



**BAOU**  
Education  
for All



# Proceeding

**International Conference**

**Media, Culture and Development: Issues and Perspectives**

7<sup>th</sup> & 8<sup>th</sup> February, 2020

Volume-03

Theme - Development

**Organized by**

School of Humanities and Social Sciences,  
Dr. Babasaheb Ambedkar Open University, Ahmedabad  
'Jyotirmay' Parisar, Dr. Babasaheb Ambedkar Open University, Ahmedabad  
[www.baou.edu.in](http://www.baou.edu.in)



प्रधान मंत्री  
Prime Minister



**MESSAGE**

I am pleased to learn that School of Humanities & Social Science, Dr. Babasaheb Ambedkar Open University, Ahmedabad, is organising a two-day international conference on “Media, Culture and Development: Issues and Perspectives”.

The media landscape has undergone a transformation with the onset of digital technology. Today, media, culture and development are interconnected shaping mutual evolution. In this scenario, media acquires the role of a force multiplier to spread, popularise, as well as preserve our rich culture and take leverage of its standing to contribute to the development trajectory.

Today, the world is increasingly driven by the concept of global village and holding such interactions is a timely initiative to sensitise the youth about diverse global trends and perspectives. The two-way dialogue between students and academicians will bring out fresh ideas with an international perspective.

The organisation of the conference during the recent centenary celebration of Marathi fortnightly magazine – ‘Mooknayak’ by Dr. Babasaheb Ambedkar is a pleasant coincidence.

The participation of experts and academicians will enrich the deliberations. I wish the conference all success.

(Narendra Modi)

New Delhi

माघ 14, शक संवत् 1941

03<sup>rd</sup> February, 2020

**Prof. (Dr.) Ami Upadhyay**

Vice Chancellor

Dr. Babasaheb Ambedkar Open University

‘Jyotirmay’ Parisar

Dr. Babasaheb Ambedkar Open University Marg

Sarkhej-Gandhinagar Highway

Chharodi, Ahmedabad

Gujarat – 382481

Acharya Devvrat  
Governor, Gujarat  
Gandhinagar-382021



आचार्य देवव्रत  
राज्यपाल, गुजरात  
गांधीनगर-३८२०२१

1 - FEB 2020

## संदेश

मुझे प्रसन्नता है कि डॉ. बाबा साहब आंबेडकर ओपन यूनिवर्सिटी के स्कूल ऑफ ह्यूमैनिटीज एण्ड सोशल साइंसेज के अंतर्गत “मीडिया, कल्चर एण्ड डेवलपमेंट :इश्यूज एण्ड पर्सपेक्टिव्स” जैसे महत्वपूर्ण और समसामयिक विषय पर अंतर्राष्ट्रीय सम्मेलन का आयोजन होने जा रहा है।

डॉ. बाबा साहब आंबेडकर ओपन यूनिवर्सिटी गुजरात राज्य के अंतिम शिक्षार्थी तक पहुँचने के संकल्प के साथ शिक्षा के क्षेत्र में अकादमिक गतिविधियों के माध्यम से उल्लेखनीय योगदान दे रही है। आशा है कि इस सम्मेलन में विद्वतजनों, अध्येताओं और नवीन अद्यतन विचारों से अनुप्राणित युवाशक्ति के परस्पर बौद्धिक मंथन और विचारों के आदान-प्रदान से शैक्षिक जगत के साथ-साथ बृहत्तर समाज को कल्याणकारी नवनीत प्राप्त हो सकेगा।

सम्मेलन की सफलता के लिए शुभकामनाएं।

  
(आचार्य देवव्रत)



**વિજય રૂપાણી**

મુખ્યમંત્રી, ગુજરાત રાજ્ય



Apro/kp/2020/01/29/pp

તા. ૨૯/૦૧/૨૦૨૦

### સંદેશ

પ્રસાર માધ્યમો સમાજનું પ્રતિબિંબ છે. દિન - પ્રતિદિન બનતી ઘટનાઓ જ્યારે સમાચાર પત્રો તથા અન્ય માધ્યમો દ્વારા પ્રસ્તુત થાય છે, ત્યારે સંસ્કૃતિ અને સમાજના વિકાસનું આકલન સ્પષ્ટપણે થઈ શકે છે. આ માધ્યમોમાં થતું ઘટનાઓનું નિરૂપણ, લોકોની માનસિકતા તરફ અંગુલી નિર્દેશ કરે છે. શિષ્ટતા અને સભાનતાપૂર્વક રજૂ થતી માહિતી સામાજિક સમરસતા જાળવી રાખવામાં સહાયભૂત બને છે.

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટીના 'સ્કૂલ ઓફ હ્યુમેનીટીઝ એન્ડ સોશ્યલ સાયન્સીસ' દ્વારા તા. ૭ અને ૮ ફેબ્રુઆરી, ૨૦૨૦ દરમિયાન 'Media, Culture and Development: Issues and Perspectives' વિષય પર આયોજિત આંતરરાષ્ટ્રીય કોન્ફરન્સ માટે ખૂબ ખૂબ અભિનંદન. આ અવસર પર પ્રકાશિત થનારા સોવેનિયરની સફળતા માટે અનેકાનેક શુભકામનાઓ.

આપનો,  
  
(વિજય રૂપાણી)

To,  
**Prof. Dr. Amiben Upadhyay, Vice Chancellor,**  
BAOU,  
'Jyotirmay' Parisar, Dr. Babasaheb Ambedkar Open University Marg,  
S. G. Highway, Chharodi, Ahmedabad – 382481.  
Email: baouvc@gmail.com  
ami.upadhyay@baou.edu.in

**NITIN PATEL**  
Deputy Chief Minister,  
Gujarat State



No. : Finance/R.&B./H.&F.W./M.E./N.,K./C.P.

57/106/20

**Finance, Roads and Building,  
Health and Family Welfare,  
Medical Education,  
Narmada, Kalpasar,  
Capital Project**

Government of Gujarat,  
Swarnim Sankul-1, 2nd Floor,  
Sardar Bhavan, Sachivalaya,  
Gandhinagar-382010

Date : 29.01.2020

## **Message**

It is indeed a matter of pleasure to know that the School of Humanities and Social Sciences, Dr. Babasaheb Ambedkar Open University, Ahmedabad is Organizing an International Conference on "Media, Culture and Development: Issues and Perspectives".

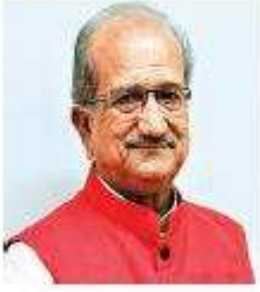
Media is indeed the most powerful tools in shaping the perceptions of individuals and nations about every major national and international issue. They also reflect the quality of national discourse and priorities.

I appreciate and congratulate to the University for inviting the Media professionals, academicians, research scholars and participants from various International and National platforms.

I expect that the conference outcomes will provide qualitative findings for the Indian media. I wish the conference and the publications of abstracts of original researches, a great success.

*Nitin Patel*  
**(Nitin Patel)**

ભૂપેન્દ્રસિંહ યુડાસમા



સત્યમેવ જયતે

ક્રમાંક: મ.શિ. વૈ.સં./ ૨૦૨૦

મંત્રી,

શિક્ષણ, (પ્રાથમિક, માધ્યમિક, પીઠ), ઉચ્ચ અને ટેકનિકલ શિક્ષણ,  
કાયદો અને ન્યાયતંત્ર, વૈજ્ઞાનિક અને સંસદીય બાબતો,  
ઔસંવર્ધન, નાગરિક ઉદ્યુત્ત,  
ગુજરાત રાજ્ય, સ્વર્ણિમ સંકુલ-૧, બીજો માળ,  
સચિવાલય, ગાંધીનગર

તા.૨૯/૧/૨૦૨૦

## શુભેચ્છા સંદેશ

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી, સ્કુલ ઓફ હુમેનીટીઝ એન્ડ સોશલ સાયંસીઝ, અમદાવાદ દ્વારા તા.૭ અને ૮, ફેબ્રુઆરી, ૨૦૨૦ના રોજ Media Culture and Development: Issues and Perspectives વિષય પર દ્વિદિવસીય આંતરરાષ્ટ્રીય કોન્ફરન્સ યોજાઈ રહેલ છે, જે જાણી હર્ષ અનુભવું છું.

