is primarily aimed to entertain children as chocolates are very much liked by the children, the youth and aged people are also not the exception. Equally all the products of Cadbury are enjoyed by all sections of the society.

The 193 year old Cadbury or formerly Cadbury's is a renowned British multinational confectionary company. In 1824, a Briton namely John Cadbury who used to sell tea, coffee and drinking chocolate, set up this Cadbury business in Birmingham, England with his bother Benjamin. It was followed by his sons namely Richard and George. The Dairy Milk chocolate, a brand of Cadbury was introduced in 1905. Dairy Milk contains a high volume of milk as one of its constituents. The company's most demanded product Dairy Milk helped the house to earn lots of laurels across the world. It was granted the first Royal Warrant from Queen Victoria in 1854. In 2010, the company was completely owned by the Mondelez International (Kraft foods), based in the United States of America. It is the second largest confectionary after Wrigley's. Cadbury introduced a number of products since its inception. Around 33 different confectionary brands were made by Cadbury and all of them are equally respectable in terms of their selling and demand in the markets across the globe. Cadbury enjoys a considerable market in the countries like UK, USA, India, Australia and New Zealand, Ireland, Malta and Canada. Its products range from confectionaries like biscuits, cocoas, chocolates, chocolate butter, etc. On July 19, 1948, Cadbury started its business in India. Its headquarters in India is located at Mumbai. (Wiki, 2017).

Theoretical framework

William Stephenson's Play theory is the background of this study. The Play theory of communication speaks that people use the media for their satisfaction and also how media brings changes in people's lives according to its content. Work favours pain and play brings the pleasure. Play is self-contained and people do it to get pleasure. At the same time, work has to be done to increase productivity. People often are

influenced by the media content either in a positive or negative way. The advertisements in media persuade the people as people themselves are trying to match their emotions with the characters or incidents shown in the advertisements. In Play theory, it is told that people use media for getting entertainment rather than getting information and education.

Objective of the study

This research study seeks to find out the changing trends of advertisement of a particular product to woo the consumers towards the product. How the advertiser gradually develops the product advertisement and how does he promote the brand through advertising – are the objectives of this study.

Research methodology

This research is a descriptive study of the product namely Cadbury Dairy Milk. Around 20 samples of Cadbury Dairy Milk advertisements were observed in YouTube and various television channels to know about the changing patterns and trends of the advertisements of the afore mentioned product.

Research Tool

YouTube, a social networking site and various Indian television channels.

Timing

The advertisements were observed in different television channels during the break off period between news, talk shows and various television serials. While searching in YouTube, keyword like 'Dairy Milk', 'Cadbury', 'Silk' were typed in the search option box and then the advertisements were observed. Weblinks of the advertisements have been given below.

Data type

The data is completely secondary in nature as advertisements have been created by advertisers earlier and then the same have been broadcast.

Audio visual advertisements of Cadbury Dairy Milk: A study

Cadbury's Dairy Milk brand introduced many romantic advertisements to its Indian consumers through the passage of time. One of the famous advertisements it made during the nineties was the scene of a cricket match where the batsman was hitting the over boundary to score the century and a lady, who was having a Cadbury Dairy Milk right then, first found praying to the Almighty so that the batsman's final effort could not be drained by the fielder waiting at the boundary line. Once the fielder remained unsuccessful in the fielding line and it turned out as an over boundary, the woman was found running to the ground ignoring the police men and hugged the batsman. The background song accompanying this advertisement was 'Kuch khas hai, hum sabhi main, kuch baat hai, hum sabhi mein, baat hai, khass hai, kuch swaad hai, swaad hai, kya swaad hai zindagi mein. The slogan was 'Cadbury's Dairy Milk, Asli Swaad Zindagi ka'. (Real taste of life is in Cadbury's Dairy Milk.)

Another advertisement appeared with the same background song. The advertisement depicted a relaxing scene in a farmland where the hero tried his best to get the attention of his beloved by making certain charismatic works as she was quite busy in reading a book. He was found travelling in a bicycle around the farm land sitting in a reverse order and finally fell down in front of a cow inside the farm land breaking the fence. The scene turned the heroine of the advertisement happy and she started laughing. Through such a comedy message, indeed, Cadbury Dairy Milk tried its best to attract the consumers. The slogan and background song remained the same like the previous one.

With the same 'Kyaa swaad hai zindegi mein', another advertisement appeared where a girl was found liberating the pigeons from a cage after she had forced his boyfriend to buy them from a bird seller. The girl was found in a mood of excessive joy after liberating the pigeons. Her boyfriend was surprised by such act, even the seller also. Through this advertisement, the essence of getting liberated was emphasized.

One advertisement of Dairy Milk appeared where a teenaged and modish college guy was found asking a teenaged college girl to give him a bite of a Cadbury Dairy Milk, as the latter was having the same right then. As soon as the girl asked him whether she knew him or not, the boy answered that before starting any good work, one should have a bite of sweet as his mother advised him so. Listening this, the girl asked the boy what kind of good work the boy would likely to start. The boy replied smartly that he wanted to give a lift to the girl up to her home. A very serene atmosphere along with the message of making friendship between teenagers is getting intensified in this advertisement which is very common in this teenage period of life. The advertisement contains a sweet romantic note of music that is found apt for the entire presentation. The slogan was 'Shubh Arambh, kuch meetha ho jaye' (Before a good beginning, let's have some sweet).

One more advertisement appeared where a youth was found standing in the balcony of a multistoried building and was about have a Cadbury Dairy Milk bite. As soon as he was going to give a bite, he found that a girl (of his age probably) from another balcony of a multistoried building was asking him to send the same to her. He sent across the Cadbury Dairy Milk tying the same with a gas balloon, but some aged lady received it. Again he sent one more Cadbury Dairy Milk stored in his room tying with another gas balloon, but it was received by someone else, not the girl. The youth got excited and sent a number of Cadbury Dairy Milk chocolates tying them up with many gas balloons. Unfortunately all the Cadbury chocolates were received by different people working or standing in different balconies of that multi-storied building. When the girl was about to return to her room disheartened, she suddenly found one Cadbury Dairy Milk chocolate, tied with a gas balloon was appearing to her floor. The girl gladly received the same and the boy was found in an ecstatic mood of joy. The advertisement ended with the visuals of an aged man sitting and reading a newspaper in a solitary park when a Cadbury Dairy Milk chocolate tied with a gas balloon dropped on his head. The slogan was 'Share the Happiness'.

One advertisement of the same brand appeared with a visual where a pregnant woman was acting in front of the mirror thinking how to inform her husband about the good news of her pregnancy. She was uttering several sentences like 'main tumhare bachche ka ma banne wali hu' (I am going to be the mother of your baby), 'Sunny, I am pregnant', or 'Sunny mujhe kuch khatta khane ka dil kar raha hai' (Sunny, I wish to have some sour). Suddenly she found her husband was asking her from behind that what she was saying. Once she said that she wished to have some food with a sour taste, the husband brought a Cadbury Dairy Milk and asked her to have some sweet first. Both of them then hugged each other with a slogan in the background 'Nayi zindagi ka shubh arambh, kuch meetha ho jaye' (let's have some sweet before a new chapter begins in life).

During 2015, a nice Cadbury Dairy Milk advertisement appeared with a strong message of breaking the traditional 'Sas-bahu' (Mother-in-law and wife) relationship in domestic Indian life. The 'bahu' (wife) of the house was found standing in a balcony while observing a 'Baraat' (Bridegroom) procession where everyone was dancing with the super Hindi blockbuster song 'Saat samunder par mein tere pichhe pichhe aa

gayi.' The 'bahu' was also found stepping with the musical note. But as soon as her mother-in-law appeared, she stopped stepping and asked her mother-in-law to have some Cadbury Dairy Milk bite what she was having then. Her mother-in-law accepted the same and was also found stepping with the music. After few seconds, both of them were found in the streets dancing with the 'baraat' people.

In 2009, Cadbury introduced its new Dairy Milk Silk brand across the world. In 2014, the Dairy Milk Bubbly brand was introduced. The Dairy Milk Silk brand was introduced with a romantic musical song, which was later used in Bubbly's ad also. The song is as follows:

"Kiss me, close your eyes / miss me, close your eyes, / kiss me, / I can read your lips, / on your fingertips, / I can feel your smile, / come on my lips, / and happiness in your eyes. / kiss me, / close your eyes…" (ViewsnReviews, 2012). 14 advertisements of Cadbury dairy Milk silk and Bubbly were observed in both YouTube and television channels.

Cadbury Dairy Milk's Silk and Bubbly brands made massive hits in the Indian market with the above mentioned background song. The advertisements made on these two brands covered basically romantic scenes between Indian youths. The constituents of the advertisement range from bed room to public places, from teenagers to youth and mid aged people, from busy traffic streets to lonely staircases of multi-storied apartments, etc. Even use of traditional media like puppetry was also found in this advertisement. The advertisements made with this special song carried a sense of appealing for making love, or of making a proposal for the same. The three USPs of the Cadbury Dairy Milk's Silk brand were softer, smoother and silkier than its previously introduced brands. The craze for Silky brand of Dairy Milk reached to a great extent which is reflected in its varied advertisements. A group of Indian traditional dancers were found in one of the Dairy Milk advertisements busy in having Silk Dairy Milk product before they were about to enter the stage for their performance. The Silk brand of Cadbury Dairy Milk has some other slogans also like 'Discover the joy, Cadbury Dairy Milk Silk / Have you felt silk lighltly'.

Khane ke bad mithe me kuch mitha ho jaye.

This was one of the most remarkable advertisements of Cadbury Dairy Milk when it was shown that people of Indian origin selected this brand as sweets after having their dinner or lunch. It appeared as if Cadbury Dairy Milk

replaced the traditional Indian sweet dishes like gulab jamoon or kalakand after a sumptuous lunch or dinner.

With 'Shubh Aarambh' slogan, a very sensitive advertisement of Dairy Milk was made which depicted of an elopement scene. As soon as the girl entered the private car of her hubby at late night, he asked her to look behind where the girl found her father sitting and asking her to have few Cadbury Dairy Milk chocolate bites as she was about to commence a new stage of her life. The father's emotional appeal to her daughter was nicely ended with a sweet note.

Findings and conclusion:

With the passage of time, it is evident that Cadbury has been keeping innovative changes and regularly upgrading its advertisements related to its various products. Human mind is very much forgetful. Unless something new is represented in front of them, people tend to forget or lose interest on the existing product. In such a competitive age, when every manufacturer is busy in attracting the consumers / customers / general mass in different ways as per their best, the Dairy Milk brand of Cadbury is also not an exception. It is a proven fact that to attract the customers, advertisers must try their best to present their products in such a way which will place them as a new identity compared to the previous one. In Cadbury Dairy Milk product advertising, the same is witnessed. The company has tried its best to change the ad copy every time, in terms of words and expression. In audio visual advertisements, it is very much necessary to leave an impact in the audience mind within a very short period of time as the audio visual advertisements last for few seconds only. In this case, the ad of Cadbury Dairy Milk obviously leaves a lasting impression in the minds of audience through its different types of attractive and conspicuous presentations.

In Indian perspective, Cadbury has rightly maintained its standard and followed all the guidelines as mentioned by the ASCI. It has never made any vulgar appeal in any of its products advertisements including Dairy Milk. Besides while making advertisements, this globally renowned confectionary company has touched the Indian hearts as per its traditional and cultural beliefs and meanings as well. The same has been found when the advertisements depict the rich emotional bonding during marriage ceremony, anniversary or any other domestic functions practiced in the Indian society. The study did not focus on celebrity advertisements to promote the particular brand in the Indian market, though celebrities were used to do so. The study emphasizes on the reflection of common incidents which have been used to promote the product. And it is found that the efforts have been successful enough. The latest record says that Cadbury holds over 70% market share in chocolate industry in India. Cadbury Dairy Milk's ads include all strata of people right from children to teenagers to aged which underline the very message of making itself as a confectionary product for all sections in particular and as a whole too.

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The Utility of Media in Education

Dr. Meenakshi Upadhyay[*]

ABSTRACT

Media is available in various forms such as print, audio-visual or online. Mobile, computers and tablets bring all these forms of media together. Books, Newspapers, television and radio etc. have been long described as traditional forms of media. Lev Manovich describes new media as a distribution platform and exhibition channel in the form of Internet, websites, Blu-ray disks and others. Social Media and Blogging platforms are the other forms, which are part of the online platform. There are hosts of educational tools available both offline and online. There are various researches, which indicate the importance of use of media in classroom teaching. A study done by the author in 2013 indicated that teachers were using various new media techniques for delivering lectures and connecting with the students on the Internet though the interaction between students and teachers was limited in using the new media. The study also showed that students were fairly conversant with new media technologies and its use by academicians for pedagogical purposes. In current times where there is plethora of media (offline and online) available, are both teachers and students using them? The current study examined if teachers were using any particular media extensively for pedagogical purposes both inside the classroom and outside of it, though not limited to it and if they observed how students adapt to any form of media in enhancing their studies. It also looked for any uses of new media in the teaching learning process. The author used asynchronous close-ended online interview method and expects the study to be useful to teachers, researchers, and students of the use of new media technologies in academics.

Keywords: *New media, pedagogy, teaching, instruction, students, media choices*

Introduction

There are various kinds of media available in current times. The older or traditional form of media such as books, newspapers, television and radio etc. has long been used. With the advent of new media technologies the computer, tablet and mobile have now become additional choices to access information and entertainment. Internet offers choices raging from e-books, journals, websites, forums, social media, communities, informative and educational apps etc. to the student and teachers for access to knowledge of all kinds. Gadgets in the form of latest computers, laptops, iPods and mobiles are fast making this communication easy and accessible for people in various professions and practices. These varied forms of media have become important choices in education for use both by teachers and students.

There are various ways in which one can connect media with education. Either one can look at the term media education or one can study media socialization where students are proficient users of media or simply look at the term educational media, which implies the use of media in education (Qvortrup, 2007).

Media as used in classrooms is usually understood to be presentations which teachers use as aids for their lectures. But is the media use limited to that? Media can have many meanings. As defined by business directory "*Media* includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet." Media can also mean a lot other forms too like painting canvas, cameras, posters, charts, clay structures, drawings etc. Are these being used in classrooms to exemplify or elaborate on what teachers say in their lectures?

A previous study done by the author some years back suggested that teachers were using various new media techniques for delivering lectures and connecting with the students on the Internet via various new media platforms, though the interaction between students and teachers was limited in using this source. The study also further explained that students were quiet familiar with new media technologies and its use by teachers for teaching purposes (Upadhyay, 2013).

In current times where there is so much of media both offline and online available, are both teachers and students using them? The current study would also like to examine if teachers are using any particular media extensively for pedagogical purposes both inside the classroom

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and outside of it, though it is not limited to only one media and if they have observed how students adapt to any form of media in enhancing their studies. It would also look for any uses of new media in the teaching learning process.

Literature Review

Didactics

This is the practice where the academician is able to impart the educational purpose he started out with. There could be various ways he could adopt to accomplish this purpose (Qvortrup, 2007). It would be interesting to know what methods do teachers employ to share knowledge.

Learning

As per definition it is "any relatively permanent change in behaviour that occurs as a result of practice and experience" (Sharma, n.d.). Pedagogical processes can have different learning impacts on the students.

Pedagogy

Pedagogy is defined as "the art, science, or profession of teaching *especially*: **education".** **Ashton and Newman** (2006) **explain various types of pedagogy, which include teaching of children, andragogy, which is teaching adults, and ergonogy, which is teaching people to work.**

Andragogy

The term andragogy has been briefly used since 1830s but Malcolm Knowles theorized it in the 1900s for its use by English language readers. He based his theory on four crucial norms, which he classifies into "self-concept, experience, readiness to learn, orientation to learning and motivation to learn".

He explained the concept of self-concept that as human beings mature the concept of 'self' changes. They become more independent and in control of themselves. With age a human being has many experiences, which becomes an excellent source of learning. As people mature, more ready they are to learn. A mature person learns to apply his knowledge to issues, which needs immediate attention, and thus focus on problems at hand. With maturity the drive to learn anything new is internal. (Infed, n.d.)

Learning is a social activity. This is important to understand when we refer to teaching. Ideas and thoughts are constantly created when people connect, especially in a student-teacher interaction. There is a mutual exchange of information and opinions. With the Internet this connection only stands to grow. This is a space for a new culture where people mix around with each other without any inhibitions. Here the students around the globe too get an opportunity to connect and learn. This medium has opened up space where intellectual discussions can happen between students and between students and teachers and the outside professional world at large. (Paavola & Hakkarainen, 2005).Sfrad (1998)also explains that learning can be acquired when a teacher is delivering a lecture or learning happens via sharing and participation. Here sharing experiences can be one form of exchange or participating in activities in society.

So how are the teachers sharing this knowledge with students? (Siemens, 2007) states: "… our institutions need to change because of the increasing complexity of society and globali[s]ation. Schools and universities play a dual role: accommodating learner's method and mode of learning and transforming learners and preparing them to function in the world that is unfolding".

An article on Wharton University of Pennsylvania stresses upon the fact that objective to education is learning and not teaching. It quotes authors *Russell L. Ackoff and Daniel Greenberg* of the book Turning Learning Right Side Up: Putting Education Back on Track, *"Why should children — or adults — be asked to do something computers and related equipment can do much better than they can?" in an excerpt from the book "Why doesn't education focus on what humans can do better than the machines and instruments they create?"*(Wharton University of Pennsylvania, 2008)

It is interesting to note here from the above literature that there is strong focus on how teachers impart education and how students should be encouraged to learn through ways that they have still not explored. So it may start from what methods teachers employ to educate in classrooms or outside of it.

Use of media in the pedagogy process

Media can be used in various forms of student-teacher interaction in a classroom. Or when the teacher uses any form of media outside the classroom to instruct or explain a concept. Even different form of media can be combined together to demonstrate a point in a lecture session.

Various forms of media can be used in the teaching-learning process such as a film clip, song, podcast of any informative session, newspaper articles to exemplify or add on to a case study or group discussion or students creating their own form of presentation with any form of media. There are many advantages of using media in the teaching learning process

"engages students, aids student retention of knowledge, motivates interest in the subject matter, and **illustrates the relevance** of many concepts".(Mateer, Ghent, Porter, & Purdom, n.d.).

A study emphasises on the point that the teaching-learning process is incomplete without using any form of media. It is a time consuming effort to create and produce or select media for teaching purposes, but it is worth the effort. (Li-Ling KUO, 1991)

Another study explains that media is absolutely necessary in teaching as it serves as trigger for ideas, makes subjects easier to understand helps comprehend critical ideas. Media serve as markers to remember concepts so as to connect with them. But it is also important to understand media itself. If not understood critically, its nature and use the very usage of it will be incomplete in understanding a topic or subject. After all media in itself is not the means to an end. (Davis, 1991)

There have been many studies, which indicate the usefulness of video clues to learning. It helps develops various types of skills including analytical and research skills, working in a team and organisational skills. (University of Queensland, n.d.)

The current study explores a teacher's reflection on their methods of teaching with a focus on media uses while imparting education in classrooms or outside of it. It also examines if a teacher has observed if their students are using any form of media for educational purposes, to enhance their learning.

RQ. What is the kind of media do teachers use in classroom or outside of it to impart education to their students?

RQ. Have the teachers witnessed if their students use any form of media for educational purposes?

Method

The study is exploratory in nature. It will use asynchronous close ended online interview method to understand a teacher's perspective and reflection of uses of media for teaching.

Sample

32 teachers of varied age groups and experiences across India were contacted online and the interview questionnaires were sent to them. 12 teachers responded to the questionnaire. All the teachers contacted are media educators. They teach in private and public institutions in the capacity of full time or visiting faculties.

Observation and Analysis

The teachers are from various age groups, the youngest being 24 to the oldest being 69.

Age	No.
24	1
29	2
30	1
31	1
34	1
36	1
38	1
42	1
44	1
50	1
69	1
Total	**12**

The data below shows us the no. Of years of experience of each teacher

No. of years of experience
2
6
7
7
8
8
13
13
15
16
35
3+

Do you use any kind of media in classroom to enhance your teaching? If yes, what kind of media do you use? Could you share your experience? (12 responses)

It was interesting to note that most teachers used audio-visual modes to educate the students. This is a far cry from the blackboard or white board form of lecture sessions. One faculty specifically mentions the use of blackboard. In fact, YouTube seems to be used more often for demonstration purposes. As Mr. Mahesh Savale, Assistant Professor, rightly explains "I found that if we show them some videos on YouTube about any given topic students are more attentive because it's a medium of this generation."Teachers also use other forms of films for instructions. As Ms. Seema Narendran, Assistant Professor, teaching

media for the last 8 years, explains she uses "Animated films for simplifying complex issues". Five teachers mention the use of projectors and three mention the use of laptops. Two teachers explain the use of desktops in classroom for lecture purposes. Use of mobile phones has been clearly mentioned by few teachers for lecture support. Two teachers also mention the use of television for lecture purpose. Dr. DevVrat Singh, Associate Professorwho has been in media education for the last 16 years, explains, "I use LCD projector and LCD television for projecting PPT and screening documentaries, films and advertisements. Sometimes I make my students listen few radio advertisements also." Radio is not much used as mentioned by only two teachers. Books, podcasts, apps, story board of film and newspaper are some of the other media being used in class though not all mention it.Wi-Fi and Internet is slowly catching onfor use in classrooms as one teacher mentions about it.

Is there any specific media you use in your classroom as a support in your lectures? Any particular reason for that? (12 responses)

Three teachers have specified using PowerPoint in their lectures. One faculty mentioned blackboard as he feels that it helps students take notes. Three teachers emphasise the use of audio-video modes in their sessions. As Mr. Pratik Singh, Sr. Copy Writer and Visiting Faculty says "For example, a student may not have read 'The Hero With A Thousand Faces' by Joseph Campbell; but he will easily watch and get the crux of 'The Hero's Journey' by watching a 5-minute animated piece from TED. It will also depend on what kind of students one is dealing with - I prefer 'more talk, lesser media' when dealing with Masters students. The order may be reversed while dealing with an undergraduate class." Pratik also mentioned giving away study material before the start of his lectures. One faculty specifies the use of mics and sound systems to enhance the sound quality in the classroom. Internet is also a choice by a faculty in the classroom, whereas one faculty uses newspaper as he considers it to be a cheaper mode to carry and teach from. Four teachers have not mentioned using any media in particular in their classrooms. There appears to be various kinds of media in the teaching learning process.

Have you tried using any form of media outside of your classroom as an added support of your lectures? If yes, could you please share some examples?(12 responses)

To this response it was observed that except two teachers most of the other teachers are using

various forms of media and more so new media.Ms. SeemaNarendran explains "Links to blogs, websites, reading material are used for advanced learning. For e.g. when discussing Public Opinion, links to news channel broadcasts of different channels and countries." Two teachers use Whatsapp groups for sending any reading material or for having any discussion. Seven teachers are using different forms of new media technologies, individually if not all, such as emails, newspaper websites, blogs, YouTube, Sound Cloud, Facebook, Google Groups, eBooks and journals. One faculty who used You Tube and Sound Cloud felt that it didn't help him a lot as support of his sessions. One faculty mentioned that he had used webcam to record his sessions and also yahoo messenger many years back to hold a vice voce. One teacher believes that taking students out for a movie is a good experience whereas one says that taking students to studios is a good practice.

What are the challenges you have faced while using these media in teaching? Would you have done it in any other way if you could? Could you share your thoughts on the same? (12 responses)

Most of the teachers site infrastructural challenges such as speed of the Internet, accessibility of content for teaching purposes, electricity issues, teachers themselves not adequately trained to handle media. One faculty Mr. PrateekSinghsays, "One of the biggest challenges that I face is that students don't seem to interact with it. In fact, at times, they don't even acknowledge the same. The Groups that are formed are merely used as a source of information gathering and seldom as a platform to share and discuss ideas/events. Similarly, in a class, they may find the media content to be interesting; however, it's difficult to identify whether these media are effective or not. Interestingly enough, very rarely do I find someone making notes. They rely exclusively on the material that is shared with them, which, in most cases, is the ppt (which is usually a 'teaching aid' and not so much as a 'studying aid')." Two teachers clearly mention that they don't face any challenges. In fact one faculty mentions that the modern media is not very useful for teaching purposes.

Have you observed your students using any form of media in class, which has helped in the teaching-learning process? Could you share some examples?(12 responses)

Teachers have observed the use of mobile phones and Internet by students in classrooms, which has aided in learning. Social media is also playing an

important role in learning where students connect with teachers in person to know more about something or the platform itself aids in learning. One faculty mentions that students use You Tube for learning new software yet there is one faculty who feels that the students use media but not for learning purposes. In fact one faculty says the mobiles are ready reckoners for both students and for him for a quick look into the meaning of a word or term on the Internet. Two faculties clearly mention that they have not observed students using any form of media in classrooms.

Conclusion and Discussion

The data from the sample clearly indicates the growing use of new media and audio-visual components for teaching learning purposes. Blackboard and Whiteboards are not much in use. Mobiles phones are turning out to be important mediums for both the student and the teacher. Of course there are challenges to the use of these mediums, infrastructural as well as lack of proper training which are obstacles to learning but the their use appears will only grow. The challenge is going to be to identify the effect of these uses and exact impact of these media on the students' learning.

Important to understand here is that with so much of information on the Internet and its easy accessibility of it through mobile phones the role of the teacher will soon change or is already changing. Teachers are no longer sharing information but are now in a challenging position to facilitate the learning process with already so much of information. What is more can we teachers offer to the students who already have so much of information at their disposal? This is the question now, which we all teachers have to answer and probably shape and evolve our teaching methods accordingly. The study is generalizable to the sample in the study and is a small endeavor to understand the use of media in education.

Interviewees

- Dr. Sanjay Ranade, Associate Professor, Department of Communication & Journalism, University of Mumbai

- Dr. Kiran Thakur, Adjunct Faculty & Research Coordinator FLAME School of Communication Lavale, Pune.

- Dr. Sunder Rajdeep, Head and Assistant Professor, Department of Communication & Journalism, University of Mumbai.

- Dr. DevVrat Singh, Dean & Head at Central University of Jharkhand.

- Prof. SeemaNarendran, Assistant Professor, K.P.B. Hinduja College

- Prof. SnehaSubhedar, Assistant Professor,Symbiosis Institute of Media and Communication (SIMC), Lavale, Pune.

- Mr. RajatBandopadhay, Working Partner, Star Digital Media.

- Prof. Mahesh Savale, Assistant professor at DGMC - DeviprasadGoenka Management College of Media Studies, Mumbai.

- Prof. Saurabh Deshpande, Lecturer & Course Co-ordinator, BMM at ghanshyamdassarafCollege, Mumbai.

- Mr. Prateek Singh, Sr, Copy Writer, Phonetics Mobile Media and Visiting Faculty

- Prof. Deepak Tiwari, Assistant Professor and BMM coordinator at Thakur College Of Science And Commerce

- Prof Kanchan Bajaj, Assistant Professor at VES College, Chembur

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Appendix

Interview Questionnaire

1. Do you use any kind of media in classroom to enhance your teaching? If yes, what kind of media do you use? Could you share your experience?

2. Is there any specific media you use in your classroom as a support in your lectures? Any particular reason for that?

3. Have you tried using any form of media outside of your classroom as an added support in your lectures? If yes, could you please share some examples?

4. What are the challenges you have faced while using these media in your classroom? Would you have done it in any other way if you could? Could you share some experiences?

5. Have you observed your students using any form of media in class, which has helped in the teaching-learning process? Could you share some examples?

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New Media use in Everyday Life of Aged People: *A Study in Kolkata*

Debarati Dhar*

ABSTRACT

The use of new media has been much highlighted be it for socialization, elections, business or peer to peer interactions and so on. It has added renewed dimensions to our existing social relations, i.e. speed and interactivity. Much has been written about youth and the use of new media. However, little is known about how ageing population use new media in the everyday life and their familiarity with the technology and adaptability with such technologies. This paper makes an attempt to explore the usage of new media in everyday life of ageing population in India.

Keywords: New media, ageing population, socialization, information and communication technology, social media, Internet

Introduction

New media has been much in currency in the recent times. New media technologies are abundantly used by different age groups among populations and regions across the country. These technologies have become a part of their everyday life as it caters to differing functions of their life world. Thus, one can say that everyday life becomes a media life whereby different age groups live considerably and spend considerable amount of time with media technologies. Present day youth spend quality time with social media. Be it for chatting, socialisation, seeking information or connecting to distant places, new media becomes a major tool for connecting with the larger world. Since India is becoming a society of youth, hence most of the energy is invested on understanding the role of new media among youth. Besides youth, other age groups also use new media tools, although the reasons may be different. However, little is known about how aging population use new media in their daily lives and their familiarity with the technology and adaptability with such technologies. My paper attempts to explore ways to understand the possible usage of new media in the daily lives of the ageing population. It evaluates existing literature at hand to critically interrogate the possible ways to connect the use of new media and older adults. The study will help in evaluating some core probabilities such as in what ways technology can help prevent and alleviate isolation and loneliness amongst older adults? What is its potential for enabling them to develop and retain social connections and actively participate in their communities, both key components of happiness and wellbeing?

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Most definitions of new media have focused on their technological features. Other classificatory methodologies define new media as those communication technologies involving computers that allow interactivity among users. It is a well-known fact that new media has an overwhelming impact on the users however the users can always make their own choices of using them. New media comprises of email, websites and mobile communication and interestingly all these different modes of communication have their own characteristics. *These different modes of communication are subjected to different socio-economic conditions of use, not every individual in the society may use new media technologies. Thus the impact of new media is pervasive in respect to societies where they are employed* (Lievrouw & Livingstone, 2006). New media, which can be defined as converge of the conventional media like the newspaper, television and radio in one digital device, play a significant part in everyone's life. It offers the scope of immediate interaction between participants that in turn minimises the level of isolation. The reach of new media extends beyond entertainment and workstations. Education, law, banking systems, politics, health care, etc. are dependent on information and communication technology systems and possess the capability to affect anyone who is dealing with any one of the activities or services. Not much attempt has been made to understand the relationship between new media and the society.

According to 2011 census data, aged people (60 years and above) constituted around six per cent of the total population of the country. The demographic transition that is taking place is exceptional. There has been a general increase in the trend of younger generation moving away from home for higher educational or work opportunities. This factor apart from the changing concept of joint family to nuclear family implies increased isolation of the ageing population.

Amid all these changes taking place in the society new media technology can be considered as one of the ways to scale up solutions and joining the gaps between generations and offer help in the existence of the aged people. It would be interesting to study whether new media can be of any help in eradicating or dealing with any of the problems faced by an older person in his daily existence. The term Gerontechnology was coined in a study by Minichiello and Coulson which means a possible connotation between technology and the ageing process (Minichiello & Coulson, 2005). Through this term, an assumption can be made that there exists a association between the older adults and the technology tools.

Era of Modernisation and Aged in India

Old age has become a complex phenomenon. Prolongation of life expectancy has given rise to an alarming increase in the numerical strength. Challenges and opportunities exist in the process of ageing but proper care adds life to years for the elderly people. While analysing some of the studies dating back to the past decade of 1990s, it has evolved that with the changing dimension of the Indian societies, smaller nuclear families have no place for the old people (Dandekar, 1996; Biswas, 1999; Dave, 1999). All these changes tend to make them feel dejected and lost. Hence, it definitely needs a complete approach to study the older adults and the problems faced by them in their daily existence. Loneliness may vary from person to person and at different circumstances. Empirical studies on variables such as depression, self-consciousness and self-esteem among the older adults are needed to be done as there is prevalence of several negative attitudes and beliefs related to ageing and the aged in the country. Changing family structure caused by urbanization, dominance of individualistic as well as materialistic values are some of the reasons subsidizing to low self-esteem and depression among the ageing population. An aged person faces various problems in daily life including social, economic, medical and psychological. Main problems studied in the aged people irrespective of gender and economic status is general weakness, sickness, poor-eyesight, etc. (Dandekar, 1996; Gore, 2000). Economic dependency, social isolations are other major problems faced by the older people. The studies done on the problems faced by the aged in rural and urban areas help in critically analysing and understanding the numerous effects that explain the daily life of older adults in India. Thus, from the analysis of the existing literature it can be stated that a number of changes occur with the onset of ageing process and a linkage exists between the problems like social, psychological, physical and financial faced by the older adults.

New Media and Ageing People

In a contemporary society, the increasing importance of new media cannot be understated. In other countries, social scientists have recognized the use of new media technologies in the everyday lives of older adults (Karavidas, Lim, & Katsikas, 2005; Selwyn, 2004; Ke, 2015). For instance, study on effects of computers on older adults by Karavidas, Lim, & Katsikas (2005) on the effects of computers on older adult users suggested that computer knowledge has impact on life satisfaction within retired older adult computer users in the US. Age is and will continue to be an important factor in determining people's use of information and communication technologies. Another study on information aged or older adults use of information and communication technology in everyday life in UK (Selwyn, 2004) points out that information communication technologies can be a provision towards giving aged people the information tools they need to participate in the decision-making structures which affect their daily lives and helping people use these new media technologies to deal with their everyday problems. A significant study done in China noted the growing popularity of social media among the aged specifically in urban areas (Ke, 2015). One more study on the acceptance of information communication technology for online banking by the older adults in India showed that older adults are not comfortable using the online banking services as they are anxious about the safety of the transactions done online (Amma & Panicker, 2013). Unfortunately, academic studies are quite limited in this particular area of new media and ageing people in India and very little do we know about the nature or particular use and purpose that new media can serve in the daily lives of ageing population.

Older adults can benefit from computer usage by having the tasks of everyday life simplified provided if they receive appropriate training and information on computer use and its application in daily life. With the advent of new media, the world is changing intensely. The technological processes have been making the world starkly independent as well as interconnected. With new media having a transformative impact on the way people live and work today, it can be presumed that it has tremendous potential to improve the quality of later life by forming social networks to deal with the issue of social isolation, empowering those living alone as well as enabling civil participation. Digital inclusion

plays a crucial role in building a fair and equitable society. Technology is no longer an extra option rather it needs to be ensured that everyone in later life is able to realise the benefits of the new digital age. As indicated by Rogers (2003), personality could play a role in technology adoption. Madden, (2010) reported that in the past few years the number of older adults have increased and older users have been specifically enthusiastic about embracing new networking tools. Study by Selwyn (2004) has noted that even though the transition to technology may be difficult for some elderly people yet they anticipate adapting to the new media technology in the future as it will benefit them. Hence, it may be realistic for the aged people to think about needs they expect encountering and how new media technology and internet might support them in fulfilling such needs. Inputs by Bowling Green State University (2015), argues that though new media technology could significantly increase independence for aged people yet they are still less likely to adopt the same as compared to their younger counterparts for various reasons ranging from uncertainties about its benefits to an overall lack of comfort. This study further states that the relationship between age and outlooks towards new media is also chiefly negative that is, as the age increases, their negative attitudes towards technology is likely to increase (Bowling Green State University, 2015).

For the young people, usage of new media technology in daily lives is a common factor. Computers and other new media tools are determined as a province of younger generations however these technological tools represent immense socialising opportunity for the older adults too especially those who have been living alone (Reifova & Fiserova, 2012). However there are certain setbacks too and motivation of learning computers and smart phones is one primary focus. It is difficult for an older adult to get used to the the new media technologies as is rightly stated by Reifova & Fiserova, (2012) in their study that *"having spent their entire life without computers, the older adults usually do not see the benefit the new technologies could bring them immediately "only" at retirement."* New media can be an empowering tool benefiting and improving the quality of life even for the aged. However, certain contradictions do exist. As Selwyn (2004) in his study points out that *"it is misleading to conceptualise older adults as nonusers or highly empowered silver surfers as older adults' use of computers more basic and mundane."* New media offers many prospects to improve the ageing process in several areas including education, health, finance, social, etc. Like for instance, in the

health care sector, new media can play a major role by offering health education and awareness on preventive strategies. Interestingly, in case of new media the ease of access and dissemination of information leading to continuous learning can be one of the factors enabling the older adults to think of re-connecting in the digital way. The basic new media tools such as mobile phones with medical alert systems can be lifesaving paving the way for immediate help. Technology has become pervasive in the concept of daily life and if implemented properly can help the ageing population in diverse ways (Mitzner, et al., 2010). Lack of positive creative role in the society post retirement can have an impact on the status of the aged. Here, new media can come to the aid providing the platform for social role giving them back the sense of self-pride, self-esteem and self-worth.

Empirical Findings

The number of older adults living alone in Kolkata city has increased in recent times (Basu, 2014). The childless and the spouseless elderly and those with children living abroad or in other parts of the country are forced to live alone. For this study, few old age homes in Kolkata were randomly chosen that have their own promotional websites. A set of questions were asked to management staffs such as: Do you have Internet facilities for the residents? If yes, then do you have instructor? Do you need any extra money for providing such facility, etc.? Among them only three answered that they have Internet facilities for the residents. In the first old age home visited as part of the survey it was found that even though they have the facility of internet for the residents but they do not have any instructor to teach any resident. The ratio of internet using older member seems relatively less. For instance, two out of nine members use internet and computers, although mobile phones are used by the majority. In the second old age home, one small computer café inside the premises have been observed. Among all the residents there, very few residents (around three of them) usually use video links (e.g. Skype, Google hangout etc.) to talk to their families or children living away. Interestingly, some of the residents claimed that their children have bought them laptops recently allowing them to be in touch with them at any time within the comfort of their room. For the residents who do not have laptops or lacks the knowledge on how to use the Internet, the old age home has provided them with instructor who helps them in learning on how to use the Internet. Mobile phones are however used by almost everyone. A resident of

around 92 years of age uses mobile phone only. She said she speaks to her friend or some distant relative who calls her occasionally. The management of the old age home encourages their residents to visit the in-house Internet cafe and learn how to use Internet. The management also suggested that most of the members living in this particular old age home have retired from prestigious jobs holding high positions and hence already possess the knowledge of computers. The residents gave an idea that they prefer the old age homes for after care. The observations helped in constructing the opinions and attitudes of the old people regarding digital inequalities that have challenged the pre-conceived notion that older adults lack digital skills. From the responses derived it has been found that there exists a high awareness related to the benefits and significance of new media among the older adults. If enough support and motivation can be provided to them then there stands a possibility of generating interest among the aged to become digitally independent.

Conclusion

The advent of new media has ensured a distinct relation which otherwise is witnessed in the relationship between technology and society. Earlier forms of media technology were uni-linear and used users as passive audience. On the contrary, the use of new media not only enhances interactivity but also claims to empower the subjugated population. To be specific, most of the ageing population today live in a better environment, although much has to be done in comparison with earlier times. Today, the ageing population in cities have access to new media technologies and remain constantly in touch with their progenies. In a way it can be said that new media can play a role in enriching lives of the older people by providing the purpose and scope for creative productivity.

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Swachh Bharat Abhiyan and the Indian Media

Dr. Pitabas Pradhan *

ABSTRACT

The high voltage Swachh Bharat Abhiyan laucnched by the Government of India in October 2014, has completed two and half years. One and half years of the dead-line remains for declared target to be achieved. High visibility of the campaign, of course has, has brought cleanliness to the centre stage of the public sphere discourses in the country. Meanwhile the government has claimed in May 2017 that over two lakh villages have become open defecation free. However, inadequate facilities to process the solid waste remain big challenges. Surveys indicate that conditions in cities has not improved substantially. Currently, about 80% of the total 1.7 lakh tonnes of waste generated daily is dumped without processing. The use of city-waste generated compost remains at low level of only two lakh tonnes. Despite the government taking several initiatives including annual cleanliness surveys and social media campaigns focusing on behaviour change, there has been no significant improvement on the ground. This paper analyses the role of the media, a key player in the campaign, in taking the message to the people, and impact of the campaign on the public attitude towards cleanliness.