આ આંતરરાષ્ટ્રીય કોન્ફરન્સમાં દેશ અને વિદેશમાંથી આ ક્ષેત્રના નિષ્ણાંતો, તજજ્ઞો અને મહાનુભાવો ઉપસ્થિત રહી તેમના વિચારો પણ રજૂ કરશે. આજના આધુનિક યુગમાં મિડીયાનું મહત્વ અને જરૂરીયાત આવશ્યક બની છે ત્યારે આ ક્ષેત્રે યોજાનાર કોન્ફરન્સ સાથે સંકળાયેલ સૌ કોઈને પ્રેરક અને દિશાસૂચક બની રહેશે. આ વેળાએ સોવેનિયર પ્રકાશિત થઈ રહેલ છે, જે સૌને ઉપયોગી અને સૌને માટે યાદગાર સંભારણુ બની રહેશે. પ્રકાશિત થઈ રહેલ સોવેનિયર માટે હાર્દિક શુભેચ્છા પાઠવું છું.

  
(ભૂપેન્દ્રસિંહ યુડાસમા)

પ્રતિ

કુલપતિ

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી,  
જ્યોતિરમય પરિસર,  
સરખેજ ગાંધીનગર હાઈવે,  
છારોડી, અમદાવાદ

VIBHAVARI DAVE



VIP  
573

No. : MOS/W.C.W.E.P./573.../2018  
**Minister of State,**  
**Women & Child Welfare, Education**  
**(Primary and Higher Education) and**  
**Pilgrimage**  
**Government of Gujarat,**  
Swarnim Sankul-2, 2<sup>nd</sup> Floor,  
Sachivalaya, Gandhinagar-382 010.  
Phone : 079-232 51940 Fax : 079 232 57966  
Date : 03-02-2020

**:MESSAGE:**

Media plays a vital role to diffuse liberal norms, like democracy, respect of human rights, and value of common people. This century is remarkably, the century of media. It has confined this gigantic world to a global village This, media spreads peace and compassion and it plays great role to protect and promote the culture of its own country.

I am delighted to learn that the School of Humanities and Social Sciences, **Dr. Babasaheb Ambedkar Open University, Ahmedabad** is Organizing an International Conference on “ **Media, Culture and Development: Issues and Perspectives** ” on 7th & 8th February, 2020.

I hope this conference will give productive platform for sharing of the insights from the contemporary researches in this domain.

I extend my best wishes to Dr. Babasaheb Ambedkar Open University, Ahmedabad and its dynamic team for such a dynamic endeavors.

**(Vibhavari Dave)**

To,  
**Smt. Ami Upadhyay**  
The Vice Chancellor,  
Dr. Babasaheb Ambedkar Open University,  
Ahmedabad.



सत्यमेव जयते

रमेश पोखरियाल 'निशंक'  
Ramesh Pokhriyal 'Nishank'

मंत्री  
मानव संसाधन विकास  
भारत सरकार  
MINISTER  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA



### MESSAGE

I am immensely delighted that Dr. Babasaheb Ambedkar Open University, Ahmedabad is organising a two day International Conference on “Media, Culture & Development: Issues and Perspectives” on 7<sup>th</sup> & 8<sup>th</sup> February, 2020.

India is an ancient land, a vast sub-continent girdled round by the Himalayas and the Indian Ocean and irrigated by perennial rivers. When the world was savage, Indian *Rishis* and scholars composed great scriptures containing eternal thoughts that wander through times. The charismatic leadership of Hon'ble Prime Minister Shri Narendra Modi has rekindled enormously the interest of the global community in India. Yoga has attained global recognition and our scientists, engineers, doctors, professionals and rich human resources have become a cynosure of the world. Being the largest and one of the most vibrant democracies of the world and the cradle and continuum of a great civilisation and given the enormous potential to develop, the theme of the Conference is quite significant and contextual. I hope and trust that there would be very extensive and mutually enriching deliberations at the Conference culminating into tangible outcomes.

I congratulate the organisers, the participants and wish the Conference a huge success.

(Ramesh Pokhriyal 'Nishank')



सबको शिक्षा, अच्छी शिक्षा

Room No. 3, 'C' Wing, 3<sup>rd</sup> Floor, Shastri Bhavan, New Delhi-110 115  
Phone : 91-11-23782387, 23782698, Fax : 91-11-23382365  
E-mail : minister.hrd@gov.in





### ***Hon'ble Vice Chancellor's Message***

With immense pleasure and pride, I heartily congratulate the Department of Journalism and Mass Communication, School of Humanities and Social Sciences of the University to have successfully organized a two-day International Conference on *Media, Culture and Development: Issues and Perspectives*. This conference truly brought together media personnels, journalists, academicians, research scholars, students and stakeholders on a common platform; for the University hosted delegates from over 14 countries across the globe and over 18 States across the nation; with more than 600 registrations of participants.

In this conference, through the expert-talks, dialogic-exchanges, the conglomeration deliberated upon the role of media. It was a well-thought of theme for Media, being the fourth pillar of Democracy, shoulders an enormous responsibility of representing views, beliefs, issues and challenges of today's times. Media has played a vital role over the years, and is going to play a crucial role in the centuries to come. The powerful tool that media is, I see it as a potent tool which addresses and resolves the issues prevalent in the modern society and leads it towards sustainable development.

This conference proceeding is a document of a comprehensive research in the form of research articles produced by all the stakeholders concerned with this international conference. It consists of research insights of distinguished experts which shall help the policy-makers shape the policies in the interest of media and society; which shall eventually positively shape our nation and make the citizens future-ready. It will be a wonderful opportunity for each one to study this and enhance their understanding on the various aspects of media.

On this occasion of proceeding release, I further inspire the entire team of the University to persistently undertake such ventures which work for knowledge-enhancement of the society at large.  
Best Wishes,

**Prof. Ami Upadhyay,  
Vice Chancellor,  
Dr. Babasaheb Ambedkar Open University, Ahmedabad.**



## **Message**

I feel extremely privileged to present the proceedings of the International Conference on “Media, Culture and Development: Issues and Perspectives”. I feel pleasure and gratitude to be a part of this University which is determined to benefit the society with academic endeavors like this. Media is a global vehicle of reach, access and development; which transmits, promotes and imprints human minds; India's exquisite treasure of cultural plurality augments the functions of media. It is well said that, “No other nation like India provides a better example of the role of the new communication media in the development, process through which a country moves from being an agriculture-based economy towards becoming an information society.” This powerful tool called media apart from its commercial functions, if undergoes a metamorphosis has the potential to bring social good, and develop a positive and participative community at large. New media converged all other existing mass media and now information, entertainment and education are in the fingertips of the public

This conference aimed to provide a platform for an exchange of ideas on innovative concepts of mass communication, to explore possibilities that this field possesses for sustainable development of the nation. The Conference provoked discussion on the changes & explored the issues of media, culture and development that require periodic academic debate and deliberation that help in policy making and enhance the future research areas in the same field. The intertwining of the themes made the conference multifaceted and also allowed a multi-disciplinary consideration for the participants. Through this productive event, all the stakeholders gained maximum and eventually will benefit to the field they belong to.

I extend my heartfelt gratitude to the Hon. Vice Chancellor Prof. Dr. Ami Upadhyay, for her constant support and encouragement for organizing the International conference. Her constant guidance and visionary planning made the Conference fruitful and a grand success. I express my deep gratitude to all the experts, media professionals, academicians, researchers, as well as all the participants for their valuable inputs in the conference. I thank all the staff members of the School of Humanities and Social Sciences for their cooperation. I extend my heartfelt thanks to BAOU family for their support and help for the conduction of the International conference. Finally I would like to thank all the authors, volunteers and persons who directly or indirectly contributed to the conference. Without their cooperation and full support, this conference would not have been possible

**Dr. Awa Shukla Convener  
I/c. Director (Student Services)  
Subject Head Journalism and Mass Communication**

## Table of Contents

‘Global and Indian research trends in the area of Health Communication and Health Functionaries’ .....	1
Ms. Megha Sidhpura Assistant Professor, Dr.Anjali Pahad Professor and HOD, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat .....	1
Use of ICT by University Teachers .....	15
Dr. Avani Maniar, Ms. Krutika Bhate, Associate Professor, Research Scholar, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. ....	15
MEDIA & WOMEN EMPOWERMENT: A STUDY OF THE ROLE OF ALTERNATIVE MEDIA IN EMPOWERMENT OF WOMEN IN BEDI VILLAGE, RAJKOT .....	24
N. Bangkim Singh, Associate Professor (Sociology), Faculty of Law, Marwadi University .....	24
Women in Indian Cinema .....	31
Prof. BharatbhaiBoghabhai Rathod, Assistant Profesor, History, Govt. Arts and Commerce College, Jafrabad. ....	31
Insta-English: English Language Learning with Instagram .....	53
Dr .Jiten Udhas, Assistant Professor, Institute of Language Teaching,, Saurashtra Highschool Campus, Kotecha Chowk, Rajkot .....	53
Role of Media in Corporate Social Responsibility Practices of Indian Banking Sector .....	64
Dr. Krupa Bhatt, Faculty of Commerce, S.M.PIC College, GLS University, Ahmedabad. ....	64
Ms. Himandri Kewlani, Research Scholar, GLS University, Ahmedabad. ....	64
Teaching-Learning through Computerized Educational Games.....	73
Dr. Avani Maniar, Ms. Krutika Bhate, Ms. Richa Gandhi.....	73
Associate Professor, Tem. Assistant Professor, Research Scholar, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja sayajirao University of Baroda, Vadodara. ....	73
Usage Of Media In Development Communication.....	82
Krutika Nayanbhai Vyas, B.Com, M.Com, P.hd. (perusing) Saurashtra University(commerce department). Lecturer at Commerce Department, Vidyasagar infotech college jamnagar. Postal address: - “Pragateshvar krupa” 62- Gaushala, Panchavati society, Jamnagar. ....	82
INFORMATION TRANSFER AND SUSTAINABLE AGRICULTURE: THE ROLE OF MEDIA IN INDIAN AGRICULTURE SECTOR.....	95
Dr. C. Muniyandi, Assistant Professor, Department of Econometrics, School of Economics, Madurai Kamaraj University, Madurai, Tamil Nadu. ....	95
Maneesh P, Ph.D., Research Scholar, Department of Econometrics, School of Economics, Madurai Kamaraj University, Madurai, Tamil Nadu. ....	95
“Edutainment” – An Effective Media tool to create awareness in the Society. ....	110

Proceeding of International Conference : Media, Culture and Development: Issues and Perspective  
Volume-1 (Theme: Development)

Chirag V. Vyas, (Research Scholar – Indus University, Rancharda, Via Thaltej, Ahmedabad, Gujarat - India).....	110
Media literacy among college students, in context of electoral politics .....	115
Dhvanit Goswami, M.Phil. Student, Department of Communication, Journalism & Public Relations – Gujarat University.....	115
Media as a tool for Social Change .....	139
Mahesh D. Baraiya , Co - Author : (2) Arti A. Virda Binaben B. Vadhiya , Research scholar, Department of sociology, Saurashtra University, `Rajkot. ....	139
Training and Role of Media in Information & Education System .....	146
Malaykumar Shaileshbhai Maniar, Research Scholar, Department of Computer Science. Madhav University, Abu Road, Rajasthan. ....	146
The Role of Mass Media in the Development of English Language Skills.....	154
George, RK, Ph D Student, School of Education, Gujarat University .....	154
Media as a catalyst for social change .....	169
Vani Pranav Kumar Bhatt	
લોકશાહી દેશમાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા:લોકમતના વિશેષ સંદર્ભમાં .....	176
Dr.Diptiba K. Gohil, Assistant Professor, Political Science, School of humanities and social sciences, Dr.Babasaheb Ambedkar Open University, Ahmedabad. ....	176
Effectiveness of Media in Improving English language .....	179
ગોહિલ હિતેશભાઈ કાંતિભાઈ , પીએચ.ડી. સ્કોલર, શિક્ષણ વિભાગ, ગુજરાત યુનિવર્સિટી, અમદાવાદ.....	179
વિજ્ઞાનલક્ષી પ્રત્યાયન અને આપણાં પાઠ્યપુસ્તકો .....	186
Gautam Parmar .....	186
ગ્રામ્ય વિકાસમાં પ્રસાર પ્રચાર માધ્યમોનો ફાળો.....	190
ડો. પ્રભાવંતી જી. શેરઠિયા, અર્થશાસ્ત્ર વિભાગ, શ્રી બીપી બ્રહ્મભટ્ટ આર્ટ્સ એન્ડ એમ.એચ.ગુરૂ કોમર્સ કોલેજ, ઊંઝા. ....	190
Role of Media in nation building: with reference to Indian independence movement - (રાષ્ટ્ર નિર્માણમાં મીડિયા ની ભૂમિકા: ભારતીય સ્વતંત્રતા ચળવળના સંદર્ભમાં) .....	194
Dr. Sanjay Patel, Assistant Professor in Sociology, Dr. Babasaheb Ambedkar Open University, Ahmedabad. ....	194
Education in Emerging Indian Society .....	197
એસ ગુપ્તા અને જે.સી અગ્રવાલ, Shipra Publications .....	197
ડો. એમ.કે. પટેલ, પ્રા.કમલેશભાઈ એન ગોહિલ , Published by : અમોલ પ્રકાશન.....	197
ડો.પ્રતિમા ત્રિપાઠી, અગ્રવાલ પબ્લિકેશન્સ .....	197
સામાજિક પ્રશ્નોના નિરાકરણમાં પ્રસાર માધ્યમોનો ફાળો.....	205

SHITAL H VYAS, TEACHER, SHREE NANDKUVARBA KSHATRIYA KANYA VIDYALAY, ENGLISH MEDIUM SCHOOL BHAVNAGAR – 364002 (GUJARAT) .....	205
સોશિયલ મિડિયાનો ઉપયોગ અને શિક્ષણનાં સંદર્ભમાં સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ.....	212
Zalak M. Gohil, Research Scholar, M.A, Sem-4, Department of Psychology, Children`s University, Gandhinagar (Guj.) .....	212
Media and Women Empowerment.....	219
Dr. Jigneshkumar A. Barot, Rural Studies, At & Post – Gozariya, Vaniya vas, Ta & Dist – Mahesana, 382825 .....	219
ગુજરાતના અભ્યાસોના સંરક્ષણમાં દૂરદર્શનની ભૂમિકા.....	224
આલાપ બ્રહ્મભટ્ટ, દ્રશ્ય શ્રાવ્ય નિર્માણ વિભાગ, ગૂજરાત વિદ્યાપીઠ, અમદાવાદ-૩૮૦૦૧૪.....	224
खेल विकास में मीडिया की भूमिका .....	234
डॉ.लक्ष्मणभाई वी.गोळ, आचार्य, श्री यु.एच.चौधरी आर्ट्स कॉलेज, वडगाम, जिला.बनसकांठा, ३८५४१०.....	234

## **‘Global and Indian research trends in the area of Health Communication and Health Functionaries’**

**Ms. Megha Sidhpura Assistant Professor, Dr. Anjali Pahad Professor and HOD,  
Department of Extension and Communication, Faculty of Family and Community  
Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat**

### **Abstract**

Health Communication is integral to any health programme as Health Functionaries are considered. The article is aimed at illustrating trends of research in the field of Health Communication and Health Functionaries of Health Programmes. To achieve the said aim rigorous review work has been carried out of the researches done in almost last ten years. From nearly 100 online research articles finally in total 27 articles are considered for the analysis.

Reviewed researches were categorised among five categories viz; Health Workers, Health Communication under Health Programmes/ Activities, IEC/BCC under Health Programmes/ Activities, ICT, mobile and new media under Health Programmes/ Activities and Needs of Healthcare Providers under Health Programmes/ Activities.

Reviewed studies were conducted during 2008-2019 and majority were done during 2012-2017

With respect to method adopted for research, almost similar trend was observed for Qualitative, Quantitative and Mix method. Further few of the International scholars had carried out their research based on review method and were dependent on secondary/others' data for their research inquiries. In high majority of the researches Structured questionnaire, semi structured questionnaire, Interview schedule, In-depth Interview Schedule and theme guide were used as a tool for the purpose of data collection. The Data were analysed with various Qualitative and Quantitative techniques such as frequency distribution, t-test, regression for quantitative research design and thematic analysis for qualitative data.