Introduction

India generates close to 60 million tonnes of garbage every day and of this, around 45 to 50 million tonnes is left untreated. The metros themselves generate 10 million tonnes of waste daily. By 2040, urban India alone would be generating close to 170 million tonnes of garbage daily. India's sewerage system is among the poorest in the world. Throwing of household garbage on the streets is not unusual. Open defecation remains a part of rural life in India, as millions of houses are yet to build toilets. Spitting and urinating in the open, unmindful of the defacement it causes, is ordinary practice for millions. Much of these actions add to growing filthiness, cause illness and make the country sicker. Avoidance of these actions can make India a clean place to live, decrease diseases and hugely reduce the treatment burden on the economy.

Even if we stress personal hygiene, our collective responsibility towards cleanliness of our surroundings such as roads, parks, drainage systems, river banks remains rather weak. Indians are so accustomed to throwing the waste on the open that garbage bins hardly come to our mind. We dislike others throwing garbage on the open but never mind our own actions. So, what is imperative to make India clean is change in our approach to cleanliness-it must be ingrained in our behaviour. The swachhbharatabhiyan, hereafter referred to as SBA, is a national campaign to towards this end. Action and

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communication programmes are the two vital dimensions of the campaign. Besides eliminating the practices through creation of alternative facilities-toilets, sewage systems, waste disposal systems and recycling plants, it also talks about public communication campaigns to create wider awareness, induce pro-healthy behaviour among the people remains at the core of the campaign.

The media has the capacity to spread and make widespread awareness about cleanliness and its advantagesand provide the right ambience for behaviour modifications. Of course, interpersonal communication is more effectivein changing the behaviour of the target population so as to prevent them becoming vulnerable to infection.Mass media can make a topic popular, fashionable or worthy of attention.

The newspaper are expected to play a very significant role in educating and empowering the public towards cleanliness. Is the Indian print media effectively playing the role expected of it? Is the editorial space devoted to SBA in keeping with priority of the campaign? Is the media reporting in tune with the theme of the campaign? This study attempts to answer these questions through content analysis of four mainstream newspapers.

Objectives of the study

The main objectives of this study are:

- To quantify the coverage of SBA in the selected newspapers;
- To analyse the space provided to the SBA in two English and two Hindi dailies;
- To understand the SBA impact on public perception on cleaner environment;

- To explore the impact of SBA campaign on cleanliness;
- To analyse the newspaper updates on the status of health and hygiene in Aligarh;
- To find out whether public attitude towards cleaner environment has been affected in any manner due to SBA and whether SBA is improving the cleanliness.

Importance of the study

According to a UN report, India leads the world in open defecation in rural India due to lack of toilets. According to government estimates urban India generates 68.8 million tonnes of solid wastes per year (1.88 lakh tonne every day), which is estimated to touch 16 million tonnes by 2041. One third of the garbage in urban areas remains untreated. According to census 2011, 5.48 crore households (32.7%) has access to toilets which means that 67.3% of the rural households in the country still do not have access to sanitation facilities. As per a Baseline survey, 2012-2013, 40.35% rural households have access to toilets. Over two millions people, mostly children die each year from diseases associated with lack of access to safe drinking water, inadequate sanitation and hygiene (WHO AND UNICEF, 2000).

The problem is compounded by about 38 billion litres of sewage generated every day in 498 Tier I cities (2009 figures). Out of this, 26 billion is left in the open untreated. Rural India generates 0.4 million tonnes of solid waste. According to a UN report, India leads the world in open defecation. 88% of disease in rural India is due to lack of clean water, sanitation and solid waste management.

In urban areas, people throw litter and dust on the roads, outside their homes, footpath instead of putting it in dustbins, which slowly accumulate and transforms into huge garbage. If not cleaned in time, this garbage smell stink and welcomes diseases affecting people. Public defecation in open fields lead to human contact with excreta via various water routes: contamination of fingers, field crops, food, flies etc. (cairn cross and valdmanis, 2006). The WHO reports about 600 million episodes of diarrhoea and 400,000 childhood deaths a year due to contaminated water and lack of sanitation, with an estimated 80% of all diseases and one third of all deaths in developing countries induced by consumption of contaminated water (Rajgire, 2013). In this context, Mahatma Gandhi has said, "Sanitation is more important than Independence". But, still 600 million of the 1.2 billion people in India have no access to toilets.

Government report in May 2017, claims that over two lakh villages have become open defecation free (Dash, 2016). However, urban areas struggle to manage their daily municipal waste and open urination. In rural areas, the challenge is the liquid waste generated. Shirking responsibilities of those responsible and inadequate facilities to process solid waste remain big challenges for this flagship programme. Online survey by LocalCircles shows a rise from 35 % to 57% of respondents who said their cities haven't become cleaner due to Swachh Bharat, clearly indicating the cleanliness drive is losing steam in urban areas . Despite the government taking several initiatives including annual cleanliness surveys and social media campaigns focusing on behaviour change, there has been no significant improvement on the ground. One of the main reasons is the slow progress in setting up of plants to process solid waste. Currently, about 80% of the total 1.7 lakh tonnes of waste generated daily is dumped without processing. Despite all efforts, the use of compost remains at low level of only 2 lakh tonnes.

The local bodies in most or our cities find it difficult to manage the cleanliness, sanitation and hygiene in satisfactory state. Often the government's helplessness come to the fore on the cleanliness front due to shortage of resources. Sustainable and active participation of public in the national cleanliness drive can help proper development of our cities, towns, and villages.

This is possible only if adequate steps are taken to create awareness, impart education and develop a sense of responsibility towards our surroundings. The media can play a pivotal role in generating awareness about the need for cleanliness and, induce behaviour change towards cleanliness and mobilize the people to join the campaign. A proper study of the role of the Indian media in fulfilling its above obligations, can provide useful inputs for future campaign strategies, which justifies the timing and relevance of this study.

The Swachh Bharat Abhiyan

Swachh Bharat Abhiyan waslaunched by the Prime Minister, Narendra Modi as a nationwide cleanliness campaign on 2nd Oct.2014, the birth anniversary of Mahatma Gandhi. It was visualised as a mass movement to make India clean byby 2019. To convert it into a mass movement, the prime minister nominated nine celebrities to help galvanise public support for his SBA and asked them to nominate nine more people each to make the initiative go viral and transform the move into a national mission. The citizens were called upon to spend 100 hours each

per year towards cleanliness in their surrounding areas or other places to really make it a successful campaign. An estimated fund requirement of Rs. 38,000 crores, for setting up of waste treatment facilities across the country. The Centre was supposed to contribute 20% (Rs.7600 Crores), states one-third and rest from private sector.

To trace the historical roots of the campaign, the government of India launched Nirmal Bharat Abhiyan in 1999, which aimed at universal household sanitation coverage by 2012. This was an integral part of the Total Sanitation Launched in 1991. It was rechristened as "Swachh Bharat Abhiyan" with the objective of making India "clean", by eliminating the practice of open defecation, building up of toilets for all households, providing running water supply, treating of solid and liquid wastes in a proper manner. This drive also includes cleaning of roads, pavements and clearing of encroachments in unauthorised areas. Above all, the project aims at creating awareness among people about the need for proper sanitation and hygiene facilities.

Urban sub-mission of the campaign, known as the swachh bharat mission of urban areas aims to cover almost 1.04 crore households in order to provide them 2.6 lakhs of public toilets, 2.5 lakhs of community toilets together with the solid wastes management in every town.

Gramin swachh bharat mission, earlier the Nirmal Bharat Abhiyan, is aimed to make rural areas free of open defecation till 2019 for which the cost has been estimated is one lakh thirty four thousand crore rupees for constructing approximately 11 crore 11 lakh toilets in the country. A major dimension of the campaign is a plan of converting waste into bio-fertilizer and useful energy forms, for use in farming.

There are various implementation policies and mechanisms for the programme including three important phases such as planning phase, implementation phase and sustainability phase. This mission has targeted to solve the sanitation problems as well as better waste management all over the India by creating sanitation facilities to all. The endeavour of the Government is to turn it into a mass movement requiring not just toilets, but also a change in behaviour and mind-sets of people (The Hindu, October 4, 2014).

The swachh bharat abhiyan was expected to bring the following transformation:

- Eliminate the open defecation practice in India and make toilets facilities to everyone.
- Convert the insanitary toilets into flushing toilets.

- Eradicate the manual scavenging system.
- Proper waste management through the scientific processes, hygienic disposal, reuse, and recycling of the municipal solid wastes.
- Behavioral changes among Indian people regarding maintenance of personal hygiene and practice of healthy sanitation methods.
- Create global awareness among common public living in rural areas and link it to the public health.
- Support working bodies to design, execute and operate waste disposal systems locally.
- Private-sector participation to develop sanitary facilities all through the India.
- Make India a clean and green India.
- Improve the quality of life of people in rural areas.
- Sustainable sanitation practices by motivating communities and Panchayati Raj Institutions through the awareness programmes like health education.

Hypothesis
From the available literature, the following hypotheses have been drawn for the present study:

- English Newspaper provide more coverage to SBA
- The Hindu is better in presentation of the SBA news.
- Public's attitude towards cleaner environment has changed.
- Newspapers provide adequate information about SBA.
- SBC would catalyze people's participate in the cleanliness drive.

Methods of the study

Content analysis of coverage of SBA in two English and Hindi national dailies each was carried out. According to Benard Berelson CA is defined as "A research technique for the objective, systematic and quantitative description of the manifest content of communication".

10 August to 20 August issues of the Times of India, The Hindu, Dainik Jagran and Amar Ujala of 2014 and 2015were analysed quantitatively. Altogether 80 newspapers were subjected to the analysis.

The selection of the newspapers was based on circulation, readership, acceptability and reputation among diverse groups of readers.The Hindu has the reputation of being an objective serious and unbiased newspaper with a coverage qualifying sales of 1518.082 million copies as of July to December 2015. The Hindu has its largest base of circulation in Southern India and in the

most widely read English Daily newspaper in Andhra Pradesh, Tamil Nadu and Kerala. The Times of India with a readership of 3,05,7678 is widely popular among the masses for its presentation or packaging of news in an attractive manner. It is the 3rd largest and oldest newspaper in India by circulation and largest selling English language daily in the world according to ABC (India). Dainik Jagran is the most read newspaper in India with an average issue readership (AIR) of 16.37 million. As per Indian readership survey 2012 it has now been the most read daily newspaper in India for the 25th consecutive time with a circulation of 33, 07,517. Amar Ujala publishes a 16 to 18 page issue daily. It sold 4.5 lakh copies through its five edition. Its readership is 29, 35,111.

SBA relate stories which appeared in four newspapers are broadly classified into the following categories; News, Anchor story, Articles, Editorial. By the definition, news newly received and noteworthy information especially about recent and important events reported by mass media to give awareness and knowledge to the public about the happenings around them. The front page of a newspaper published all the hard news like political changes, natural calamities, terror attack accidents etc. But there is one story on the front page that is not a hard news story, this news story is known as anchor story. It is a soft story, a light story that is written with great love and passion. An Article is a piece of writing on a particular subject or topic in a newspaper, magazine, academic journals and internet. An article is a group of coherent words highlighting one idea or problem. A newspaper article is filled with lots of information. Every article tells the reader the 5 Ws(Who, When, Where, What happened and Why) and 1 H of the story. Articles try to attract the interest of the reader by telling them what the story is about, in a short and interesting way. Articles can contain photographs, graphs, statistics, interviews, polls, debates etc. An editorial is an article that presents the newspaper's opinion of the editor, editorial board and publisher on an issue in a newspaper or magazine. Editorial give a detailed account of the issue by clearing the doubts and misunderstandings about the issue. They are different from other types of news stories because opinions are expressed here.

News items was measured in column centimetres and analysed in terms of its area covered, number of columns, news type, and headline, and whether the news is accompanied by a photograph or not as well as how much area is covered by the photographs.

The length and breadth of the column were measured for the quantitative analysis. The total area covered under the selected defined categories is measured as part of quantitative analysis. For the purpose of proportional quantification, the formula total SBA related news divided by total area of selected newspaper multiplied by 100 was used.

To study the view of the people towards the SB campaign a survey was conducted among 100 respondents in Aligarh selected randomly. The sample includes teachers, scholars, students and other members of the public. Copies of pre-structured questionnaire containing both close-ended and open-ended questions were administered among selected 100 respondents, out of which 92 completed questionnaires could be collected. Of the 92 respondents, 38 were female and 54 were male. The age groups of the respondent considered were from 18 to 20 years, 20 to 25 years and 25 to 30 years. 6 respondents were in the age group of 15 to 20 years, 26 respondents were in the age group of 20 to 25 years and 60 respondents were in the age group of 25 to 30 years.

Swachh Bharat Abhiyanand Indian Media

Media plays a crucial role in our society by determining what issues the public should think and worry about and push the government to mould the policies accordingly. It is assumed that the more the media attention an issue attracts, the greater will be the importance assigned to it.Media not only keeps the people abreast of the latest development in different sphere of life but also build opinion on important issues by informing and educating the people. In other words, media has iron grip on the imagination as well as thinking faculties of society. Media is so much embedded in our lives that some scholars suggest that the "Public may not know how deep the interlocking media reach into every phase of our lives, our reading, our viewing, our entertainment, our politics and our education" (klotzer, 2007, p.28).In all scenarios, the most important is the content of news media, which include of all day- to -day issues such as environment, health, socio-economics, politics, culture, business etc. The public rely heavily on the media for the information.

Media has been playing a very important role in spreading the SBA to the nook and corner of the country and changing the behaviour of the public towards cleanliness. Mass media happens to be the most readily available and potentially most economical means of imparting information about SBA. Along with other forms of communication

the mass media can effectively raise public awareness and concern about sanitation and can also play an important role to promote a positive attitude towards SBA. Moreover every day public see a lot of advertisements in newspaper, TV, radios where they tell public to support this Abhiyan. This helps the Abhiyan to widen and make everyone a part of it. It also tells about the importance of cleanliness around us, about diseases caused due to the lack of cleanliness, about proper domestic waste disposal system. Moreover it reminds people of their duty to clean the surroundings to make India clean and free from diseases.

The newspapershave been reporting India's poor sanitation through news, articles, features and editorials. Moreover it gives report on consequences of unhealthy behaviour- from malnutrition to diarrhoea. The SBA campaign utilizes social media- in an attempt to increase transparency and publicize, globally, the country's efforts to improve its image on sanitation.

Media Reporting of the Swachh Bharat Abhiyan:

Results of the quantitative content analysis of the sample newspapers from August, 10th to August, 20th of 2014 and 2015are presented in tables 1-6.

To add visual sense to the contents newspapers have published photographs of the SBA. It is well accepted that pictures and Graphics present stories beautifully, grabs the attention of the readers. Pictures lend more emotions and credibility in the stories to tell its Joy and poignancy. A photographs sharpens the whole story.

According to the table 1, The Hindu and Amar Ujala have published no photographs in 2014. And there was a marked and significant difference in the presentation style of "The Times of India" and" DainikJagran", since Dainikjagran published 03 photos as compared to 02 in TOI. Whereas the area covered by photographs in DainikJagran is 95.3 and in TOI is 569.94 sq. cms. The table further reveals that the Hindu has

Table-1: Reporting of Photographs in the Sample Newspapers

Name of paper	2014		2015	
	No of Photo-graphs	Area in cm Sq	No of Photo-graphs	Area in cm Sq
The Hindu	0	0	45	3033.83
The Times of India	2	91.85	5	175.88
DainikJagran	3	95.3	2	38.4
Amar Ujala	0	0	1	42.84
	5	187.15	53	3290.33

Table-2: News Reports on SBA

Name of paper	2014		2015	
	No of News Items	Area in cm Sq	No of News Items	Area in cm Sq
The Hindu	3	281.24	3	474.15
The Times of India	1	297.35	8	3317.98
DainikJagran	0	0	4	402.55
Amar Ujala	1	78.6	2	209.82

Media also call upon individuals from all walks of life to take a pledge to clean India. Mobile based apps on SBA ask registered users to upload information and post photographs of sanitation facilities. Different media are effective at different levels of campaign.

In an attempt to understand the role of the Indian print media in the campaign, the following sections provide the results of a content analysis of the coverage of swachh Baharat abhiyan in four major dailies, followed by a public perception on impacts of the campaign.

reported 45 photos in 2015, followed by 05 in TOI, 02 in Dainik Jagran, and 01 in Amar Ujala. Whereas the area covered by photographs in The Hindu is 3033.83, in TOI, Dainik Jagran and Amar Ujala are175.88, 38.4 and 42.84 respectively.

Table-2 reveals that the newspapers 2015 published more news articles related to the SBA than the year 2014, as the year 2015 published 49 news articles and the year 2014 published 8 news articles in the same period. The English newspapers published 45 stories and the Hindi newspapers published 12 stories.

In the year 2015 newspapers published 17 news stories related to SBA and in 2014 newspapers published 5 news stories. So the area devoted to SBA news stories in the year 2015 and 2014 was 4404.5 and 657.19 cm sq. respectively.

Table-6 reveals that 2015 devoted more space to SBA with 10253.24 cm. sq. whereas 2014 spared 1098.15 cm sq. related to SBA. We can see there is substantial difference in coverage of SBA in the selected newspapers. The Hindu gave more space

Table-3: Anchor Story

Name of paper	2014		2015	
	No of Items	Area in cm Sq	No of Items	Area in cm Sq
The Hindu	0	0	1	58.68
The Times of India	1	131	1	0
DainikJagran	1	78.96	0	0
Amar Ujala	0	0	1	0

01 anchor story published in 2015 with area 58.68 cm sq. and 02 anchor stories in 2014 with area

to SBA with an area 6292.32 cm. sq. than TOI with 3746.33, Dainik Jagran with 753.96 and Amar

Table-4: Articles

Name of paper	2014		2015	
	No of Items	Area in cm Sq	No of Items	Area in cm Sq
The Hindu	0	0	25	5193.27
The Times of India	0	0	0	0
DainikJagran	0	0	2	137.6
Amar Ujala	0	0	0	0

Table-5: Editorial

Name of paper	2014		2015	
	No of Items	Area in cm Sq	No of Items	Area in cm Sq
The Hindu	1	231	2	53.98
The Times of India	0	0	0	0
Dainik Jagran	0	0	1	134.85
Amar Ujala	0	0	1	270.36

209.96 cm sq. It means 2014 leads in publishing anchor story of SBA.

The year of 2015 leads in publishing "Articles" as it published 27 articles and cover 53330.87 cm sq. of area while in 2014 no article was published regarding SBA.

The 04 Editorial was published in the year 2015 with area 459.19 cm. sq. but in 2014 just one article was published related to SBA.

Ujala with 558.78 cm sq.

It is clear from the table, the English newspapers gives more space in publishing SBA stories than Hindi newspapers. The English newspapers covered 10038.65 cm sq. area and the Hindi newspapers covered only 1312 cm sq. area. It is a remarkable difference between these two languages papers.

If we go by numbers in the year 2015 the total number of photos published stood at 53

Table-6: Details of the stories published

Newspaper	News Story		Anchor Story		Article		Editorial	
	2014	2015	2014	2015	2014	2015	2014	2015
The Hindu	3(281.24)	3(474.15)	0	1(58.68)	0	25(5193.27)	1(231)	2(53.98)
Times of India	1(297.35)	8(3317.98)	1(131)	0	0	0	0	0
Dainik Jagran	0	4((402.55)	1(78.96)	0	0	2(137.6)	0	1(134.85)
Amar Ujala	1(78.6)	2(209.82)	0	0	0	0	0	1(270.36)
Total	5(657.19)	17(4404.5)	2(209.96)	1(58.68)	0	27(5330.87)	1(231)	4(459.19)

compared to only 5 photos in 2014. The total photograph area 2015 p 3290.33 cm sq. which in 2014 stood at 187.15 cm sq.

6.2 Public Perception on impact of Swachh Bharat Abhiyan:

The respondents were asked to express their on the Swachh Baharat Abhiyan by selecting the appropriate option on a five-point scale- Strongly agree, Agree, Neither agree nor Disagree, Disagree, and Strongly Disagree. The responses are presented in the table.

76.08% respondents are satisfied that Swachh Bharat Abhiyan is helping in the development of our country. But, 15.21% respondents are not satisfied. Interestingly, about 8.69% respondents

According to the survey, 49.99% respondents feels that Municipal Corporation is not helping to improve Sanitation, Hygiene and Waste management facilities of the city properly.

According to the fifth statement, 73.91% respondents are fully satisfied that they feel motivated while working on SBA, while 21.73% respondents are not motivated. But for better improvement of the city, it is very important to motivate every person of the city.

This survey finds that, respondents feel positive about SBA, they believe that SBA has made difference in the last two years. But, 47.82% respondents gave negative response .It means they feel that SBA still has not been able to

Table: 7 Public Perception of impact of Swachh Bharat Campaign

Statement	Strongly agree	Agree	Don't Know	disagree	Strongly disagree
Swachh Bharat Campaign helps in the development of the country	39.13	36.95	8.69	8.69	6.52
Swachh Bharat campaign has brought changes on the ground level	6.52	47.82	17.39	21.73	6.52
Participation of celebrities increase public participation in the mission	4.34	43.47	19.56	26.08	6.52
Municipal corporation is not much helpful in sanitation, hygiene and waste management	39.13	36.95	8.69	8.69	6.52
Respondents are motivated towards SBA	17.39	56.52	4.34	13.04	8.69
Respondents feel positive about SBA	6.52	26.08	19.56	34.78	13.04
Sanitation facilities have improved in the area after SBA	8.69	34.78	10.86	26.08	6.52
Respondents satified with the waste disposal system	13.04	32.6	15.21	26.08	6.52
Attitude of public has changed towards cleanliness after SBA	19.56	43.47	10.86	19.56	6.52
Cleanliness in the area has improved after SBA	6.52	39.13	6.52	36.95	6.52

are still not aware about Swachh Bharat Abhiyan.

To the question whether Swachh Bharat Abhiyan has made differences in the last two years, 54.34% respondents give positive response .It means these respondents think that Swachh Bharat Abhiyan has made the difference in sanitation, hygiene, waste management after launching of the SBA. But 28.25% respondents feels there was no difference in the last two years.

According to the survey 47.81% respondents agree that participation of celebrities increase public participation with the mission. But 32.6% respondents disagree. It means they think that involvement of celebrities in SBA as such not does not to increase the participation of general public.

improve the situation.

The seventh statement finds that 43.47% respondents feels sanitation facilities have improved in their area. But, 45.64% respondents are not satisfied. That means the government's efforts to provide sanitation leaves more to be desired. 45.64% respondents are satisfied with the waste disposal system, they agree that the situation improvedafter launch of SBA but, 39.12% still not satisfied.

63.03% respondents agree that attitude of public has changed towards clean India due to SBA. That means most of the people have changed their attitude towards clean India.47.81%

respondents feels that cleanliness in their area has not improved after launch of SBA.

From where did you come to know about SBA

Legend:
- Newspapers
- Television
- Radio
- Online Media
- Strongly Disagree

Values shown: 54.34, 47.82, 13.04, 30.43, 6.52
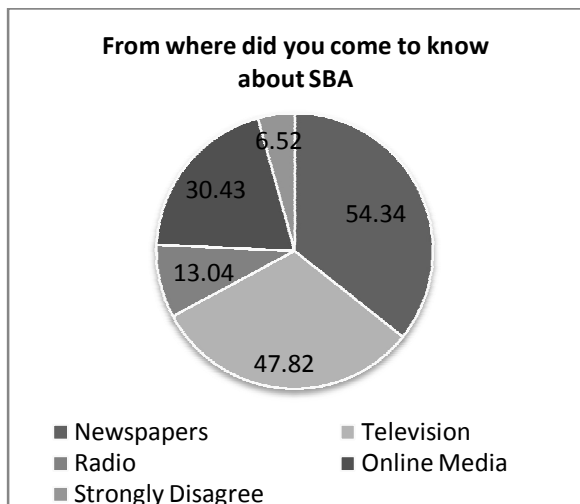
Asked about the source from where they got information about the swachh bharat abhiyan, 54.34% said Newspaper, 47.82% select Television, 30.43%select Online Media, 13.04% select Radio, 6.52% select Personal Contact (Word of Mouth) and 2.17% select other sources (please specify). That means most of the respondents get information and awareness about SBA mostly from Newspapers then from Television and Online Media.

Question 12

Legend:
- Dainik Jagran
- The Times of India
- Amar Ujala
- The Hindu

Values shown: 24%, 22%, 32%, 22%
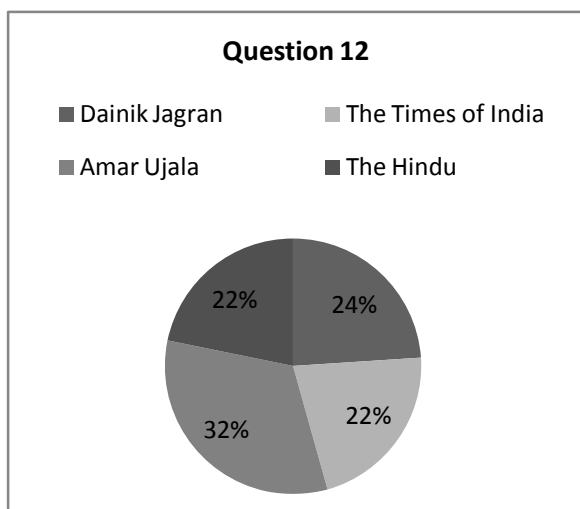
According to this survey, 32.60% of respondents feels that Amar Ujala Newspaper has more coverage on SBA, 23.91% of respondents said Dainik Jagran. Gave better coverage. The English Newspapers- the Times of India and The Hindu were opted by 21.73 % of respondents each. That means Hindi Newspapers have more coverage than English Newspapers. Perhaps the news value of proximity had its role. The Hindi newspapers being local publications had given more attention to news on swachh bharat abhiyan by the local municipal corporation.

7.0 Conclusion

There is no iota of doubt that cleanliness is very important in our life as well as for the nation. Huge population are dying daily just because of diseases caused due to the lack of information and knowledge about cleanliness issues, health and hygiene, environmental issues etc. The main objective of a sanitation is to protect and promote human health by providing a clean environment and breaking the cycle of diseases. Efforts are on to turn SBA into a mass movement so as to bring a change of people's behavior and mindset. The campaign will not only help to adopt good habits of cleanliness but also boost our image as a nation.

Media play an important role to develop positive attitudes towards cleanliness. It spreads awareness and change other people's behavior towards SBA. Media has played an active role in taking the campaign to the door steps of the people from the urban to the rural areas. Newspapers, because of their wider presence, play a lead role in spreading awareness of sanitation to involve every individual from each sectors of the society. Newspapers give knowledge about diseases which spreads due to lack of sanitation and moreover informs people regularly about the ranking of the Swachh States. Newspapers continuously published SBA news daily to aware the condition of the garbage treated in market areas, streets, parks, roadsides, construction of public and community toilets and provide water facilities etc.

Through Survey analyses of Aligarh, the study found that 92% people are aware of SBA and think that SBA has made the difference after its launching and will help in the development of the country. Moreover Municipal Corporation leaves a lot to be expected in improving sanitation facilities and waste management. The people expect the municipal body to collect garbage from each and every house daily so that people stop trying to throw garbage at nearby areas of their houses.

The attitude of the public has changed towards clean India but a lot remains to be done. There are still people who throw garbage on the roads even if there is a garbage bin nearby. High footfall at market places pose a challenge. The situation has certainly improved since last year, but the aim of Zero visibility of garbage still remains a distant dream.

The Quantitative content analyses of the newspaper reporting on Swachh Bharat Abhiyan reveal the following:

- Media reporting of SBA news in 2015 attained substantial improvement over the reporting in 2014.
- English newspapers have devoted more priority to covering Swachh Bharat Abhiyan compared to the Hindi newspapers during both the years.

The Hindu newspaper gives more attention in the year 2015, in publishing news articles related to SBA and presented in a very attractive manner by incorporating more photographs and articles compared to English newspapers. The Hindu remained more committed in overall advocacy for this nationwide cleanliness mission, followed by the TOI and other Hindi newspapers.

As per the findings, the hypothesis that the English newspapers provide more coverage to SBA in the last two years stands validated. Public attitude has been changed towards cleaner environment. It can safely be concluded that SBA will really bring godliness all over the country in a few years if it is adopted by the people in latter and spirit. SBA must be a collective effort of both the, with active role of the government and participation of the people. There is no doubt about the fact that change begins at home. The people must be the change they want to see. Every citizen of the country should take it upon himself/herself to make this campaign a success rather than waiting for the govt. to do.

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Discovering impaired superheroes in Hindi movies: A Study of characterization of disabled in movies and its impact on their social life

Vikas Gawande* and Geeta Kashyap**

ABSTRACT

Disability or people with disabilities were a central theme of many cinema like Iqbal, Black, Koshish, Margarita with a Straw, etc. But the way cinema portrays people with disabilities and the way disable people co-relate themselves with that depiction is a matter of debate. In Indian Cinema, the relationship between Sympathy and Heroism is parallel. The golden rule is if the main protagonist is with special abilities, then first he earns the sympathy of the audience, then struggle for survival and finally ends up as a hero. The purpose of this study is to investigate the passion of Hindi cinema for Heroism and the way cinema deals with special abilities. This study is an attempt to find out the possibilities of presenting these people in some dignified way in celluloid, something which they really deserve and what a welfare state and a civilized society promises to offer. The qualitative study includes content analysis of some selected Hindi films where characters with disabilities are a part of central theme and some interviews with the people of celluloid business so that the issue can be well taken up for further discourse.

Keywords: Disability, celluloid, heroism, sympathy, cinema, mainstream cinema, impaired

Introduction

Since 1913, Indian cinema has produced millions of films, mainstream/commercial and offbeat cinema. In last one hundred and three years, the Indian Cinema has exhibited a number of communities both ethnic and linguistic as a part of its story narration. The theme of the cinema keeps on changing according to the interest of the society in different era's and the idea of centralized character is to exhibit the story of lead character. Cinema is considered as a powerful medium of communication. Cinema is also known as Mirror of the society because it reflects the happenings of the society whether it is positive or negative. It has taken an important role of entertainment, education, and brings a behavioral change in practices and attitudes, in our day to day life.

Gokulsing & Dissanayake (2013) discussed that cinema consists of art, entertainment, technology, industry and ideology all at the same time. They observed that it is a powerful reflector of the society and not only the reflector but then again, we should also be careful that it also shapes the

social transformations, cultural tensions and new trends that emerge.

Indian cinema consists of film being produced in different part of the country in different languages including Bengali, Tamil, Punjabi, Bhojpuri etc. However, the cinema produced in Hindi is known as popular cinema which is released nationally because of the popularity of the Hindi language. As cited in '*Bollywood: A guide to Popular Hindi Cinema*' feature films are produced in approximately20 languages in India and there are multiple film industries whose *total* output makes India the largest feature film-producing country in the world. 1896 was the year when Motion picture technology was introduced in the subcontinent. The representative of Lumiere brothers organized first cinematography show at watson's hotel in Bombay. This show was part of the global moment showcasing first motion pictures in different part of the world including the audiences of different countries like Africa, Australia, Europe etc. The showcasing of the motion picture in Indian subcontinent was totally new phenomenon like other nations and it was advertised in the Times of Indian newspaper as "The marvel of the century; the wonder of the world". However, when cinema was started in India, Indian audiences were not part of the screening. Though Indian picked up the idea well with the passage of time. Bombay was the epicenter of all the trades and commerce activities in India and that is one of the reasons that film Industry flourished there. As cited by Tejaswani Gantiin *Bollywood: A guide to Popular Hindi*

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Cinema– The term 'Bollywood' created by the English-language press in India in the late 1970s- has now become the dominant global term refer (referring) to the prolific and box-office oriented Hindi language film industry located in Bombay(renamed Mumbai in 1995) (Ganti, 2004). There are different interpretations of the word Bollywood by various authors. So, in this study, Bollywood refers to only the Hindi commercial cinemas with high budget which generally includes songs and dances sequences.

Glancing the history of Indian cinema gives us the themes being followed in Hindi film-making and change over a period of time. Initially period saw the making of films based on the mythological characters as the first movie was based on the life of a king and movie was named after that king only i.e. 'Raja Harishchandra'. The movie was released in the year 1913. However, this was the first movie in the silent era and silent era ended with the unification of sound with picture in Hindi movies in the year 1931. 'Alam Ara' produced by Ardehsir Irani is regarded as the first movie of 'talkies' era. The film contained with seven songs, dance and established music. Songs and dances were always part of Hindi cinema and even today we can witness that music, songs and dances are key part of the success of commercial cinema. Therefore, entertainment can be labelled as the basic principle for the making of Hindi cinema.

However, we have seen different themes in Hindi cinema and they have kept on changing over a period of time which are ultimately stimulated from the socio-cultural background of the humanity. The screens of Indian cinema have witnessed movies based on patriotic, social-evils, effects of modernization/industrialization on Indian society and many other themes originated from the events occurred at different point of time.

Representing different communities, demographics, religions, gender has always been part of any cinema. Depiction is sometimes inspired from true incidents or just the imagination of the screenplay writer. The way it is represented sometimes also stereotypes a particular character. For examples, the representation of Sikh in Hindi cinema is quite typical showcasing them as drivers, dhaba owner and a character who is adopted to make people laugh and not presenting them as intellectuals which they may be in real life. And similar things also happen with the other forms of characters.

Cinema is considered as the one of the forms of mass communication and quite striking as compared to other forms of media. The films may be artistic, purely entertainment, a social document or a social critique. A movie can be mirror into our lives and depicting us how exactly we function in a society. Hindi cinema popular for its emotional drama requires strong emotional feelings to glue audience with the screen. Diseases and disability are also part of this storylineand we see many diseases are portrayed where the lead character either has overcome it or die with a strong emotional feeling. Depicting disability is no way different and we have seen this depiction in various shades of characters. (Mohapatra, 2012). Generally, cinema shows the emotional part, sympathy, cry and problematic life of disabled characters. In many movies they have been used to create fun and comic through those characters.

Not only Indian cinema (but also) the cinema of different countries is going through this stigma. Marting F. Norden has narrated the tale of disability in American movies in his book *Cinema of Isolation*. He mentioned in that book that there are particular ways in which disabled character is used in Cinema. Review of this book mentioned that this book is the history of the people who manufactured and exploited the images of disabled and by implication is a history of the gullibility of Americans movie audiences who bought them. Physical disability in movies is not simply the reflection of the societal values in the cinema but also a politically charged commodity which moviemakers are asking audiences to buy it. (Norden, 1994)

Disability is both a private and public experience. For some, disability is something shameful condition which is to be avoided and represents a personal catastrophe. However, on the other side it is a source of pride and empowerment and the celebration of difference. Disability redefines experience and adds value to individual lives. It sometimes elucidates on what it means to be human. (As cited by Albrecht et al. 2001). These both aspects are clearly visible in the movies also. Disability is shown as shameful condition sometimes and then sometimes rising beyond that image and becoming hero.

In a chapter on 'Disability in Western culture' Jenny Morris described it as the messages, images and ideas about disabled people which are contained in all the different forms which reflect and promote Western culture. Disabled people are missing from mainstream culture. Even if they appear they are in specialized forms and generally the ideas of the non-disabled are imposed on the disabled. Even if they appear on screen they are appearing in particular

representations of the disable characters. The experiences of disabled are described by non-disabled persons which makes is surreal when it is showcased on screen. (Morris, 1991). Jenny Morris following quotes are relevant when we discuss the disability issues and their representations:

If the experiences of disabled people are missing from the general culture this means that nondisabled people have few points of reference with which to make sense of our reality. Furthermore, the tools which they do have to interpret our experiences are those fashioned by non-disabled people. This can have significant consequences for our lives, particularly because we so rarely have the power to insist on the validity of our experience. It can mean that we are denied the basic human rights that non-disabled people take for granted; it can also mean that our experience is denied and this can have devastating consequences.

In similar ways, disabled person's issues and problems are also missing from the mainstream cinema and even if they are picked up they are represented according to the convenience of the non-disabled people. Since disability is something which being perceived and interpreted by the non-disabled people. Similarly, Michel Foucault cautions us, *the categories of disabilities are constructs and the exclusion of the disabled body are forms of social control. Like portrayals in the West, disability in Bollywood cinema is used as a device to move the narrative forward or as an icon within a specific mise-en-scene to compress information about a character.*(Fraser (ed.), 2016)

The article published in 'The Guardian' discussed about featuring disability in Hollywood which differentiates the movies like Untouchable (2011) & Rust and Bone (2012) from the previous cinema on disability. It states as 'In Rust and Bone', Disability liberates rather than confines. Otherwise, movies have always tried to show disabled as an object of pity and also as comedy. They have always been treated as different breed which ultimately forces them to be in isolation. And the scenario started changing little after 1960s and 1970s. In Hollywood, cinema seems to be compassionate but there are always a few disabilities which have been portrayed like blindness, deafness and other mental illness which exhibit no malformation of the bodies and film-makers have always been found sympathizing rather than empathizing. Hollywood believed audiences would be repelled by disability; the whole area was assumed to be off-putting, acceptable only if accompanied by a stiff dose of treacle. (Cox, 2012)

In Indian context Margarita with A Straw (2014) is the latest and one of the finest movie depicting disability without any sympathy, pity, villainy or cure. In the history of Indian cinema there are numerous movies which depicts disability and watching these characters in movies gives you the notion that you should feel pity and more sympathetic with the persons who are disabled. As Dr. Atanu Mohapatra notes, "portrayal of disability in films swings primarily between two extremes – pity, fun, caricaturing, sympathy, and awesome heroism are at one end of the spectrum while discrimination, coping-up, emotional swings and aspirations of the human soul are at the other end." (Mohapatra, 2012).

And in most of the conditions there are commonly two trends which are followed one disability as a comic interlude or to give a dramatic twist to their script. There have been some film-makers who have been able to build a tale around the insensitivity of society towards the disabled.

Koshish (1972) movie by Gulzaris often regarded as the landmark in the portrayal of disability in Indian cinema. It was an attempt to showcase how a deaf person can communicate and participate well financially too. However, misfortune have always been shown as a part of their life. Khamoshi (1996) by Sanjay Leela Bhansali has shown the struggle of the deaf and mute couple. It is also regarded as one of the good movie to break the stigma that disable parent can also give birth to a normal child but being deaf and mute they are dependent on their normal child. There are few movies which have characterized disabled persons as brave men. In movies like Dushman (1998), Aankhen (2002) sixth sense of the blind people has been promoted. However, Rustom Irani is of a different view on this. According to Rustom Irani, an independent film-maker, guest columnist and more than 60% disabled wheelchair user, "There are a couple of disability tropes that need to disappear from Bollywood.....Please don't enhance the other senses and skills of disabled characters to superhuman levels because they lack a particular physical ability." In mainstream cinema, the sensitization towards disabled people has been witnessed through in the recent movies. The movies like Black (2005), Taare Zameen par (2007), Guzarish (2010), Iqbal (2005), Margarita with A Straw (2014), Zubaan (2016) have been quite successful in breaking the stereotypical images of the disabled persons. Margarita with Straw is perhaps the first movie to depict sexuality and disability together and is absent of other elements like pity."We never talk about

disability and sexuality on the same page…if you took the disability out, it was still an interesting film about a young, horny, awkward teenager and a coming of age story. It's actually a romcom about love and life," says Kalki Koechlin. (Nair, 2015)

In an article published in Hindustan Times wrote about the movie- Margarita with A Straw which mentions that this movie raises one moot question: Why does the industry always portray 'disability' on the screen in a half-hearted, caricaturist manner, which invariably borders on being insensitive? Sadly, B'town's attitude towards the disabled is either stereotypical or patronizing, or they have used them as objects of pity, comic interludes, liabilities, medical aberrations, or burden etc. (Banerjee, 2015, as original)

Nagesh Kukunoor, director, has a different opinion on the issue of disability as he thinks that this disability issue should not be addressed at all. The problem arises when we try to differentiate them from the other section of the society and when we try to give special treatment to them. Movies can simply give a message which can be given even without highlighting the disability. When we watch movies like Iqbal we do not remember the character non-ability to speak and listen but his dream to achieve his goal to become cricketer(PTI, June 2016).