Trend analysis of reviewed literature has appropriately figured out the quantum of research work already done and revealed the existing *research gaps* in this sector.

There exists a huge gap between International studies and local studies in terms of objectives, aspects and methodology related to study on Health Workers and Health Communication Strategies. Studies have worked on objectives focusing on availability, experimentation and or needs of IEC or Health Communication Strategies. Few of the

qualitative studies and need assessment studies have surfaced the on-field realities about communication aspect of health care delivery system up to grass-roots. Almost all the researches focused on any one aspect of Health Communication or health programme in the geographical area. All the researches referred have emphasised upon need for comprehensive research with special focus on Health communication in specific geographic area involving all stake holders.

Further, review reflected a huge requirement to understand needs of Healthcare Workers.

The present manuscript concluded showing recommendation and way forward in the area of health Communication and Health functionalities of Health Programmes.

**Key Words:** Health Communication, Health Communication Strategies, Health Functionaries, Health Programmes, IEC and ICT for Health

### **Introduction**

The health communication surrounds the development of effective messages about health, the dissemination of health-related information through broadcast, print, and electronic media, and the role of inter personal relationships in health communities. At the core of all of the communication are the idea of health and the emphasis of health. The goal of health communication is to identify and provide better and more effective communication strategies that will improve the overall health of society. (Don & Michael; (1978) pp 501, quoted by Bora Devajit (2016)

Nkanunye and Obiechina (2017), mentioned that ‘Health promotion supports personal and society development by providing information which improves health and enhance wellbeing. Communication creates meaning to any information given. Changing an already existing behaviour is very difficult. However, with effective communication and application of effective strategies, behavioural change could be achieved.’

### **Methodology**

The researchers have made rigorous attempts to search and locate relevant documents, reports, dissertations, thesis both online and offline. In its quest for materials visits were made by the researcher to various libraries, organizations, offices and scholars in and across state

After collecting reviews, content analysis was done. The briefs were prepared based on in-depth understanding towards objectives of research, aspects of methodology, findings, conclusion and recommendations. The investigators had classified them under following categories for easy and quick glance at the past scholarly contributions:

Categorization of empirical reviews:

---

<b>Empirical Reviews</b>	1.1 Healthcare workers, their awareness, knowledge, perceptions, role etc.
	1.2 Health Communication used under Health Prgrammes/ activities
	1.3 IEC/ BCC used under Health programmes/ activites
	1.4 ICT, mobiles and new media used under Health programmes/ activities
	1.5 Information needs of Health care providers under Health programmes/ activities

---

Trend Analysis:

Studies related to Health Care Workers reviewed from India were undertaken during 2011 to 2017 in Maharashtra and Gujarat. Moreover, selected studies by international researchers and institutions from United Kingdom and Netherlands conducted during 2015-2019 are considered for the review under present research.

- The Indian studies aimed at studying Socio-Economic Status, communication competence, knowledge-Awareness-Practices about roles and responsibilities as an Accredited Social Health Activist (ASHA), Female Health Workers (FHW), district level officials and supervisory staff and International studies focused on role performance and effectiveness of intervention designs influencing work performance.
- The designs used were Cross section design, Explorative cum descriptive, survey, mix of qualitative design, multiples case studies and meta-analysis (review) were adopted.
- Tools used were-Questionnaire, semi-structured interview schedule, interview schedule, Theme guide for FGD, adaptation of readily available tools (Octapace) and data analysis was done through percentages and frequency distribution.
- Samples approached to elicit data varied from members of VHSNC, ASHAs, FHWs, supervisors and officers, community leaders and patients through random, population



proportion and purposive sampling techniques and sample size ranged from as small as 20 to large as 2773 participants and 140 studies for review purpose.

- Major findings reflected (1) Motivation, capacity building, monitoring and supervision were essential for strengthening the national health programmes. (2) Health workers (ASHAs and FHWs) faced problems related provision of proper facilities, incentives, recognition and priority treatment of cases referred by them to Medical Officer/ANM. (3) Policy planners and executives need to sensitise ASHAs on the critical role of effective communication and need for investing more in building her capacity for health communication. (4) All of supervisors, officers, VHSNC members and beneficiaries acknowledged ASHAs' efforts at the community level which they believed had brought a drastic change in health seeking behaviour and awareness level of community members. (5) there is a need to review and revise their scope of practice to reflect the varied duration of training and in-country legislation. (6) CHWs increasingly have made a formal part of health systems in Low- and Middle-Income Countries, with expanding tasks.

Trends of reviews related to Health Communication under Health Programmes/activities derived from 4 Indian and 2 International researches were taken up during 2011-2019 in Karnataka, Haryana, Manipur, West Bengal in India and international all from United States of America.

- These studies focused upon Health Communication which aimed at analysing, checking effectiveness, evaluate, identifying deficiency areas, develop and test evidence based tailored Health Communication strategies amongst CHWs and overall health care programmes.
- The research design adopted by all of the Indian researchers include quantitative-community randomised trial, quasi experimental design, survey, International researchers adopted meta-analysis approach and one research was participatory in nature.
- Tools used were interview schedule and semi-structure Interview schedule, questionnaire and semi-structured questionnaire.
- Majorly, sample selection was done through randomised way however in one study purposive and convenient sampling method was used. Sample comprised of in most of the studies were-service providers, community healthcare workers across the system and in few of them had ANMs, service providers, officers and beneficiaries.

- Variables like Knowledge, attitude, practices, educational level, training received, monitoring of Health care providers/workers, number of activities, awareness, reporting of illness etc. for beneficiaries were taken up.
- Data analysis was done by calculating percentages, paired t-test, chi-square, multiple, binary logistic and multi-nominal logistic regression. Review researches carried out by international scholars used systematic and thematic meta-analysis which ranged from 48 to 441 researches.
- Major key findings were: (1) Health communication is a promising approach and should be included in all levels of health curriculum as ‘discipline’ of its own. (2) Special tailored efforts are needed for promoting health services and encouraging beneficiaries for adopting healthy behaviours. (3) Health Communication campaigns ranged from multinational initiatives to programmes in line with local areas and also reflective of the MDGs stated by UNO. (4) Strong association was found between the process meant to promote effective interventions and reported practices of desirable health behaviours and service use. (5) Suggestions for future research included- planned media intervention on health consciousness, health literacy, family-Community and Policy level intervention etc.

Reviewed researches on IEC/BCC used under Health programmes/activities were done during 2015 to 2017 with varied objectives like situational analysis, evaluation, assessing effectiveness in short-term project to longitudinal impact, preparing documentation and exploring experiences of CHWs regarding IEC, BCC and strategic communication for health behaviour and promotion of health services. Studies were done in Punjab, Haryana, Uttar Pradesh, Assam of India and Cambodia, South -Africa, Uganda.

- Majority of the researchers adopted mix methods with variety of tools like SWOT, FGDs, observation, situational and behavioural analysis, in-depth interview.
- Samples were selected by multi-stage and random sampling method which ranged from small (80) to large size (16,802) representative sample.
- For data analysis Pre-Post test scores, multivariable analysis, ratio, proportion and Chi-square statistics were applied, for variables like exposure to media, interaction with CHW, distance of health facility, knowledge, belief, practices and attitudes etc.
- Major findings revealed that (1) Government efforts towards IEC/BCC activities under National Health Mission have marked significant presence. IPC with mid-media intervention, BCC forums and electronic media (TV, Radio etc.) for information dissemination were effective. (2) ASHAs have been recognised as a ‘Source of Information’.

(3) There exist lacunae in monitoring-mentoring, coordinating between and amongst officials and grassroot level health workers. (4) Need for periodical training and mentoring of CHWs were emphasised for handling of IEC/BCC activities and enhanced IPC skills. (5) Some of the researchers have documented insufficient supply of printed media like posters and brochures for IEC/BCC activities. (6) CHWs play an important role in IEC activities on generic health tasks, HIV-Specific information, facilitation in availing health services etc. (7) IEC activities require focus, flexibility and forward thinking which is open for innovative thinking and gradation.