However, Hindi cinema storyline has been changed and disable people have been shown in positive roles in comparison to the earlier movies where the differently-abled character was used to make fun only. The movies like Black, Guzaarish, Taare Zameen Par are admired for the sensibility they have depicted through their characters. According to Mridula Murgai, a Delhi-based film blogger and the founder of a now defunct organization, movies like Taare Zameen Par Bollywood has witnessed a paradigm shift in how a director looks at disability– from the point of view of the disabled person. With such movies, directors have tried to give message that just sympathizing with the disabled person is not a solution. We need to give them love, care and need so that they are not upset with their inability to muddle through the normal world. There is also a change regarding curing the inability but today Bollywood is changing that attitude also by remaining that problem intact. Such type of treatment with the subject may hurt the sentiments of the differently-abled people because in real-life such things doesn't occur (Buncombe and Waheed, 2011).

In mainstream cinema, we have witnessed many movies based totally on the social structure and then we try to relocate ourselves in those themes. While watching those cinema, we try to find our reflection in those films. It is very much interesting to understand how disabled people relocate themselves when they watch similar characters on screen. One of the ideas of this paper is to understand the thoughts being hit when they see a disabled people on screen. It is also important to understand the way cinema deals with special abilities. It is also a pertinent question to know how many real-life heroes with disability inspired Hindi cinema to make movies. It is imperative to observe the space for disability in-between passion for Heroism and the Hindi cinema.

Methodology

The study is based on the content analysis and the interviews. Primary as well as Secondary data has been used for the study. Qualitative content analysis is conducted to understand how the idea of disability has been used by the film-makers. This helped in understanding whether the sympathy factor was dominant and to what extent Hindi movies have been successful in establishing differently-abled people as Heroes. The qualitative content analysis was helpful to investigate the passion of Hindi cinema for Heroism and the way cinema deals with special abilities with the space on screen for real-life differently-abled Heroes. Simple Random Sampling method was used to pick up the movies from Hindi language cinema because simple random sampling will allow flexibility for the inclusion of any movie in which disability has been depicted prominently.

Intensive interviews were conducted with differently-abled people and their mentors to collect qualitative data along-with the people involved in celluloid business. Differently-abled people were interviewed at a Special school 'Arushi' located at Bhopal. The school has children aged between 1 to 22 years old. Purposive sampling was used which isa deliberate selection of particular units of the universe non-randomly (Kothari, 2004). So, interviewing only those people who are differently-abled or working with differently-abled people from past few years. People with disability were given simulation by narrating stories and by showing videos so that they can share their stories with a comfort. And the interviews were more of narrative interviews, which helps people in telling story (Wengraf 2001). The interview of people working with differently-abled school was helpful in taking

insights in the life of these people as they have been observing them from past few years. Interviews of differently-abled people were significant because it helped in knowing their views on Hindi cinema and disability. Do they feel that films are sympathetic to them? Whether cinema is really helpful in connecting them with society? The interview with the people involved in celluloid business was conducted to know their stance on disability and with their views this discourse can be taken up well.

Analysis and Findings

Content analysis of the randomly selected movies in which characters with disabilities are part of central theme was carried out to investigate the passion of Hindi language cinema for Heroism and the way cinema deals with special abilities.

The movie Iqbal is the story of poor villager who wanted to be cricketer and he is deaf and dumb since childhood. Altogether, movie is motivational. The type of disability shown is the mute and deaf. The character is introduced in the movie with motivational and sad background music. It has emotional backdrop. The sympathy factor is used but it is divided into poverty and disability. The character of Iqbal is mentored by local drunkard Mohit (Naseerundin Shah). The movie didn't highlight disability much and focused more on the dream of the Iqbal. The character had the element of heroism.

The movie Black is the story of Blind, deaf and mute girl since childhood who is very aggressive in nature. The story revolves around her and the changes after the entrance of a teacher in his life. The movie is motivated with the life of Helen Keller. The drunkard teacher taught her manners and gradually words in his own way. The movie is all shot in dark or very less lighting. It is full of sentiments. The over-use of sad music, dark framing, and emotional voice generates unnecessary sympathy for the character. The

Movies	Role of the character	Type of Disability	Introduction Of Character's Disability	Impression on Audience	Appearance on the screen
(Iqbal) Starring Shreyas Talpade and Naseeruddin Shah Directed by Nagesh Kukunoor	A poor villager who wants to be a cricketer. (Fiction)	Deaf and Dumb from childhood.	Emotional backdrop with motivational and sad background music.	Motivational	Sympathy created for the person with disability but the sympathy thing was divided into his poverty and disability.
(Black) Starring Rani Mukerji and Amitabh Bachchan Directed by Sanjay Leela Bhansali	An aggressive girl who wants her teacher to learn the world. (Semi-fiction)	Blind, Deaf and Mute from childhood.	Full of Sentiments, Sad emotional Music and Dark framing.	Empathy	Unnecessary over the top Sympathy for the characters with use of sad music, dark framing, and emotional voice over.
My Name is Khan directed by Karan Johar	A story of Muslim man with Asperger's disorder and struggle for proving himself as being Muslim and not a terrorist (Fiction)	Asperger's a high-functioning form of Autism and interpreting the literal meaning of the words	Romance, sentiments, emotions	Empathy and motivational	No sympathy, dramatic plot, emotional drama and unrealistic and plot divides between the problems of an Autistic man to the religious identity of a man
(Guzarish) Starring Hrithik Roshan and Aishwarya Rai Bachchan Directed by Sanjay Leela Bhansali	A paralyzed man who is not willing to work for his own and he wish for death by law. (Fiction)	Body paralysis except head.	Sad emotional background music and huge set with dim lighting	Sympathy	Superimposed, demotivational

teacher later developed Alzheimer disease which was dramatic plot added and the whole movie is shown in sad approach.

"My Name is Khan" movie is about the high-functioning form of Autism where the affected persons faces difficulty in social interaction and interprets the literal meaning of the words said. The movie breaks the stigma of romance and disability. The movie is totally fiction. It has the elements of romance, sentiments and emotions. The movie starts with the story of Autistic man but by second half it turns into the struggle of the Muslim man to prove that he is not a terrorist post 9/11 attacks in America. The movie can be praised for showing heroic image of the protagonist for not restricting himself besides facing difficulty in interactions. The way character was portrayed is again far from reality.

Guzaarish movie is the story about a magician who got paralyzed while performing magic on stage and which gone woefully wrong. The type of disability shown is neck down quadriplegic. The movie has used sad emotional background music and huge set with dim lighting. In one part of movie the character of Ethan was shown creating laugh and life besides being paralyzed. The movie is demotivational as Ethan (Hrithik Roshan) has filed an appeal to the court for mercy killing. Then with the care and love of Sofia the idea of mercy killing disappeared from screen. He got married to her which is totally away from reality. The element of romance used in the movie and comparing it with real life of such individual makes it a utopian idea. Such approach of director makes the cinema unrealistic and disconnected for the differently-abled community.

Observation: None of the movies which have been analyzed above was based on any real-life hero except Black and that was also an inspired story not a biopic. The filmmakers used disability according to their convenience and doesn't depict reality. For example, the marriage of quadriplegic may be a Utopian idea only and not possible in real-life. The disability is used with the same elements (Drama, emotions, sympathy and romance) of Hindi cinema.

Interviews

While interviewing Salim Ahmed, Speech therapist, reveals the communication pattern and in what terms disable students are exposed to media. He expressed that, students who are old in this school like to share their daily routine. On how media interfere in their life he opined that the hearing-impaired students like to watch colorful things on screen. Few of these students like to watch Action films because they can easily understand what is happening on-screen. Few of the students like to watch dancing and singing videos. The interest in movies also depends upon the type of disability they face. Students feel more connected when they watch any disable character in films. He says, "After watching Barfi movie, I observed students sharing it with their friends about the character. A student said that he (Ranbir Kapoor) is same as us in their own language to each other. While watching them, they feel motivated and they think that they can do the same as the character is doing in the film."

Arshad Pathan, Special Educator (along-with providing therapy to the students) shares that students here are very much interested in watching T.V. because they like to watch cartoons, animals on discovery channel, movies. They prefer to watch loud music, dance, actions in the movies. We also treat them with ICT, Applications, Videos, etc., so we understand, what they want to watch and what not. On the role of Cinema, he expressed that Cinema is more helpful to inspire them rather than others and helps them to set up goals. They copy the things by watching the videos like, dance, painting, singing, etc., so it's better to show them inspirational and motivational movies as well as support them to achieve their goals. However, people meet them with two reasons one is sympathy and other is hate, and movies are made as per interest of public. No one will go to watch simple documentary film without sympathy and drama. In real life, they don't need sympathy they are able to learn and do the things by their own.

Kamal Bhamore, Visually-impaired (Supportive Staff) at 'Arushi' shares that when he was 2 years old he got this disability.I like watching (read listening- because he is visually impaired) movies.There are many beautiful films, but specifically I like those movies, which is based on social issues, environment problems, and issues of disability, like Barfi. But, contemporary movies don't inspire me.There are many real-life heroes with disability who have become the Reserve bank counselor, IAS officers, etc. They should be the examples. If movies will be based on their lives then yes, these types of movies will definitely motivate us and will help in changing society's thinking. I don't think there is any need of sympathy, we need help, not sympathy.

Sufiya Khan, Receptionist cum consultant was born with a hump and her parents didn't realize it until doctor acknowledged it. She thinks one should watch every movie and prefers watching movies on disability issues, like barfi, black, etc. these movies help society to know the struggles of the disable people life. She says, "My Name is

Khan' is the movie which I liked most after 'Barfi'.In that movie Shahrukh wants to do something for his community, he started living life like others and he married with a girl (normal), but still society wants to keep him out of the community and they succeed. He has the authority to explain the things this is what I liked most, everyone has right to speak and society has to listen whether it is normal person or disable person. Whenever I see such type of character on screen as well as in sports I compare myself with them and follow on what they are doing, and how they are doing, but sometimes some scenes are not possible in real life like a handicapped person can able to walk after watching someone or by giving just shock treatment this is not possible. And the sympathy factor shown in movies is something inspired from the society because it happens in our society and cinema is influenced from our society only."

Observation: Movies are actually part of their life. They perceive characters of the films according to their level of understanding. They try to relate characters with their life. Cinema is something they use for their entertainment. The on-screen heroes inspire them and the stories of achievements of real life heroes are used to motivate them. It has also been observed that society and even parents treat them differently.Showcasing sympathy and making fun of disability is something which happens in our society and cinema seems influenced from it.Cinema seems capitalizing the idea of disability. Cinema is forced to add sympathy factors in their movies because it will help them in earning money. Contemporary cinema does not inspire them much. Differently-abled people who have actually achieved something are not known to them. May be the less coverage by media or absence from cinema of these real-life heroes has not given a room to popularize these personalities.While listening the story of real life heroes with disability, they admitted that if such things are picturizing on-screen then they will be more inspired and more connected.

Jasbir Bhatti, director of movies (Bhauri and UVA) with the experience of 17 years in TV (15-16 serials) sharing his views on disability and cinema said that it is our normal tendency to judge differently-abled as insane. We treat them as helpless and try to help in weird ways like offering money and just try to show sympathy. The problem is that we do not accept them as they are. They are talented like us but we degrade and discriminate with them. And one of the reasons maybe we consider ourselves more capable. Problem with cinema is that we do not touch

these issues even if we touch we try to touch it with artistic way and audiences in India are not matching up with this type of cinema. He agrees that cinema is also responsible but Cinema is considered as the reflection of society and filmmakers fantasies those ideas inspired from society. Here, both cinema and society becomes responsible. Real life heroes with disability can really be inspiring story and such subject should be taken up for filmmaking. Even Filmmakers are not aware about such personalities and they need to research and document. Such movies will help in increasing acceptance and acceptance is the most important aspect required today in the discourse of disability and cinema.

Conclusion

The above findings have led to the following conclusions:

- There are no movies in mainstream cinema as such depicting the story of real-life heroes with disability.

- The idea of miracle used by filmmakers is not acceptable by the disabled people as it doesn't happen in real-life. Such movies add woes to their social life.

- Sympathy is a common factor used in Hindi movies based on disability.

- The filmmakers use disability as per their convenience and keeps the storyline away from reality.

- The use of sympathy in movies is discarded by the differently-abled people.

- The impression of disability is described by non-disabled people which is one of reasons not having a justified story-depiction.

- The idea of biopics is a welcoming idea by disabled people.

- Showcasing sympathy and making fun of disability is something which happens in our society and cinema seems influenced from it and here cinema seems capitalizing the idea of disability.

- Differently-abled community have role-models only the normal and renowned personalities. The idea is fine but they are not familiar to the real-life heroes with disability which restrict them becoming the role model unlike non-disabled people. Cinema can play an important role here.

- The movies on real-life heroes with disability will help in increasing acceptability in society.

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Discrimination in the Media's Content towards Specially Challenged Population: A Case Study

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ABSTRACT

Disability issues are few of the least covered issues in Indian Media. However, it is the most vital area which should be covered, as more than 2.21% of Indian populations are differently abled (Census of India, 2011) more than the total population of several countries. Disability discrimination is visible not only in routine news coverage but it can also be easily seen in all sort of places and organizations (Barber, 2014). It was a shocking fact that there were no rights holding broadcaster in India for the last Paralympics Games coverage. On the other hand, the coverage of Olympics 2016 and the heroic image created by Indian media of the Olympic winners clearly forms a wide gap between differently-abled and abled people. People with disabilities have undergone lack of representation in news. This paper will focus on the coverage given by media to the issues of disability. The paper is a comparative analysis of media coverage by Indian Media of the ''Rio Paralympics games, 2016'' and "Rio Olympics, 2016', it examines the different treatment these games faced in the past media reportages. This research might help 'Department of Empowerment of Persons with Disabilities', Government of India, in framing better policies for the betterment of those players; will help the media organizations in framing strategies for better representation of the population..

Keywords: Indian Journalism, Education, Equality, Accessibility, Equity, Disability discrimination.

Introduction:

Disability discrimination is where organizations treat a qualified individual/aspirant/applicant unfavorably because she/he has a disability (Stone & Colella, 1996).Gerard Goggin and Christopher Newell did a thorough study on media coverage of Sydney Olympics & Paralympics in 2000. They found that Australian media did not give the proper coverage to Paralympics games which is especially for differently able people, although during the Olympics games Australian newspapers were not only full of its coverage they were also publishing 18 to 20 pages supplement pull out for these games (Goggin & Newell, 2000). Prior to this study, only very few studies were done on this subject, one of them was done by Schell and Duncane in 1999 which focused mainly on American television coverage of 1996 Atlanta Paralympics, where they did the content analysis of the broadcast, and found how negative stereotypes were formed against the Paralympic athletes and they were discriminated not only in

the volume of coverage but also in terms of quality (Schell and Duncane, 1999). Both the studies describe the discriminations against Paralympics in different corners of the world. After 17 years of these studies, the world has changed rapidly, in terms of both technological as well as socio-economic point of you, but neither the psyche nor the discriminations have changed against the Paralympic Games and the Paralympic athletes. The Internet has changed the whole scenario of content creation, distribution, andintake, but the situation and vision of Media towards the differently abled people still remain the consistently same. According to 2011 Census of India, more than 2.21% populations is differently abled (Census of India, 2011), but the representation of differently abled people in government and private organizations is largely insignificant. Media is also a part of these organizations and the discrimination with differently abled people is visible in this society too, discrimination is there not only in the terms of employment but also while representation in media coverage.

Nowadays as technology has changed the life of every person in our society, including the people with disabilities are also benefited. Many success stories of differently abled people (like Oscar Pistorius) are heard through different mediums (Burkett, McNamee, &Potthast, 2011). Media can play an important role to aware the people with these latest technologies through different stories, which are mainly ignored by the market-driven media. The absence of media coverage given to

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differently-abled people from is a major socio-cultural lacuna in the minds of not only the media personnel's but in the psyche of society as a whole and requires a detail study and research for finding the causes and cure.

Olympics & Paralympics 2016 games were organized in Rio, Brazil, where India got four Medals in Paralympics while fetched only two medals in the Olympics (Indian Express, 2016). According to which, Paralympics Games should have had more media coverage in media than the Olympic Games, but the reality is harsher than our imagination. In spite of the better performance Paralympics players were not only under displayed by the media but also by the government. This discrimination by the media and the government organizations has to lead us to do this study. In this study, we will try to see the media coverage, the portrayal of Olympics and Paralympics in Indian media and how the government is pursuing towards it. The introduction is followed by a very brief history of the Paralympics, which is followed by the research methodology followed used in this paper and the findings and analysis, this study has been concluded with the conclusions of the study and the policies recommended in the concern. In the end, the researchers have also included the Appendix, representing the detailed records of the content analysis.

Paralympics games were initially started for the Second World War veterans and civilians who had been injured at war, held at London on 29 July 1948, where 16 injured service personnel's took part in the archery (IPC, 1960). But at that time these games were organized under Olympics games only. Later in 1960 these games were separated from the Olympics and were named Paralympics, where almost 400 athletes from 23 countries participated in Rome Paralympics. Since then this sports festival is organized every fourth year in different cities. From 1988 these games are organized in the same cities where Olympics are held in that year, this was the first breakthrough of Paralympics because these games started attracting international media attention (Hughes, 1999).

Methodology

This study was mainly exploratory in nature, initial views were gathered through various secondary sources like newspaper articles, research papers, interviews and official reports by sports authorities and various governing bodies. For analysis mainly the quantitative content analysis technique is used.

For the Comparative content analysis in this study, the researchers have chosen 'Dainik Jagran Newspaper, National Edition' as it has found to have the maximum Readership and is the most circulated newspaper in India (Jagran Prakashan Limited, 2016), and the content is analyzed during the period while these games were running. Researchers also interviewed five industry experts, where one among them had aphysical disability in walking. All of them had more than ten years of experience each in print media, for gaining better insights about the topic. Researchers have taken the help of Microsoft Excel for the statistical analysis part.

Findings and Analysis

The analysis is done by using the Quantitative content analysis of the Newspaper content of Dainik Jagran, during the Olympic and Paralympic games, 2016. Olympics analysis covered 19 days i.e. 17 days during the Olympics games from Aug, 3, 2016 to Aug, 21, 2016 and additional two days i.e. Aug, 22, 2016 and Aug, 23, 2016 and Paralympics analysis covered 12 days i.e. 10 days during the Paralympic games from Sep, 7, 2016 to Sep, 18, 2016 and additional two days i.e. Sep, 19, 2016 and Sep, 20, 2016. Additional two days are taken to cover the time lag of seven and half hour between Rio, Brazil, and India, plus to cover the limitations of time cycles in print media.

In the analysis, it was found that Olympics media coverage was much higher than the Paralympics

that 15.3% of the world's population deals with a disability of one kind or the other, but in India

Table 1: Comparative Analysis of Media Coverage of Olympics and Paralympics by 'DainikJagran National Newspaper' as done through content analysis. (Source- Primary data collected through Content Analysis)

	Olympics			Paralympics			Amount by which A_O is higher than An (in %)
	Total (t_O)	Average (A_O)	Maximum (M_O)	Total (t_P)	Average (A_P)	Maximum (M_P)	
Stories on first Page	21	1.17	2	2	0.14	1	736
Stories	217	11.42	18	19	1.35	4	746
Colum	393	20.68	29	60	4.28	17	383
Number of Images	211	11.1	18	19	1.35	3	722
Size of Images Used	258	13.57	22	28	2	7	579

Note: Detailed report of the above-mentioned study is mentioned in Appendix-1 and 2

coverage, in all the parameters studied i.e. stories on the first Page, total Stories, number of columns, number of images, size of images used etc. and in all the factors Olympic coverage was 383% to 746% more than the Paralympic coverage. The media is currently working just like an entertainer, which, provides news as per the interest areas of its major readers. This could be the major reason for the difference in the coverage of the Olympics and Paralympics. Secondly, people working in these institutions are generally not disabled. The representation of disabled people is negligible in those news organizations. And the normal employees cannot understand or empathize with the disabled population. This is what happened with Paralympic, coverage of these games was done by those who neither had an interest in those games nor did they understood the struggle beneath those achievements. This biases appears in their journalism. Disabled people have no contribution in the entire process of writing news stories. For this reason, they did not get the space they deserved even after unmatchable achievements.

During the study researchers also found that this representation is not only there in the media but also in the calculation of their number, India reports lower instances of disability than most of other places in the world. According to World Health Organization (WHO) report in 2011, (Mampatta, 2015, September 16), it was estimated

this figure lies at 2.21% (Kaipa & Shenoy, 2012, September 10). which clearly shows the lower representation or calculation of their number, which could be due to weak policies, or due to lower awareness among people towards various kinds of disabilities or may just because of consented ignorance. But in spite of such lower estimations, India houses the largest population of differently abled people, making it even more important to raise their voices.

To validate the study and to increase its generalizability internationally we studied the US media as well through literature, in the USA, NBC had 5.5 hours of London Paralympics coverage in 2012 and of 66 hours in Rio Paralympics, 2016. It is a great improvement of 1100 %, but astonishingly for Rio Olympics, 2016 their coverage was 6,755hours, i.e. 10,134 % more than the Paralympics of the same year and venue (NBC Olympics, 2016; Gold & Gold, 2010; Heller, 2016, September 26; Duncanwood, 2013, September 24; Hill, 2016, August 5.)

Views of the experts

In spite of Prime Minister Narendra Modi's suggesting the term "divyaang" instead of the usual "viklaang", despite of India being the nation where maximum laws are framed for the protection of disabled population, still the conditions of them are not being able to improve because for it, not the laws are

needed to be changed but the mindset of the people. Media is just the reflection of the society, consisting of the people from the same society; they don't think differently, they think, cover and show what the society wants to see. People in Journalism should be provided with sensitivity training as provided in the departments like human resource management, to make them compassionate towards that section of the society. You don't need a study to explore it or measure the discrimination, it is the bitter truth. Only the change in the mindset of people can change it. In fact, this change can even give public relation boost to the media house doing this.

Conclusion and Policy Implications

Although the government of India has taken major steps to improve the life of differently abled people, the study shows that these efforts are not sufficient enough. In India, media is known as the fourth pillar because of its role in strengthening the Indian democratic setup. It helps in raising the voice of Indian people and on another hand, the government uses the media to informand educate the public of their policies and decisions. So it is even more important in a democratic country that media should be unbiased and cater the issues of all the sections of the society. It should be fair in its reporting because its coverage impacts the society as a whole, influencing the perceptions, attitudes, and values of everyone. In fact, only the media alone can also can't make the difference as media shows what people want or pay to see. This study shows the biases of media towards differently abled people. Keeping this study in mind the researchers recommend the people and government to show empathy towards the differently abled population, who against all odds try to show their part, and not only in games but also in public utilities, education, health sector, business organizations etc., although this Indian Government announced to award same amount of money to the winners, but still the biases can be seen while distributing Khel Ratna awards where Paralympians don't even qualify for it. The government should not only reserve Jobs for differently abled people but also work on their skill development. Jobs should also be reserved in Media houses so that the players can be empathized from within the media houses. Public broadcasters of India like Doordarshan and Akashvani should provide proper coverage of Paralympics games. And the awards should be given to the media houses which gives the best coverage to every section of the society. Khel Ratna should be awarded to Paralympic players also. The budget of Paralympics games should be

increased as their needs are in fact more than the Olympic players. Most importantly it would be good for any media house from public relation point of view. And researchers recommend the government to find the discrepancy between India's 2.21% disabled population and world's 15.3% population.

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Appendix:

1.1 Media coverage of Olympics 'Dainik Jagran National Newspaper' as done through content analysis.

Olympics	05-Aug-16	06-Aug-16	07-Aug-16	08-Aug-16	09-Aug-16	10-Aug-16	11-Aug-16	12-Aug-16	13-Aug	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug
Stories on first Page	1	1	1	1	2	1	1		1	1	0	1	2	1	2	2	1	1	1
Stories	13	8	14	18	18	9	15	11	11	11	11	12	11	12	9	11	9	8	6
Coloum	19	14	19	24	28	18	25	19	26	20	21	24	29	26	24	14	20	17	6
Number of Images	15	5	8	10	9	4	8	6	11	11	10	16	17	13	16	14	9	11	18
Size of Images Used	17	7	15	12	16	7	11	10	12	12	14	21	18	14	13	16	10	11	22

1.2 Media coverage of Paralympics by 'Dainik Jagran National Newspaper' as done through content analysis.

Paralympics	07-Sep	08-Sep	09-Sep	10-Sep	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep
Stories on first Page	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Stories	0	0	2	1	2	2	1	1	4	2	1	2	1	0
Coloum	0	0	5	3	10	4	6	5	17	2	1	3	4	0
Number of Images	0	0	3	2	3	3	1	1	3	1	0	1	1	0
Size of Images Used	0	0	7	2	3	4	1	2	5	1	0	2	1	0

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Sanitation and Hygiene, Habits of Rural women in Rajasthan: A Study of Women of Tehsil Phagi, District Jaipur

Vanshika Bhatia* and Dr. Garima Shrivastava**

ABSTRACT

'Sanitation is more important than political independence'

Gandhi ji.

A bad condition of sanitation is evident in our country to work in the direction to become a developed country. With the aim to address the problem Government of India launched 'Swachch Bharat Abhiyan' on 2nd October, 2014 on the occasion of birth anniversary of Mahatma Gandhi. This mission is working in two divisions 'Sawchch Bharat Abhiyan (Urban)' and 'Swachch Bharat Abhiyan (Gramin)'. Swachch Bharat Abhiyan (Gramin) has been initiated by the Ministry of Drinking Water and Sanitation (MDWS) for rural India. The main objective of this movement is to provide adequate sanitation and remove the problem of open defecation by 2019.Washing hands with soap could significantly reduce water borne diseases. Another campaign which is running under the banner of Swachch Bharat Mission is Swachch Bharat: SwachchVidyalaya. The drive aims to make a noticeable effect on the health and hygiene of children through improving their health and hygiene practices. It is also expected to improve hygiene habits of their family by improving children hygiene habits because children become change agents at home. Sanitation practices at home are largely depends upon the woman of the house.

The paper aims to present a study conducted at villages of Tehsil Phagi, District Jaipur, Rajasthan. The study aims to find out the level of awareness towards sanitation and hygiene in rural women of Rajasthan.

Key word: Sanitation, Hygiene, Rural Women, Swachch Bharat Abhiyan.

Introduction

Mahatma Gandhi in a 1937 edition of 'Harijan', a weekly publication, edited by Gandhi Ji in response of query made by a villager about an 'Ideal Village' wrote

"An ideal village will be so constructed as to lend itself to perfect sanitation….The very first problem the village worker will solve is its sanitation."

Development and growth of a country is measured on many Parameters including GDP, HDI, Literacy rate, per capita income, infrastructure etc. growth in GDP and HDI can easily be seen by the condition of bathrooms. It is also said that if clean bathrooms are available to everyone in a country, the country is developed.

A bad condition of sanitation is evident in our country to work in the direction to become a developed country Government of India

announced 'Swachch Bharat Mission' on 2nd October, 2014 on the occasion of birth anniversary of Mahatma Gandhi.

The President of IndiaPranabMukhrjeeaddressed Joint Session of Parliament on 9th June 2014 and shared the vision of government of India regarding '**Swachch Bharat Mission**'

"We must not tolerate the indignity of homes without toilets and public spaces littered with garbage. For ensuring hygiene, waste management and sanitation across the nation, a "Swachch Bharat Mission" will be launched. This will be our tribute to Mahatma Gandhi on his 150th birth anniversary to be celebrated in the year 2019" as per the guideline of Swachch Bharat Mission

Swachch Bharat Abhiyan (Gramin) has been instigated by the Ministry of Drinking Water and Sanitation (MDWS) for rural India. In this drive the Prime Minister also invited people to awake the sense of responsibility towards the cleanliness of nation. The main aim of this movement is to provide adequate sanitation and eliminate the problem of open defecation by 2019. These are major challenges because of different socio-cultural and economic conditions. In SBM (G) mission MDWS targeted to guarantee that all the

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families of rural India have access to toilets. For the purpose different designs of toilets are available like Twin Pit, Septic Tank and many others, these toilets design are made according to the various hydro geological conditions and under the SBM (G) ministry MDSW is providing incentives of Rupees 12000 to each household to construct toilet. This incentive is available for all BPL households, SCs/STs, Small and marginal farmers, landless labourers, physically challenged people and women headed households. As per the guidelines of Swachch Bharat Mission (Gramin)

Research conducted by WHO (World Health Organization) points out that one of ten child deaths is caused by diarrhea and respiratory infection. Many of these early age death could be stopped with adequate sanitation practices. Washing hands with soap could significantly reduce diarrhea and respiratory infections. Improved health and productivity is directly related to good Sanitation condition, 80% of sickness in rural area are water borne illness.

Another campaign which is running under the banner of Swachch Bharat Mission is Swachch Bharat: SwachchVidyalaya. The vital feature of this drive is to ensure that all school in India have group of necessary intervention as safe drinking water, sanitation and hygiene facilities for the usage of children and teachers. Well maintained water, sanitation and hygiene in schools denotes to a group components that are essential to produce a fit school environment and to support and develop suitable health and hygiene behaviours. In this drive MDWS is ensuring that the following component should be available in school.

- Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals. There should be one unit for every 40 students.
- Plenty amenities for washing hands in groups which embrace 10-12 students for hand washing at the same time. The hand washing place should be of simple technique, workable and trusting on usage of minimum water. These hand washing amenities can be produced by utilizing local materials. Hand wash with soap in group sessions are performed before the mid-day meals are served, and are directed by teachers, who stress on good hand washing methods. The sessions of hand washing are used as a chance for conveying hygiene messages, particularly the message that hands should be washed at two critical times: before eating

and after using the toilet. According to the Clean India: Clean School Handbook.

In this drive MDWS organizes activities that promote and practice the hygiene and sanitation among children that help to prevent diseases.

The drive aims to make a noticeable effect on the health and hygiene of children through improving their health and hygiene practices. It is also expected to improve hygiene habits of their family by improving children hygiene habits because children become change agent at home. Sanitation practices at home are largely depends upon the women of house. To ensure healthy hygiene practices at every household, it is mandatory to educate the women of house as literary rate of women in India is very low 65.46% according to census 2011.

Illiterate and uneducated women are suppressed at their home and outside also. They hardly have any voice to raise. Resultantly there is no enthusiasm to educate girl child in the family. Therefore it will be interesting to investigate the role of Swachch Bharat Mission (gramin) in improving basic sanitation and hygine condition in rural India.

Review of Literature

UNICEF (2004) conducted a pilot a study in the year 2001, in their research their study area is the states of Rajasthan, Madhya Pradesh, Andhra Pradesh, Uttar Pradesh , Orissa and West Bengal are determined sanitation indicators like: use of toiletes by families and accessibility of toilettes in schools and established hygiene practices at both household and community levels. UNICEF points out that lack of subsidy for houses to build toilets need not be observed at as a restrictive factor. It was found in a research area that majority of the students had no access to school toilets. It was fingered that a separate emphasis should be given on making school toilets accessible to school children and at the similar time, attention should be given on the necessity of safe water using methods and the need of disposing children's excreta away from habitation, so that they do not give contribution in spreading diseases. The research additionally recommends that for appropriate cleaning, the requirement of washing hands with soap or fresh cinders should be given utmost priority.Special attention needs to be paid to washing: before cooking or serving food, before eating or feeding child, and after defecation.

Biran, Schmidt, Wright, Jones, Seshadri, Isaac, Nathan, Hall, McKenna, Granger, Bidinger and Curtis (2009) explore in their research article that,

though the campaign of soap promotion and hygiene education assessed in this research was appropriate for application on a large scale, the recent matter of the campaign was not effective in getting changes in hand wash practices in short time. Still, their outcomes are giving few signals suggesting that the campaign will amplifies the use of soap, and do not eliminate the fact that this campaign has brought change in knowledge and social norms of their respondent, which may arise the grounds for behaviour change in the longer term.

Khurana and Mahapatra (2009) of WaterAid India in their study "Right to Water and Sanitation", observe the current situation of drinking water and sanitation in India and perceiving the problem of water and sanitation as a necessary right for everyone, it is important to assurance the endowment of these basic amenities for the major population of the country. They also point out that there is a requirement to recognize how the current laws and regulations can enforce the right to safe water and sanitation.

Barnard, Routray, Majorin, Peltez, Boisson, Sinha and Clasen (2013) points out in their study that if the level of coverage of latrine and its use increases, it directly affects the health of populace in positive manner. They also say that 'Indian Total Sanitation Campaign' on toilet coverage and use is partially successful in their research area; half of the villages have 80% coverage of toilets but these toilets are in question because of it building quality and long term strength of these toilets. There are some positive proofs of a relationship between toilet building and secondary education of the female head of families.

According to their research 39% of toilets are not being used by any family member and 8% respondent are not using these toilet regularly. They also say that TSC is not succeeded in significant reduction of open defecation in their research area and it is difficult to find weather these campaigns are putting any effect on health or not because if few individuals are practicing open defecation, there is always risk for people getting ill.

Method

Objectives

- To explore the level of awareness towards sanitation in the villages of Phagi tehsil, district Jaipur.
- To investigate the relationship of women education with sanitation and hygiene habits in rural India.

- To find out the significance of income of family on sanitation and hygiene habits in rural India.
- To study the role of Swachch Bharat Mission (gramin) in improving basic sanitation and hygiene conditions in rural India.

Demography

The area which is taken for research includes the whole population of 5 villages comes under Phagi Tehsil namely– Datuli, Bhojpura, Mohanpura, Devnagar and Ladana.

Since the area of study is massive, random sampling method has been chosen for selection of the representative number of respondents from the universe.100 respondents have been taken for the proposed research. Approximately 20 women are chosen from each village.Datuli and other villages of Phagi do not have access to railways though a railway track passes by the villages but there is no railway station.One has to travel by road to reach these villages. Study area is taken from Phagi Tehsil of Jaipur District. According to census 2011, Phagi consist of 169 villages with a geographical area covering1,114.308 square kmand total population of Phagi is1,61,610 out of which 52.33% males and 47.67% females. There are 185 primary schools, 6 primary health centers, 25 post offices in the tehsil. The area is well connected through buses, vans and tempos. Private jeeps are also available to travel in these villages.

Data Collection

A schedule was prepared to collect the primary data. It has been administered in the villages taken under study. Researcher stayed at the research area for 15 days to meet the respondents and fill the schedules. During meetings observation and informal interviews were also recorded to enrich and support the data collected through schedules.

Data Analysis

Collected data was processed by creating log sheets and analyzed using statistical analysis software SPSS. Data have been analyzed in the form of tables and finally represented graphically.

The illustration is dealing with the population distribution in the research area of this study, maximum number of respondents that is 33% come from village Ladana which is the biggest village of Phagi Tehsil. Datuli, Devnager and Mohanpura contributed 20%, 19% and 16% of respondents and rest 12% respondents were taken from Bhojpura village.
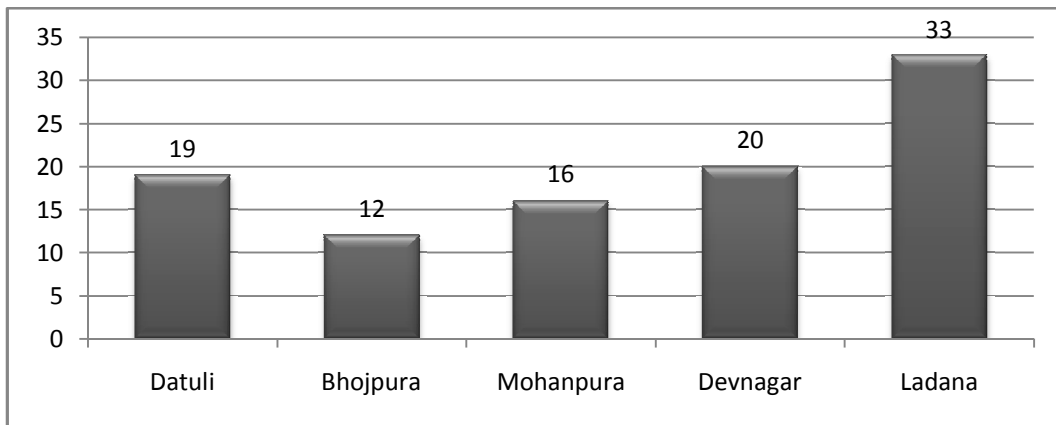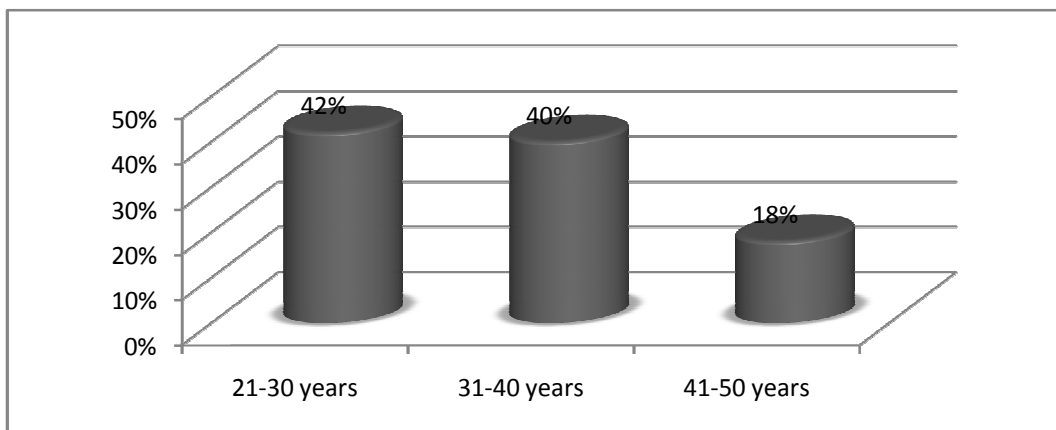
Figure 1: Population distribution of research area

Figure 2 **Distribution of sample according to age**

In this study age is taken as a significant variable which affects the insight or approach of the respondents. Researcher had attempted to take almost equal number of ladies in all the age groups. In age group of 41-50 years 18% of the respondents are taken because less number of women of 41-50 years age group is available in these villages. It is assumed that the difference in age may leads to consistent distinction in their perception of the problems. It is mentioned that 42% of the respondents are of the age group 21-30 years, whereas 40 % are of 31-40 years.