Trends in reviewed researches on ICT, mobiles and new media used under Health programmes/activities shown that they were undertaken in India during 2011 to 2018 with different objectives like checking applicability role and effectiveness of technology in Health Care system, use and effectiveness with CHWs etc. International researches specifically from developed countries are found to be ahead of Indian scenario. They have crossed the trail and application phase of ICTs in health care, at present they are focused on further technological advancement for virtual patient care, critical patient management system, health care information sharing and monitoring. Therefore, only two relevant studies are included in present review of literature.

- It was observed that research design included methods i.e. mix method, qualitative, quantitative and experimental design were used equally with relatively small samples (40 to 296).
- In majority of researches sample was selected through random, convenient and snow ball techniques, consisted of health care providers i.e. Doctors, ANMs, ASHAs and patients in India and health care personnel and CHWs in international studies.
- Tools like, Questionnaires, semi-structured questionnaire, observation schedule, Interview schedules were used for data collection.
- In quantitative and experimental design variables like knowledge, skills, priority issue, time pressure, protocol compliance and work load were considered for statistical analysis like cross tabulation, chi-square, multi variate logistic regression, error rate, Fisher's exact test etc and thematic analysis for in-depth interviews.

Findings highlighted that: (1) Mobile phones have benefits as opportunity production, capabilities enhancement, Social enabling and knowledge generation and certain limitations and obstacles in context to present health care system i.e. economic, technological, socio-cultural and infrastructural. (2) Easy software packages should be designed and provided to

CHWs and other health care providers. (3) Upon provision of proper and periodical training on ICT and mobile application for health care staff.

Category of studies related to Needs of Health care providers include a smaller number of reviews as compared to others in this section. In India studies were conducted in Chandigarh and Uttar Pradesh. International researchers worked on meta-analysis and one with commentary type review in USA and Pakistan.

- Study objectives were to check information seeking behaviour, needs, attitudes, barriers/challenges to accessing health information, usage of media and Information and Communication Technologies (ICTs) and describing innovative strategies to improve knowledge and information sharing.
- Studies adopted mix method- cross section study with multi-stage, stratified random sampling for selecting range of participants like ANMs, AWW, NGO members, *Sarpanchs*, Pharmacists, Lady Health Workers, Lady Health Supervisors, participants and one was based on qualitative 46 key informants across the state and grass root level health care system were selected.
- Tools used were semi-structured questionnaire, interview schedule, questionnaires and FGD theme guides to elicit data.
- Major findings revealed: (1) the need for health information in daily routine of Health Communication Programme. (2) emphasis upon five parameters for actionable information- language, timeliness, simplicity, quantity and accessibility-to meet diverse need across the health care system. (3) need to establish multi-faceted knowledge management systems and approaches (4) adequate and timely supply of communication aids, strengthening and capacity building of CHWs on communication skills and knowledge (5) evidence to policymakers about the need to improve access to health information resources for community health workers (6) need to invest in multifaceted knowledge management systems and approaches tailored to the varying needs of health professionals across health systems (8) dearth of researches to understand requirements of CHWs and other Public health care providers in India and at international level.

#### **Research Gaps and Conclusion:**

The thematic analysis of review of literature have presented previous work done in the area of study. Moreover, trend analysis of reviewed literature has appropriately figured out the quantum of research work already done and revealed the existing *research gaps* in this sector.

There exists a huge gap between International studies and local studies in terms of objectives, aspects and methodology related to study on Health Workers and Health Communication Strategies. Studies have worked on objectives focusing on availability, experimentation and or needs of IEC or Health Communication Strategies. Few of the qualitative studies and need assessment studies have surfaced the on-field realities about communication aspect of health care delivery system up to grass-roots. Almost all the researches focused on any one aspect of Health Communication or health programme in the geographical area. All the researches referred have emphasised upon need for comprehensive research with special focus on Health communication in specific geographic area involving all stake holders.

Further, review reflected a huge requirement to understand needs of Healthcare Workers. Only two studies could be found with reference to Indian context and have been included. Indian scholars have lately realised the need to identify gaps and requirements of Healthcare Workers with regards to knowledge, information, tools and training.

Thus, authors observed that the field of Health Communication and Health Workers need much attention. Specific research design with local approach is desired for different regions and tribal areas under health programme.

---

#### References:

- Achyut, P., Benson, A., Calhoun, L. M., Corroon, M., Guilkey, D. K., Kebede, E., ... Winston, J. (2016). Impact evaluation of the Urban Health Initiative in urban Uttar Pradesh, India. *Contraception*, 93(6), 519–525. <https://doi.org/10.1016/j.contraception.2016.02.031>
- Arya, K., (2016) Information Communication Technology Used By Health Care Worker (Asha) Of Uttarakhand. *International Journal of Advanced Research*, 4 (6), 1897-1902 <http://dx.doi.org/10.21474/IJAR01/681>[http://www.journalijar.com/uploads/653\\_IJAR-10661.pdf](http://www.journalijar.com/uploads/653_IJAR-10661.pdf)
- Bora Devajit, (2017) Development and designing of health communication policies a case study of Assam, Assam University, <http://hdl.handle.net/10603/201229>
- Chib, A., Yi Jia, C., Lin Chieh Lynette, L., ChiahHwee Cheryl, N., Chin Kee, T., & Vlv, K. (2012). The Hope of Mobile Phones in Indian Rural Healthcare. *Journal of Health Informatics in Developing Countries* [www.Jhidc.Org](http://www.Jhidc.Org), 6(1).
- Choudary, M., Varia, K., Kothari, N., Ghandhi, S., Makwana, N. R., & Parmar, D. (2015). Evaluation of Knowledge of ASHA Workers Regarding Various Health Services under

NRHM in Saurashtra Region of Gujarat. *National Journal of Community Medicine* | Volume, 6(2), 60–64. Retrieved from [www.njcmindia.org](http://www.njcmindia.org)

End of project evaluation of health Behavior Change Communication project in Cambodia (2011) funded by European Communication and UNICEF to Ministry of Health (MOH), Cambodia.

[https://www.unicef.org/evaldatabase/files/Cambodia\\_BCC\\_end\\_of\\_project\\_Evaluation\\_FIN\\_AL.pdf](https://www.unicef.org/evaldatabase/files/Cambodia_BCC_end_of_project_Evaluation_FIN_AL.pdf)

Florez-Arango, J. F., Sriram Iyengar, M., Dunn, K., & Zhang, J. (2011). Performance factors of mobile rich media job aids for community health workers. *Journal of the American Medical Informatics Association*, 18(2), 131–137.

<https://doi.org/10.1136/jamia.2010.010025>

Ghosh, S., & Saha, M. (2013). Health Communication and Behavioural Change: An Exploratory Study among Marginalized Communities in Rural West Bengal, India. *Journal of Health Management*, 15(3), 307–327. <https://doi.org/10.1177/0972063413492038>

Gosavi, S. V, Raut, A. V, Deshmukh, P. R., Mehendale, A. M., & Garg, B. (2011). Ashas' Awareness & Perceptions About Their Roles & Responsibilities : a Study From Rural Wardha. *Jmgims*, 16(1), 30–32. Retrieved from

<http://medind.nic.in/jaw/t11/i1/jawt11i1p33.pdf>

Habbu, S. G., & Krishappa, P. (2017). Effectiveness of oral health education among community health workers based on communication-behavior change model. *Indian Journal of Public Health Research and Development*, 8(4), 636–642. <https://doi.org/10.5958/0976-5506.2017.00408.9>

Haq, Z., & Hafeez, A. (2011). Knowledge and Communication Needs Assessment of Community Health Workers in a Developing Country. *Social Work in Public Health and Hospitals*, 7, 248–260. <https://doi.org/10.1201/b13133-15>

Kapadia-Kundu, N., Sullivan, T. M., Safi, B., Trivedi, G., & Velu, S. (2012). Understanding health information needs and gaps in the health care system in uttarpradesh, India. *Journal of Health Communication*, 17(SUPPL. 2), 30–45.

<https://doi.org/10.1080/10810730.2012.666625>

Kaur, M., Jaswal, N., & Saddi, A. K. (2017). Evaluation of a women group led health communication program in Haryana, India. *Evaluation and Program Planning*, 65, 12–19.