Education play a very crucial role in individual's life, educational status leads to variance in perception. In above table it is evident that 14% of
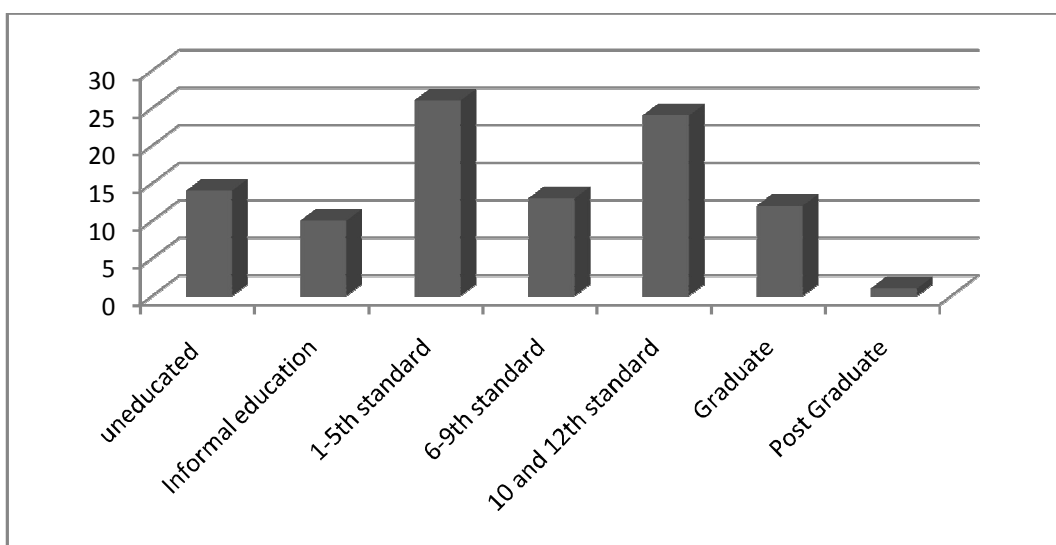
Figure 3: Population distribution according to educational status

the respondents are uneducated and maximum number of respondent i.e. 26% studied till 5th grade only, whereas 24% respondents passed secondary and higher secondary classes.
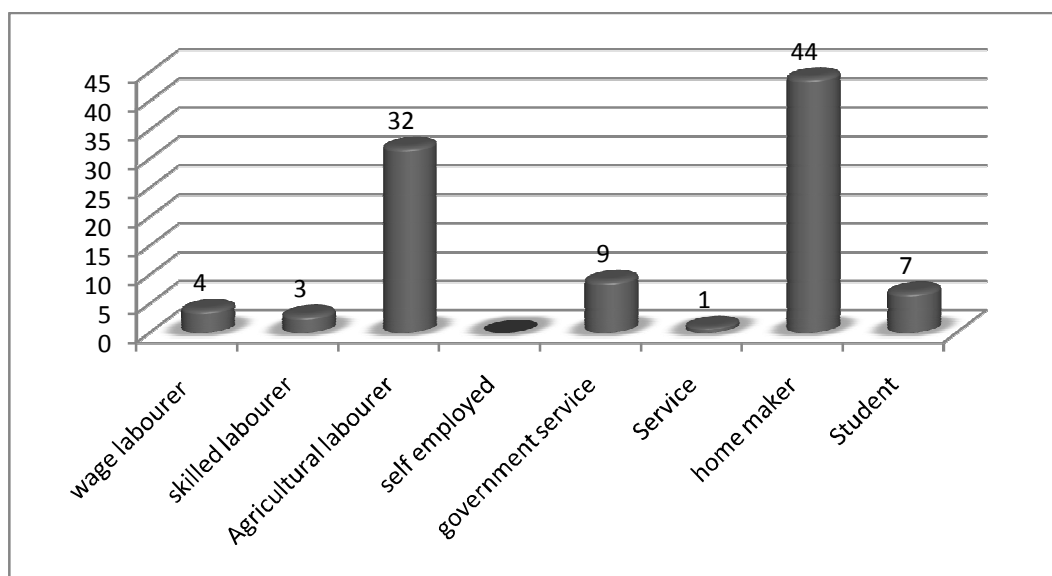

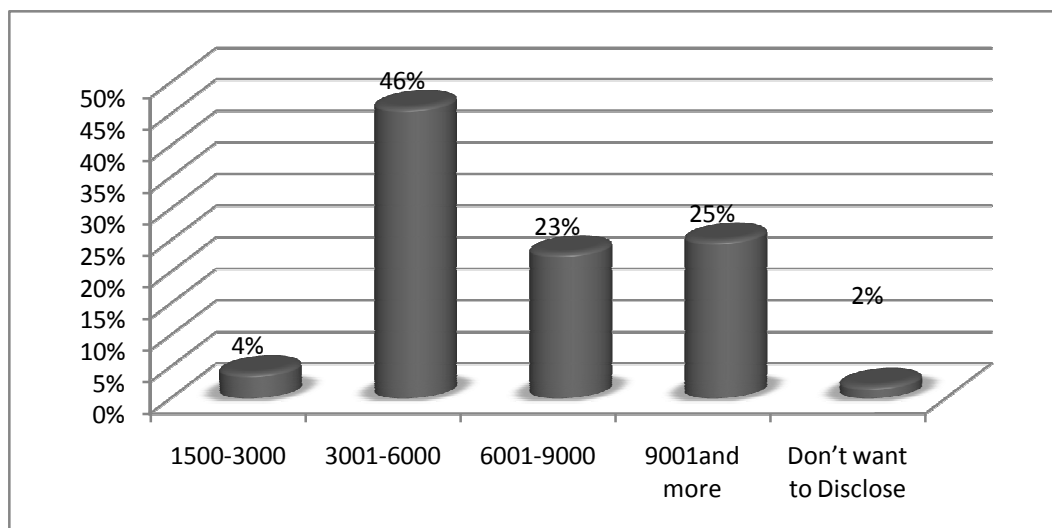**Figure 4: Population distribution according to occupation**

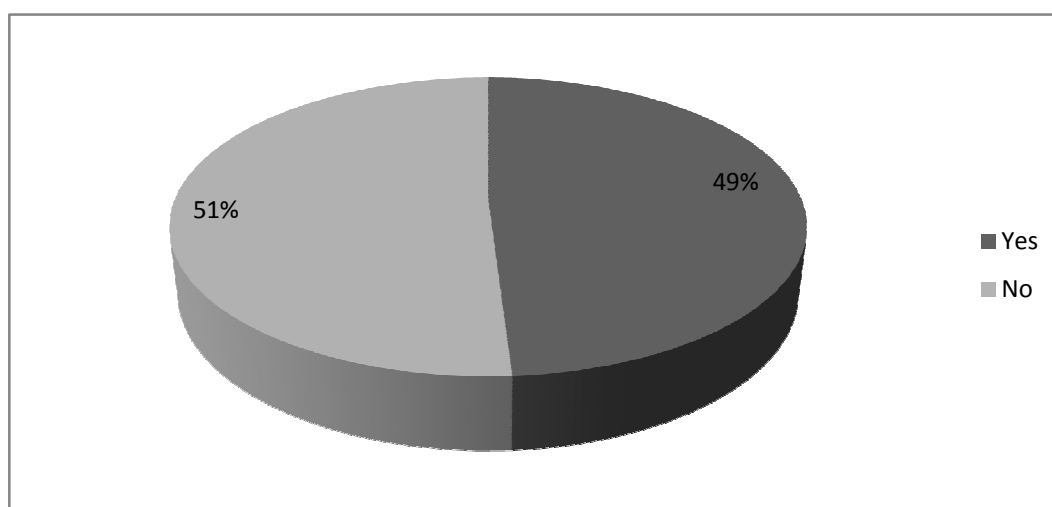**Figure 5: Distribution of population according to theirfamilyincome.**

Figure 6 Distribution of population according to toilet availability in family.

Agriculture is the key source of income of the 32% of women in Phagi, maximum number that is 44% respondents are homemakers. 9% of respondent are employed in Government services.

Income can be a deciding factor in constructing sanitary habits, 46% of respondents come under the income group of 3000-6000 monthly and family income of 25% of the respondents is more than 9000 rupees per month. 2% of respondents did not want to disclose their family income.

According to data collected 49% of respondents have toilets at their home.
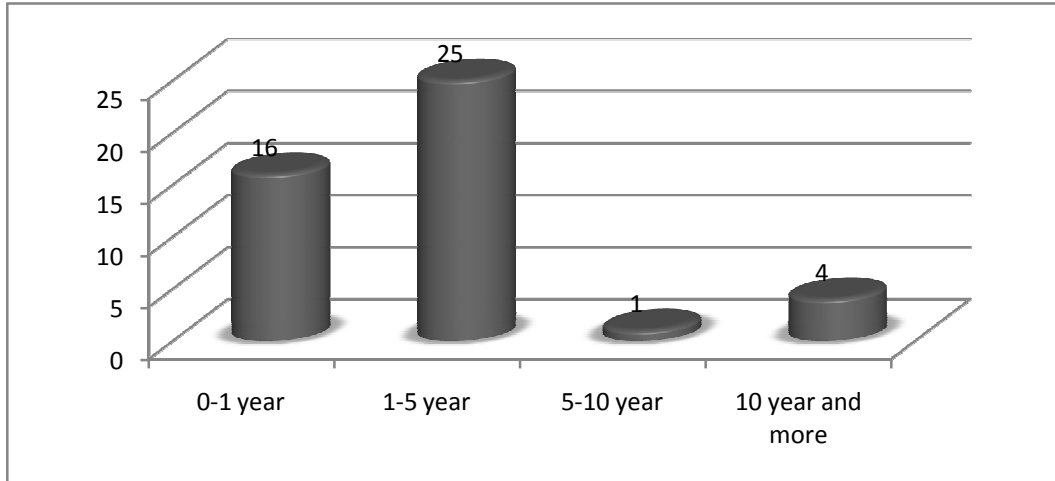

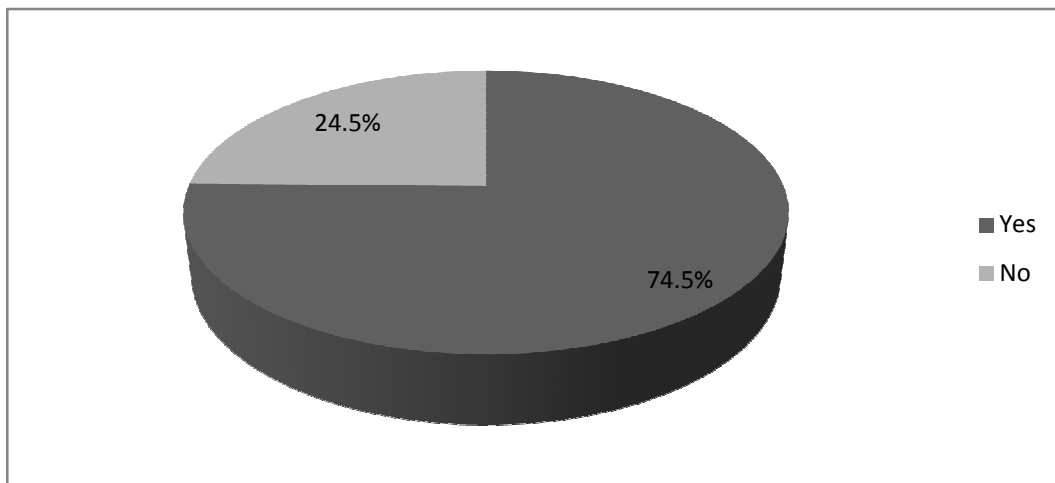**Figure 7Distribution of population according to years of toilet availability**

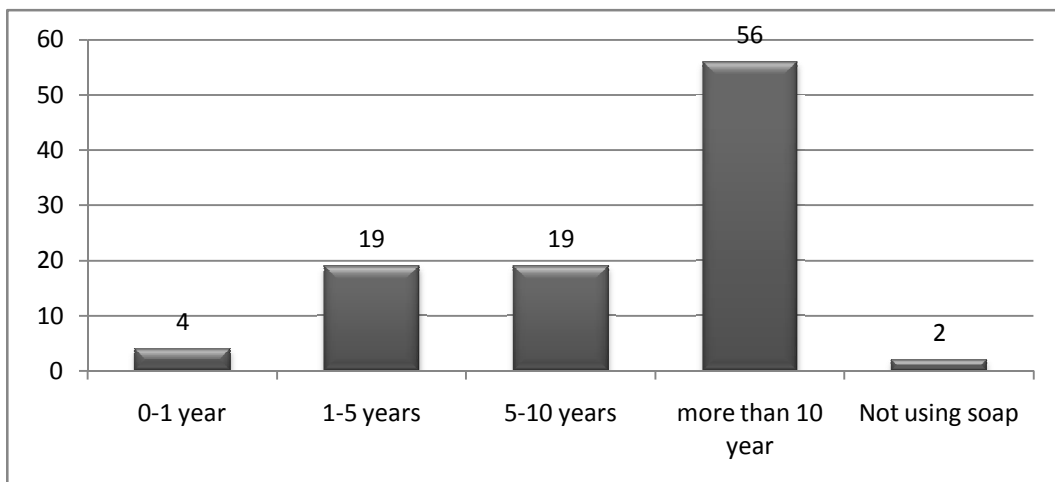**Figure 8: Population distribution according to soap using habits**

Figure9: Distribution of population according to years of using soaps

In this pictorial illustration only those respondents are taken who have toilets in their house. In Swachh Bharat Mission (Gramin) Ministry is providing Rupees 12,000 as a financial help to families for constructing toilets. It is observed that 35% of house hold that had toilets were constructed during the period of 0-1 year and 54% toilets were built in period of 1-5 years. During the research it has been observed that 11% of households do not have water facility in their latrines.

Soap is a necessary FMCG product to maintain cleanliness; it helps to provide better hygiene practices. 98% of respondents are using soap in

respondent started in the period of 0-1 year. 2% of respondents are not using soaps at all.

Above graphical illustration is screening the brands which are being used by rural consumer. 41% of consumers in villages of Phagi Tehsil are buying Oswal and Lifebuy is the second most popular soap in rural consumers which is bought by 38% respondent.

According to the study of WHO (World Health Organization), one of ten child deaths is trailed by diarrhea and respiratory infection. These early ages demise could be stopped with ample sanitation; Washing Hand with soap could
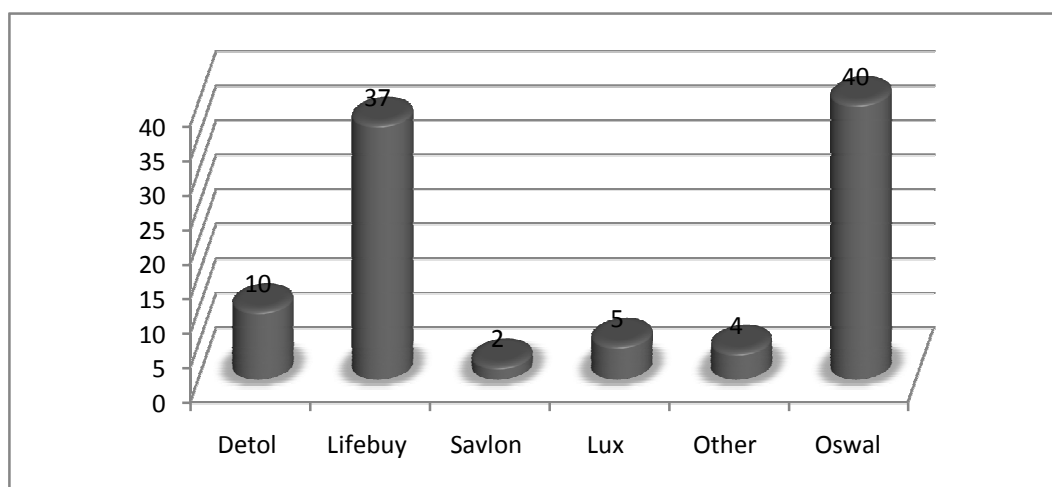

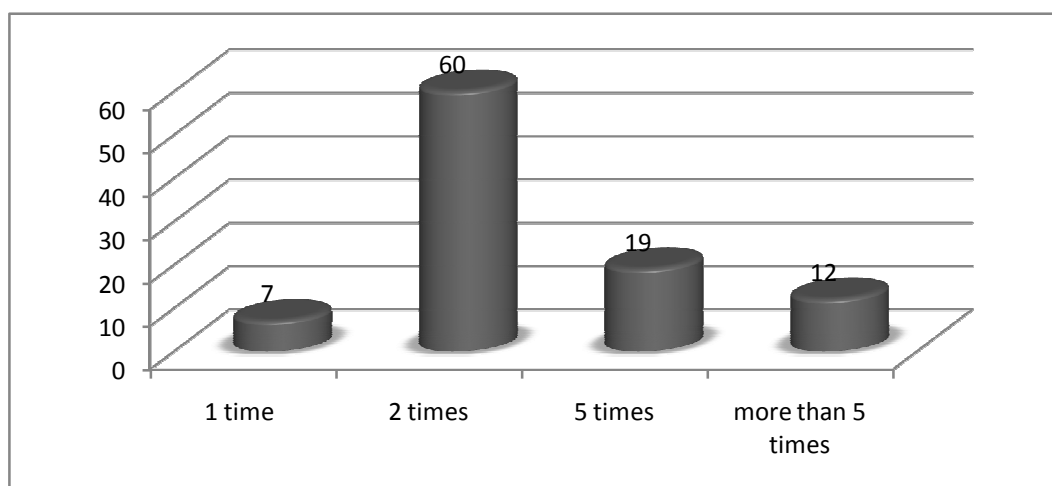**Figure10: Distribution of population according to soap brand**

Figure 11: Population distribution according to frequency of hand wash

their homes. Among respondents who are using soap in their home 24.5% are not using separate soap bars for washing hand and bathing.

It is noted from above graph that 19 % respondent are using soap from 1-5 years. 56%of respondent are using soaps from more than 10 years. 19% women are using soap from 5-10 years and 4%

significantly minimize diarrhea and respiratory infections. According to the data 61% of folks wash their hand only two times with soap which is very low and only 12 % of people wash their hand more than 5 times. It is also found that 34% of respondent also using soil for washing their hands.

Family Income	Toilet Availability		Percentage of people have toilets
	Yes	No	
1500-3000	2	2	50%
3001-6000	19	27	41.3%
6001-9000	20	3	87%
9001& more	8	17	32%
Don't want to disclose income	0	2	0%

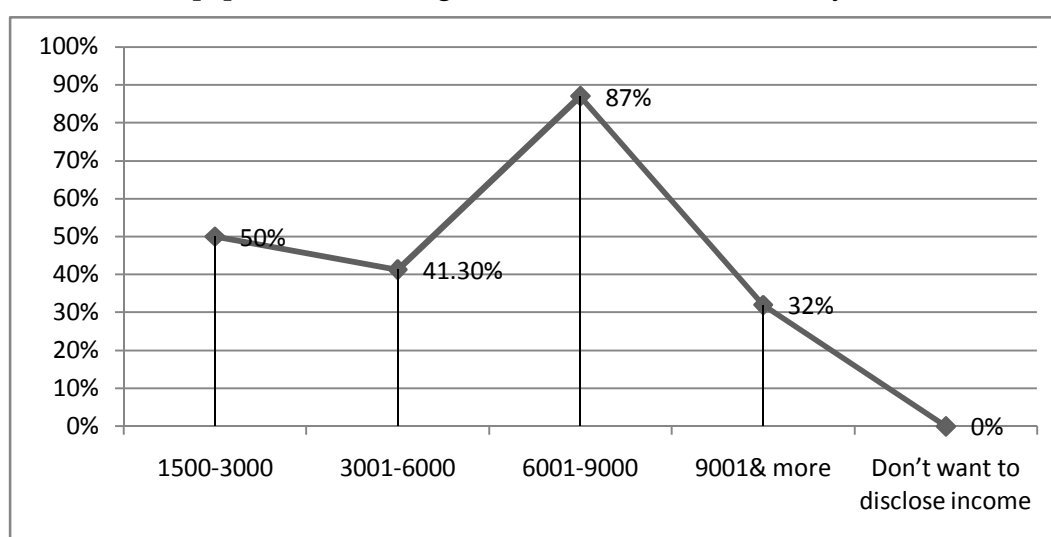**Table 1: Distribution of population according to income and toilet availability**

Figure 12: Population distribution according to income and toilet availability

In the above graph it can be seen that in 6001-9000 income group have the highest percentage of people who are having toilet at their home which is87%. Whereas higher salary people are too rigid to change themselves the families who have toilets at their place are very less i.e. 32%.

Education is essential for individual, educational status leads to change in thought process of a person. It can be perceived from Figure 14 that with increase of education level will to use toilets facility is also increasing. 66% of graduate women have toilets in their home. Toilets are available in

Education Status	Toilet Availability		Percentage of people have toilet
	Yes	No	
uneducated	6	8	42.8%
Informal education	4	6	40%
1-5th standard	12	14	46.15%
6-9th standard	6	7	46.15%
10 and 12th standard	12	12	50%
Graduate	8	4	66%
Post Graduate	1	0	100%

Table2: Population distribution according to education and toilet availability

the homes of 50% ladies who studied till 10th – 12th. Percentage of toilet availability is decreasing with decreasing level of education 40% respondents with informal education have toilets.