<https://doi.org/10.1016/j.evalprogplan.2017.05.019>

- Keller, P. A., & Lehmann, D. R. (2008). Designing Effective Health Communications: A Meta-Analysis. *Journal of Public Policy & Marketing*, 27(2), 117–130. <https://doi.org/10.1509/jppm.27.2.117>
- Kok, M. C., Dieleman, M., Taegtmeier, M., Broerse, J. E. W., Kane, S. S., Ormel, H., ... De Koning, K. A. M. (2015). Which intervention design factors influence performance of community health workers in low- and middle-income countries? A systematic review. *Health Policy and Planning*, 30(9), 1207–1227. <https://doi.org/10.1093/heapol/czu126>
- LeMay, N. V., & Bocock, P. J. W. (2012). Building a National Model for Knowledge Exchange in Malawi: Findings from a Health Information Needs Assessment. *Journal of Health Communication*, 17(SUPPL. 2), 64–78. <https://doi.org/10.1080/10810730.2012.666623>
- Mahanta, T. G., Boruah, M., Singh, V. K., Gogoi, P., Rane, T., & Mahanta, B. N. (2016). Effect of social and behavior change communication by using infotainment in community perception of adolescent girls for reproductive and sexual health care in high priority districts of Assam. *Clinical Epidemiology and Global Health*, Vol. 4, pp. 133–139. <https://doi.org/10.1016/j.cegh.2015.12.002>
- Murthy, N. and Vijayaraman, G. (2012), Role of Mobile Phone in Health Worker's Work Routine (August 2012). SSRN: <https://ssrn.com/abstract=2167757> or <http://dx.doi.org/10.2139/ssrn.2167757>
- Nkanunye CC, Obiechina GO. Health Communication Strategies as Gateway to Effective Health Promotion and Well-being. *J Med ResHealthEduc* 2017, Vol.1 No.3: 13.
- Nongmaithem, R. (2014) A study of RCH communication: A critical analysis of NRHM, Manipur, Assam University <http://hdl.handle.net/10603/99450>
- Olaniran, A., Madaj, B., Bar-Zev, S., & van den Broek, N. (2019). The roles of community health workers who provide maternal and newborn health services: case studies from Africa and Asia. *BMJ Global Health*, 4(4), e001388. <https://doi.org/10.1136/bmjgh-2019-001388>
- Pakenham-Walsh, N., & Bukachi, F. (2009). Information needs of health care workers in developing countries: A literature review with a focus on Africa. *Human Resources for Health*, 7, 1–13. <https://doi.org/10.1186/1478-4491-7-30>
- Raj, S., Sharma, V. L., Singh, A., & Goel, S. (2015). The health information seeking behaviour and needs of community health workers in Chandigarh in Northern India. *Health Information and Libraries Journal*, 32(2), 143–149. <https://doi.org/10.1111/hir.12104>

Shah, S., Shinde, A., Anand, A., Modi, D., Desai, G., Bhatt, H., ... Shah, P. (2018). The role of an mHealth intervention in improving knowledge and skills of accredited social health activists in tribal areas of Gujarat, India: a nested study within an implementation research trial. *Acta Paediatrica, International Journal of Paediatrics*, 107, 72–79.

<https://doi.org/10.1111/apa.14322>

Sood, S., Shefner-Rogers, C., & Skinner, J. (2014). Health Communication Campaigns in Developing Countries. *Journal of Creative Communications*, 9(1), 67–84.

<https://doi.org/10.1177/0973258613517440>

Thakur, J., Jaswal, N., & Grover, A. (2017). Is focus on prevention missing in national health programs? A situation analysis of IEC/BCC/Health promotion activities in a district setting of Punjab and Haryana. *Indian Journal of Community Medicine*, Vol. 42, pp. 30–36.

<https://doi.org/10.4103/0970-0218.199795>

Udousoro, N. W. (2014). *Use and Gratification of ICTs by Health Care Personnel in Nigerian South- South Tertiary Hospitals*. 3(November), 226–235.

Zulliger, R., Moshabela, M., & Schneider, H. (2014). “she is my teacher and if it was not for her i would be dead”: Exploration of rural South African community health workers’ information, education and communication activities. *AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV*, 26(5), 626–632.

<https://doi.org/10.1080/09540121.2013.841839>

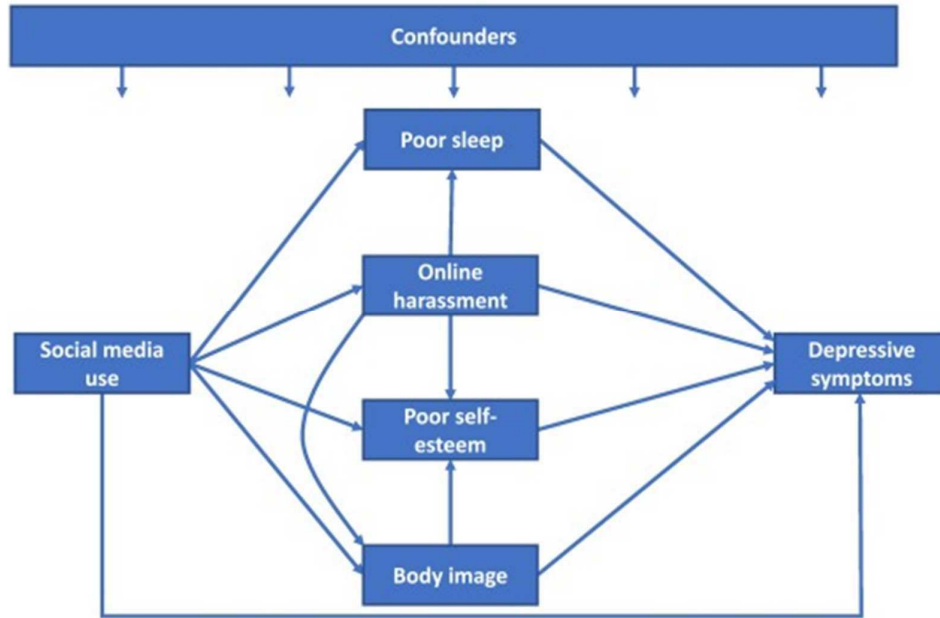
ected by levels of anxiety and worry resulting from experiences of online harassment. Young people are particularly vulnerable to the development of low self-esteem and this could be exacerbated by online experiences including receipt of negative feedback and negative social comparisons

The abundance of manipulated images of idealised ‘beauty’ online are linked to individual perceptions of body image and self-esteem which in turn are associated with poor mental health.

It is also important to acknowledge that a cyclical relationship between social media use and mental health could be at play, whereby young people experiencing poor mental health might be more likely to use social media for extended periods of time.. We hypothesise, net of prior mental health, that: i) the relationship between social media use and depressive symptoms would be partially mediated through poor sleep, online harassment, poor self-esteem and body image; ii) the association of online harassment with depressive symptoms would be partially mediated by poorer sleep, poor body image and poor self-



esteem; and iii) the poor body image relationship with depressive symptoms would be partially mediated self-esteem (Fig. 2).



#### 4.Sexting on Social Media

Sexting can be defined as “sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.” Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or seminude photographs or videos of themselves. Some teens who have engaged in sexting have been threatened or charged with felony child pornography charges, although some states have started characterizing such behaviors as juvenile-law misdemeanors. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all.

#### 5.Socialization & Communication

Social media sites allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas. Social media participation also can offer adolescents deeper benefits that extend into their view of self, community, and the world, including1. opportunities for community engagement through raising money for charity and

volunteering for local events, including political and philanthropic events; enhancement of individual and collective creativity through development and sharing of artistic and musical endeavors; growth of ideas from the creation of blogs, podcasts, videos, and gaming sites; expansion of one's online connections through shared interests to include others from more diverse backgrounds (such communication is an important step for all adolescents and affords the opportunity for respect, tolerance, and increased discourse about personal and global issues); and fostering of one's individual identity and unique social skills.

#### 6..Enhanced Learning Opportunities

Middle and high school students are using social media to connect with one another on homework and group projects. For example, Facebook and similar social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in English, written expression, and creativity.

#### 7.Improved health awareness

Adolescents are finding that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as sexually transmitted infections, stress reduction, and signs of depression. Adolescents with chronic illnesses can access Web sites through which they can develop supportive networks of people with similar conditions.<sup>13</sup> The mobile technologies that teens use daily, namely cell phones, instant messaging, and text messaging, have already produced multiple improvements in their health care, such as increased medication adherence, better disease understanding, and fewer missed appointments.<sup>14</sup> Given that the new social media venues all have mobile applications, teenagers will have enhanced opportunities to learn about their health issues and communicate with their doctors.