As above table showing the respondents belong to the income group of 6001-9000 rupees are using different brands of soaps. In this graphical representation it is the only group which is trying different brands of soaps rest of the income group are using either lifebuy or Oswal which is more pocket friendly. Oswal is the brand of soap used by most of the people in rural Jaipur.
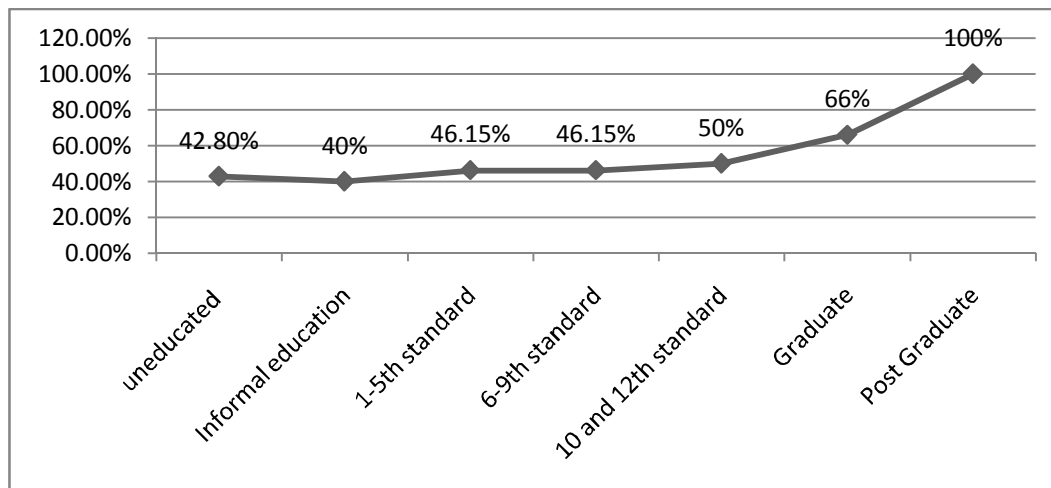

Figure13: Population distribution according to education and toilet availability
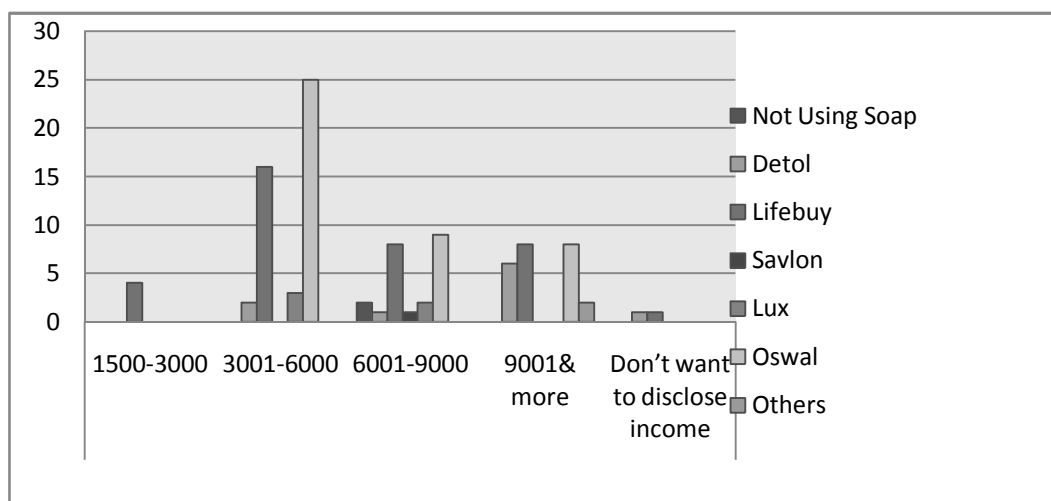

Figure14: Distribution according to income and brands of soaps

Table 3: Distribution of population according to education status and soap using habits.

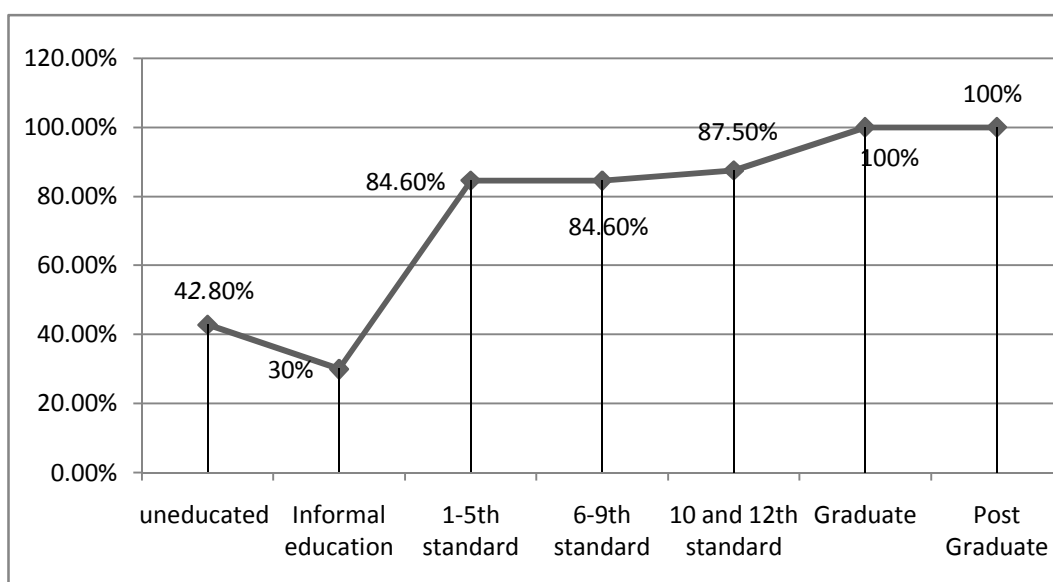| Education Status	Separate soup for hand wash		Percentage of people who are using Separate soap
	Yes	No	
uneducated	6	8	42.8%
Informal education	3	7	30%
1-5th standard	22	4	84.6%
6-9th standard	11	2	84.6%
10 and 12th standard	21	3	87.5%
Graduate	12	0	100%
Post Graduate	1	0	100%

Figure 15: Distribution of population according to education status and soap using habits.

Education is also playing an important role in using separate soaps people. 42.8% respondent of uneducated women and 30% ladies of informal education group are using separate soap bars for washing their hand and bathing. From above graphical representation it is evident that soap using habits are also improving with higher education. All the graduate and post graduate women are using separate soap bars for bathing and washing hands. From the women who studied till 6-9th class 84.6% whereas 87.5% women with the education status of 10th-12th standard are using separate soap.

DISCUSSION:

Poor sanitation is believed to be a major cause of many infections. 100 women were taken with a purpose to know the relation of education and income of family with sanitation and hygiene habits in rural India. Women were taken on the basis of their age. Women were taken in three groups. First group was of 21-30 years, second was of 31-40 years and third was of 41-50 years of women. At attempt was made to take equal number of women of each group but only 18 women could be found of age group 41-50 years. Rest 82 women were taken almost inequal number from the age group 21-30 and 31-40. Education has been considered as key tool for empowering women in society. Women taken for the study come from the different educational background. 14% respondents are uneducated and maximum number of respondent i.e. 26% have studied till 5th grade only, whereas 24% respondents have passed secondary and higher secondary classes. The women were asked about

their sanitation habits. 49% respondents of research have toilets at their home.

It is important observation that 35% of house hold that had toilets were constructed during the period of 0-1 year and 54% toilets were built in period of 1-5 years. So it can be said that 'Swachch Bharat Mission' are motivating people towards constructing toilets at their house. Government also giving financial helps of 12000 rupees to families of all BPL households, SCs/STs, Small and marginal farmers, landless labourers, physically challenged people and women headed households.

Education: Growth of education drives people to have toilets facility at their household. 66% of graduate women have toilets in their home. Toilets are available in the homes of 50% ladies who have studied till 10th – 12th whereas only 40% women with informal education have toilets. It is interesting to note that percentage of uneducated women (42.8%) who have toilets at their home is higher than the ladies having informal education.

It is also significant observation that people of 6001-9000 income groups have the highest percentage toilet availability at their homes (87%) whereas people with higher salary are not very keen to change themselves, only 32% families of income group 9001& above rupees per month have toilets at their houses.

There is one more very interesting observation that 28% of women folk who have toilets at their home are not using it. They prefer to practice open defecation because of several reasons. First they feel suffocation inside the toilets, secondly they do not use toilet as water is not available and

the third reason forgoing in fields is the problem of cleaning of the toilets as nobody in the house is willing to clean them due to their socio cultural belief including caste issues.

Washing hands with soap can reduce the risk of infections.98% women are using soap in the villages of Jaipur covered under research area but at the same they are not aware about the importance of washing hands many times a day specially before and after cooking food and eating it and after coming from toilets also.61% of women wash their hands only two times with soap whereas only 12 % of ladies wash their hands more than 5 times. It is also found that 34% of respondents sometimes use soil for washing their hands.

Educational level hasa significant relation with soap using habits of rural women. All the graduate and post graduate women are using separate soap bars for bathing and washing hands. 84.6% of the women who have studied till 6-9thclass and87.5% women with the education till 10th-12th standard are using separate soaps. Here the percentage of usage separate bars for bathing and hand washing is decreasing with their decreasing educational level.

The respondents belong to the income group of 6001-9000 rupees are using different brands of soaps. This is the only group which is trying different brands of soaps whereas rest of the income groups are using lifebuy or Oswal which is more pocket friendly. Oswal is the brand of soap used by most of the people in rural Jaipur.

Findings

- Women in rural Rajasthan are getting aware towards their sanitation. Many household has toilets.Maximum percentage of people constructed their toilets in the period of last one to five years. This conclusion of the study indicates a success of Swachh Bharat Abhiyan up to some extent.

- Education level has shown a positive relation with sanitation and hygiene habits in rural women. Educated women are more aware towards their sanitation and hygiene. More percentage of women who are educated they have toilets at their home.

- Educational level also has a significant relationship with soap using habits. All the graduate and post graduate women are using separate soap bars for bathing and washing hands.

- Rural women are not aware about the significance of washing hands many times a day specially before and after cooking food and eating it and after coming from toilets also.

- Women of 6001-9000 income groups are also found to be more driven towards change. This income group has the highest percentage of toilet availability at their homes. This conclusion has significant information for the people who work for change in society and also for those who assess the target consumers for their goods.

- Income group of 6001-9000 rupees monthly is the only income group who are trying other brands instead of Life buy and Oswal which are more pocket friendly.

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Puppetry as a form of Mass Communication: Indian perspective

Anindita Chattopadhyay*

ABSTRACT

Folk media is one of the most important part in the world of communication .Folk media like puppetry are close to the hearts and minds of the people, so their appeal is at a personal and intimate level. From the beginning of the civilization, till today, folk media has played a very crucial role in any society. Puppetry is such a folk medium, which not only is a very old traditional art and craft form found in many countries but also a very powerful medium of mass communication, often involved in folk journalism also. Being a flexible folk form, it not only plays its part of entertainment but also provides audiences with valuable informations and plays social role in public awareness building for different issues. Puppetry also helps in psychological therapies. This paper will focus on puppetry as a powerful medium of mass communication and how it can be used in a better way for mass communication purpose of spreading of social awareness messages and as psychological therapy. This paper will also try to find ways for development in the field of puppetry and puppeteers.

Key words: Puppet, Puppetry in India, Folk Media.

Introduction

Puppetry is a very old traditional art and craft form found in many countries. Puppetry is an indigenous theater form of India. Since time immemorial, it has been a popular and appreciated form of entertainment in rural are. The tradition of puppetry is not just ancient in almost all civilized countries of the world; puppetry has been present in different forms and has been used for various purposes since ancient ages. In India the stylist vocabulary of puppet theatre carries a relevant message of social awareness, historical and traditional identity and moral value system. Its relative isolation and distinct style of improvising has made it a powerful medium of mass communication. Not only in rural areas but also in urban places puppet shows are very popular and powerful tool of communication with the mass. Even in the modern medium of communication like television and films – puppet shows are quite popular.

Aims and Objectives

The main aim and objective of this paper is to analysis on puppetry of India, its four different types, puppetry as a powerful medium of mass communication and finally how development can be brought in the fields of puppetry in India and how it can be used in a better way for mass communication purpose of spreading of social awareness messages, especially in rural areas and as psychological therapy. Empirical Research is

conducted to describe, explain and reach a conclusion. This paper will focus on Indian puppetry as a part of Indian folk medium – its past, present and future. What changes have come and may come in puppetry shows with time to survive will also be dissected.

Puppetry as a Form of Mass Communication

There are different types of puppetry, in India there are four types of puppetry mainly: - String puppets, Rod puppets, Glove puppets and Shadow puppets, which are found in different parts of India. Being a flexible traditional folk form puppetry also plays social role and helps in psychological therapies also. Role of puppetry as a medium of mass communication is immense.

If we observes the historical perspective of puppetry in India since MahenjoDaro, as it used in plays and fables, use of puppets in religious ceremonies all over the world like Egypt, Rome like Osiris festivals where women priests carried string maniputed images of the dog faced God Anubis with moving arms. French word – "Poupee" or Latin word "Pupa" both of which means dolls. (Wikipedia.com)

Different Types of Puppets in India

In India, different names are given to puppets in different places like – in West Bengal glove puppet is known as Benerputul. The traditional glove puppet in Kerala is known as Pavakathakali (Pavakoothu), presented usually in a play form. String puppet is called "SutoPutul" and puppetry "putulnach" in Bengal, while in Rajasthan it is known as "Kathputli".

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According to Bill Baird in his book The Art of the Puppet, "Bengal had created a rod puppet style which I believe moved eastward with Hinduism and became the *Wayang Golek* (Java), performed with three-dimensional wooden figures that are manipulated with rods". Rod puppets are, however, seen in India only in the States of West Bengal, Orissa and Jharkhand. In Orissa Rod puppets are called Kathi Kundhei and in west Bengal it is known as "Chor Putul".

It probably started in prehistoric times. Caveman and cavewoman, stretched out by a blazing fire, turned their heads and noticed a curious phenomenon: shadows dancing on the cave walls. Intrigued, they lifted their arms, arched their wrists and began flapping their fingers against their thumbs in mock imitation of some objects in front of other cave dwellers, and thus began the first puppet show. The shadow puppets are very widely prevalent in the south India in all the states of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and the coastal areas. Besides, these are found in the states of Maharashtra and Orissa also. The shadow puppet is conducted in open air as a free show .The shadow plays are known as Tholu Bommalatta (Tholu meaning leather) in Andra Pradesh, Leather puppet of Karnataka is called Togalu Gombeatta (Togalu meaning leather, Gombe meaning doll and Atta meaning dance), Shadow puppet of Kerala is called Thol Pava Koothu (Thol meaning leather), Shadow puppet of Tamil Nadu is called Tholu Bommalattam (Tholu meaning leather) , the shadow puppet of Maharashtra is called Chamdyacha Bahuliya (Chamdyacha meaning leather) and is mostly seen in the famous village of Pinguli on the border of Maharashtra, Goa and Karnataka and finally the Shadow puppet of Orissa is called Ravana Chhaya (Chhaya meaning shadow). They derive the name from the evil king Ravana as they believe that Rama, with his spiritual aura, casts no shadow.Shadow puppeteers of India still follow traditions and observe many customs connected with ritualistic religion. Even today most traditional puppeteers commence their shows with prayers and at the end of the shows, put the puppets respectfully aside (puppetindia.com).

The flexibility in nature of these four types of puppets is not the same. String puppet being the most flexible one, followed by glove and rod puppet. Shadow puppetry is relatively rigid in nature and hence cannot be used in diverse manner. Puppetry and puppets are also used in negative ways like in rural areas and in ancient times puppets were used for black magic practices and voodoo practices.

Present and Future scope of Puppetry in India

With changing time, to retain its popularity use of elaborate music, change of style and settings, special lighting effects, smoke screens, magical appearance and disappearance, etc are being introduced in puppet shows.

Surush Dutta in Kolkata, shri Ram Bharatiya Kala Kendra- Puppetry in Delhi are few names among others associated with puppetry in India who are trying to retain the puppetry culture. But to survive in today's competitive market more organizations like Centre for cultural resource and training is needed.

How to popularize and survive- is a big question in world of puppetry today. The most relevant answer to it can be the convergence of the tradition media with the modern electronic media.

As stated by Kamaladari Chattopadhyay in her book "handicrafts of India", "As a medium, however, puppetry has a few equals and scores many advantages over human performances in moving and holding audiences. It suggests rather than instructs because of an innate subtlety. IT can indulge in exaggerations or distortions without being coarse or vulgar".

Doordharshan has been providing short educational puppet based stories for children and adults for their educational television. Puppets are more than often used in films. RamdasPadhye and his son SatyajitPadhye popularized the use of glove puppets in Hindi films like "DilhaiTumhaara" .Glove puppetry is very much in demand in standup comedy also. Another recent example is the use of shadow art similar to shadow hand puppetry in Madhya Pradesh Tourism Ad of Indian Government (www.mptourism.com). Also some theses are written how puppets and puppetry can be used for psychological therapies. Puppets allow the patients to express his fantasies in a creative way. (Gernier, Mathew G , 1983).

The audiences are perused to accept the icons as representatives of reality in puppet shows. The Great Russian puppet master Sergie A. Braztsov said that the puppet theatre is just as "human" as any other type of human.

A major point that is often overlooked in every puppet based literature is that until and unless puppet artists earns well and are provided with proper livelihood , puppetry will keep moving towards extinction as new generations will not be

interested in following their ancestor's foot prints (Jairazbhoy, Nazir Ali .2008).

Puppet shows, conveying information on what famine relief workers should get as minimum wages provoked unlettered rural women to go on strike in Rajasthan. Their struggle led to the Famine relief Act being declared illegal by the supreme court.(Ghosh, S. 2009).Now a days puppetry is used in different ways like for example in advertising, marketing campaigns, different music videos, among others. The Cadbury dairy milk silk ad (youtube.com) is such an example. These ways are innovative in nature and attractive for the viewers, thus they can be small steps in helping in gaining popularity for puppetry once again. Convergence of folk media like puppetry with electronic and new media like television and internet is very essential for the upliftment and survival of folk media in today's world. Development can be brought in the field of puppetry as a folk entertainment media and also in the livelihood of puppeteers. The Union Bank of India and the Life Insurance Corporation has used the medium of puppetry in Uttar Pradesh to arouse the interest of the rural folk in bank savings, and insurance policies. A pilot study by the Indian Institute of Mass Communication on the comparative effectiveness of puppetry and a documentary in two villages near Delhi showed that the cheaper traditional medium could be as effective as film (kumar, Keval J. 2010).

Conclusion

It can be concluded that better utilization of puppetry can be done for mass communication purpose for social awareness building and also for public opinion building. Puppetry has long been used as a diagnostic and therapeutic technique with emotionally disturbed children and has been well documented in the literature. Successful research has been done on the creation of puppets in therapy or on the use of puppetry in art therapy. There is a great future scope of puppetry in India. It is a perfect folk infotainment media-entertainment along with informations.

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GUIDELINES FOR THE CONTRIBUTORS

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- *Language:* Contributions can be submitted in English.

- *Preferred* Length *of paper:* 3000 – 5000 words.

TITLE PAGE

Title page is a separate page before the text begins. The title page must include:

- *Title:* Concise and informative. Avoid abbreviations and formulae where possible.

- *Author names and affiliations:* Please indicate the given name and family name clearly. Present the authors' affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name, and, if available, the e-mail address, and telephone number of each author.

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GENERAL RULES FOR TEXT

Use the following rules for the text, including abstract, keywords, heading and references.

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- *Page Margins & Size*: One-inch margins on single-sided A 4 or 8.5 x 11-inch paper.

- Heading 1: Times New Roman; Size- 12; Non Italic & Bold; for example,

INTRODUCTION

- Heading 2: Times New Roman; Size- 12; Italic; for example, *1.1 Research Methods*

- Heading 3: Times New Roman; Size- 12; Non Italic; for example, 1.1.1 Analysis Result

- *Subdivision of the article:* Divide your article into clearly defined and numbered sections. Subsections should be numbered 1., 2., (then 1.1, 1.1.1, 1.1.2), 1.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross- referencing: do not just refer to 'the text.' Any subsection, ideally, should not be more than 600 words. Authors are urged to write as concisely as possible, but not at the expense of clarity.

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All manuscripts should be prepared in Microsoft Word format, in Times New Roman, font size 12 for English, typed in double space and one-inch margins on single-sided A 4 paper. In case of quantitative/ experimental work, the author (s) must specify the purpose of the study. The text of observational and experimental articles should usually be divided into the following sections with the headings, such as Introduction, Methods, Results, and Discussion to clarify their content. All pages of the manuscript should be numbered consecutively at the right corner of the page.

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