#### **8.Conclusion**

The social media has opened up the unexplored world before the adolescents, killing the patience and waiting nature. The excessive use may harm them mentally, physically and emotionally. However it may have a potential opportunity educate them informally for better life experiences. The role of parents become more crucial in it.

#### **9.References:**

1. *Ito M, Horst H, Bittani M.* Living and Learning With New Media: Summary of Findings From the Digital Youth Project. Chicago, IL: John D. and Catherine T. MacArthur

- Foundation Reports on Digital Media and Learning; 2008. Available at: <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-TwoPageSummary.pdf>. Accessed July 16, 2010
2. *Common Sense Media*. Technology Networking Changing Childhood. A National Poll. San Francisco, CA: Common Sense Media; 2009. Available at: [www.common SenseMedia.org/sites/default/files/CSM\\_teen\\_social\\_media\\_080609\\_FINAL.pdf](http://www.common SenseMedia.org/sites/default/files/CSM_teen_social_media_080609_FINAL.pdf). Accessed July 16, 2010
  3. *Hinduja S, Patchin J*. Offline consequences of online victimization: school violence and delinquency. *J Sch Violence*. 2007;6(3): 89 –112
  4. *Lenhart A*. Teens and Sexting. Washington, DC: Pew Research Center; 2009. Available at: <http://pewinternet.org/Reports/2009/Teens-and-Sexting.aspx>. Accessed August 4, 2010
  5. *Patchin JW, Hinduja S*. Bullies move beyond the schoolyard: a preliminary look at cyberbullying. *Youth Violence Juv Justice*. 2006; 4(2):148 –169
  6. *A thin line: 2009 AP-TVT digital abuse study*. Available at: [www.athinline.org/MTV-AP\\_Digital\\_Abuse\\_Study\\_Executive\\_Summary.pdf](http://www.athinline.org/MTV-AP_Digital_Abuse_Study_Executive_Summary.pdf). Accessed July 16, 2010
  7. *Christakis DA, Moreno MA*. Trapped in the net: will internet addiction become a 21<sup>st</sup> century epidemic. *Arch Pediatr Adolesc Med*. 2009;163(10):959 –960
  8. *Palfrey J, Gasser U, Boyd D*. Response to FCC Notice of Inquiry 09-94: “Empowering Parents and Protecting Children in an Evolving Media Landscape.” Cambridge, MA: Berkman Center for Internet and Society at Harvard University; 2010. Available at: [http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Palfrey\\_Gasser\\_boyd\\_response\\_to\\_FCC\\_NOI\\_09-94\\_Feb2010.pdf](http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Palfrey_Gasser_boyd_response_to_FCC_NOI_09-94_Feb2010.pdf). Accessed July 16, 2010
  9. *Jenkins H, Clinton K, Purushotma R, Robinson AJ, Weigel M*. Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Chicago, IL: John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning; 2006. Available at: [http://digitalllearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS\\_WHITE\\_PAPER.PDF](http://digitalllearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS_WHITE_PAPER.PDF). Accessed July 16, 2010

## Use of ICT by University Teachers

**Dr. Avani Maniar, Ms. Krutika Bhate, Associate Professor, Research Scholar, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.**

### Abstract

Information and Communication Technology (ICT), being the building blocks of modern society, has changed the practices and procedures of almost all forms of endeavor within academics and governance. ICTs have changed the way universities carry out their functions of teaching, learning and research, specifically the creation, dissemination and application of knowledge. This paper discusses the use of ICT by the teachers of the Maharaja Sayajirao University of Baroda, Vadodara. Today, numbers of reference managing and data managing software are available on internet for research work. Integration of ICT's in education promotes deep learning and change the learning environment into the learner-centered environment. Therefore it is important to understand the use of ICTs by the teachers of the selected university. The teachers from all the faculties were selected randomly for the present study. The sample size for the study was 30 teachers. The findings of the study revealed that the teacher uses the internet on a regular basis for teaching and research work. The findings of the study also revealed that teachers use ICT for educational and communication purposes. The findings also show that the majority of the teachers are aware of the services provided by the internet such as e-mail, archives etc. The findings of the study give the direction for conducting in detail study and it shows that teachers of the university use ICT.

Key Words: ICT, Teaching, Research, University Teachers

### Introduction

Higher Education in India

Higher education plays a vital role in the development of a country, as it is viewed as a powerful means to build a knowledge-based society. The Indian Higher Education System has established itself as the largest system in the world in terms of a number of institutions and third largest in terms of student enrollment (*after China and USA*). The main governing body at the tertiary level is the *University Grants Commission*, which enforces its standards, advises the government, and coordinates between the center and the state. Indian higher

education is decentralized with separate councils responsible for the regulation of different institutions.

#### Importance of Higher Education

Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes in the dissemination of specialized knowledge and skill. It helps in the capacity building of students for the job market. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. Still, there are certain issues and challenges faced by higher education in India as follows:

- Issues related to access, equality and quality of education
- Insufficient infrastructure in the universities and colleges.
- Shortage of well-trained teachers in the higher education system.
- Inadequate funding with universities and colleges to be equipped with good ICT tools.
- Ill-equipped libraries in the universities.
- Preference for teaching with traditional methods rather than with new teaching method (like teaching with chalk than smart boards).

So to cope up with all these issues, integration of ICT in higher education is very important and due to the introduction of ICT in education, there is a change in the role of the teacher also from past to present years. In past the major role of the teacher was more of the instructor in the class, leader of the class, he/she was the authority of the class, the source of knowledge and expert in using chalk. But now the role is changed; now the teacher is a facilitator for finding information and using it. He/she is a guide or mediator, ICT based curriculum designer and expert in using ICT.

Now a day's to cope up with present educational needs following competencies are required in teacher:

- Teachers should be expert in ICT based content designing and he/she should integrate ICT tools effectively in the classroom.
- He/she should be the adaptor of new technology-based teaching methods and materials.
- He/she should be potential in grasping and manipulating the emerging tools and web technologies.
- He/she should motivate students for adapting and using new technologies for learning.

For supporting teachers and enhancing the quality of the teaching-learning process through ICT different efforts has been done by the government. Use of ICT for promoting education and development has always been a part of policy and plan of education.

The Government of India has implemented several national as well as state-specific schemes that run concurrent to a large number of privately led IT initiatives at school and higher education levels. Different programmes started by the government based on ICT such as the National Mission on Education through Information and Communication Technology (NMEICT), SWAYAM, National Programme on Technology Enhanced Learning (NPTEL), EPathshala, and INFLIBNET etc.

UGC also made several efforts for the integration of ICT in higher education like Initiated scheme called “ICT for teaching and learning process” for achieving quality and excellence in higher education. UGC also launched a programme ‘UGC INFONET’, a network of Indian Universities and Colleges, by integrating (ICT) in the process of teaching, learning and education management.

As per UGC guideline university teachers has to perform three basic roles that are teaching, research, and extension. There are various ICT tools available which can be utilized for knowledge creation and dissemination in the modern world. Tools include Radio, T.V, Internet, Mobile phone, Computer, laptop, tablets, and many other hardware and software applications.

There are numbers of ICT tools are available online which can be used for teaching and research purposes such as [GoogleScholar](#) , [Academia](#) Edu., [ResearchGate](#) , [Mendeley](#) , [Unplag](#), Google Docs , Pinterest, Clickers, Edublogs etc.

Beyond these, there are many more tools available which a teacher can use for teaching and research. So the above discussion gives an idea about the need for ICT in education and Government efforts for incorporating ICT in Indian higher education. It is a role of teacher to incorporate ICT tools in teaching-learning, research and administration as well as motivate students to use different ICT tools for learning. So it is a need to find out whether the teachers are using and integrating ICT or not and for this a systematic study need to be conducted.

ICT is developed as a powerful tool for the diffusion of knowledge and information. Integration of ICT’s in education will promote deep learning and change the learning environment into the learner-centered environment. Moreover, it can provide access to education regardless of time and geographical barriers. Similarly wider availability of course

material in education which can be shared by means of ICT can foster better teaching. ICT enabled education will ultimately lead to the democratization of education and it has the potential for transforming higher education in India. Numbers of initiatives are taken by UGC and Government to integrate ICT in Education. A number of workshops/seminars and conferences are conducted at a different level related to ICT. Therefore, it is a need to carry out a systematic study to check the integration of ICT in education by the higher education teachers.

Keeping in mind all above-motioed point a pilot study was conducted to check the usage and integration of ICT by the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara.

#### Objectives of the Study

- To study the demographic profile of the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara.
- To investigate the learning strategies adopted by the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara in acquiring ICT skills.
- To know the frequency of using ICT by the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara.
- To find out the purposes of using ICT by the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara.
- To study the influence of ICT on the various academic, research and administrative activities of the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara.
- To find out the problems faced by the faculty members of The Maharaja Sayajirao University of Baroda, Vadodara in using ICT.

#### Methodology

Total 30 faculty members from the Maharaja Sayajirao University were selected randomly for the study. The questionnaire was used as a tool for collecting data regarding the usage of ICT by the faculty members.

#### Findings of the Study

- The findings of the study revealed that forty-three percent of the respondents were from 31-40 age group whereas forty percent are from the 25-30 age group. Very few (13.33%) are from 51-62 age group. It shows that the majority of the faculty members were from young and middle age group whereas very few from old age group.

- The results of the study reveal that thirty percent of the faculty members were from the Faculty of Family and Community Sciences; twenty-three percent were from Arts faculty. Twenty percent and sixteen percent were from Science and Technology faculty respectively.
- The study shows fifty-six percent of the respondents were temporary teaching assistant/assistant professors. Twenty-six were assistant professor whereas ten percent were associate professors.

**Table 1: Frequency and Percentage Distribution of the Faculty Members According to their Internet usage**

(N=30)

Internet usage	Frequency	Percentage
2-4 years	3	10
More than 4 years	25	83.33
More than 20 years	2	6.66
Total	30	99.99

The findings reveal that high majority (83.33%) of the respondents were using the internet from more than 4 years whereas ten percent were using internet from 2-4 years. Very few (6.66%) were using the internet from more than 20 years.

**Table 2: Frequency and Percentage Distribution of the Respondents According To the Time Spent On Internet**

(N=30)

Time spent on the internet	Frequency	Percentage
Less than 1 hour a week	0	0
2-4 hours a week	3	10
5-6 hours a week	1	3.33
7-9 hours a week	5	16.66
10-20 hours a week	10	33.33
Over 20 hours a week	11	36.66
Total	30	99.98

The results of the study reveal that thirty-six percent of the respondents spent over 20 hours a week on the internet whereas thirty-three percent spent 10-20 hours a week. Very few (10%) spent 2-4 hours a week on the internet.



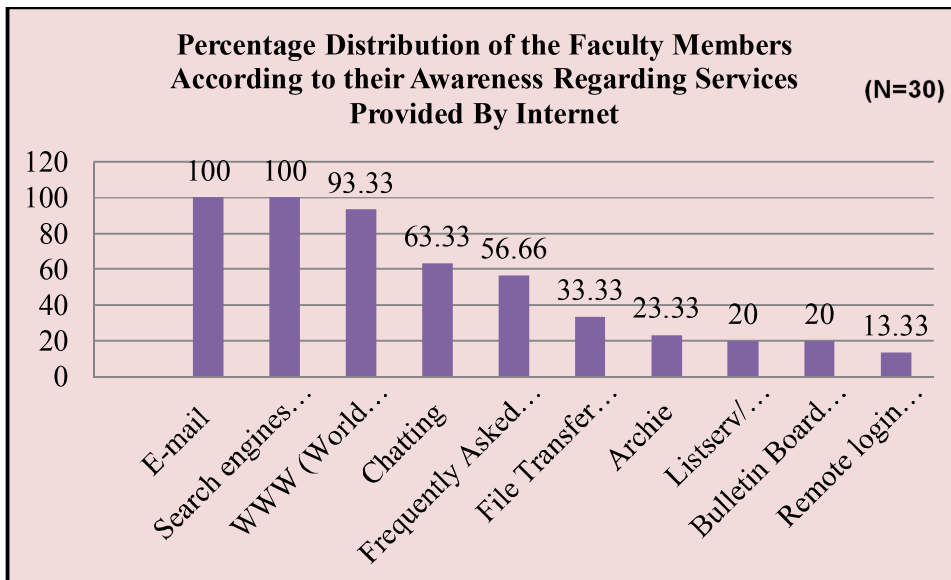
- The majority (63.33%) of the respondents prefer Wi-Fi and mobile data connection whereas twenty percent prefer broadband connection for accessing the internet.
- Seventy-six percent of the respondents use self-instruction for learning internet whereas the majority (66.66%) of the respondents learns internet skill through trial and error method. Sixty percent learned through guidance from colleagues and friends whereas ten percent learned through an online tutorial.

Table 3: Frequency and Percentage Distribution of the Faculty Members According To the Purpose for Using the Internet (N=30)

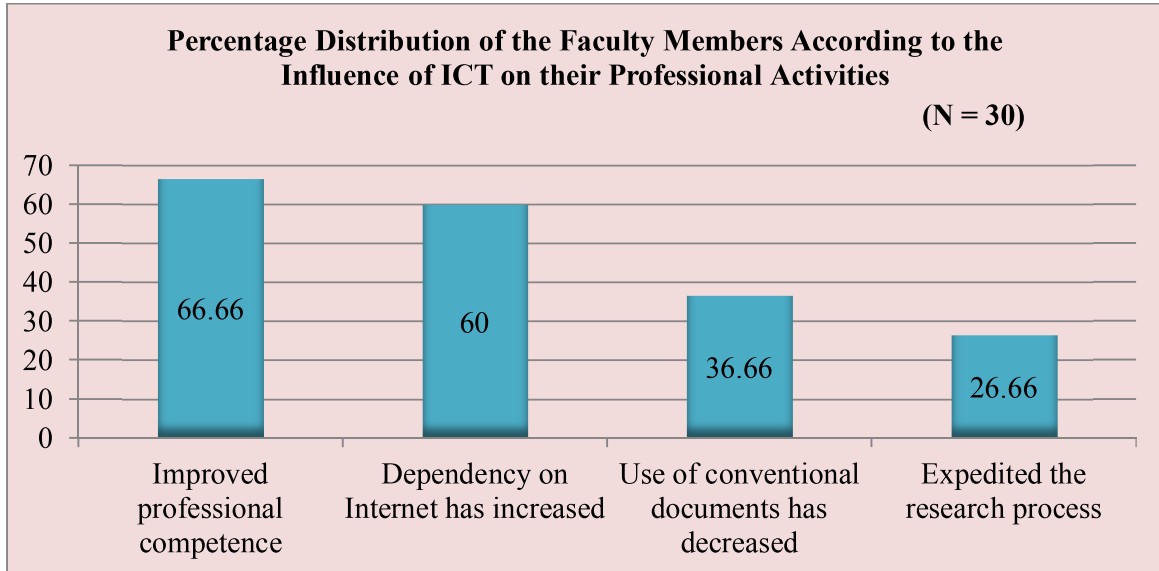
Purposes	Frequency	Percentage
Education	26	86.66
Research	22	73.33
communication	20	66.66
Entertainment	14	46.66

Above table shows that high majority (86.66%) of the respondents use the internet for education whereas seventy-three percent use for research work. Sixty-six percent of the respondents use the internet for communication and only forty-six percent use it for entertainment.

The findings of the study also revealed that all the respondents were aware of the e-mail and search engines. The high majority (93.33%) were aware of WWW whereas majorities (63.33%) use chatting. Very few (20%) percent of the respondents were aware of discussion Group and bulletin board service.



The majority (66.66% and 60%) of the respondents feel the internet has improved their professional competences and their dependency on the internet has increases respectively. Thirty-six percent feel use of conventional documents has decreased due to the use of internet whereas twenty-six percent of the respondent reported that internet has expedited the research process.



**Table 4: Frequency and Percentage Distribution of the Faculty Members According To the Troubles They Faced While Using the Internet**

(N=30)

Troubles	Frequency	Percentage
Difficulty in finding relevant information	18	60
Slow access speed	14	46.66
It takes too long to view/download pages	10	33.33
Privacy problem	7	23.33
Overload of information on the Internet	6	20

Above table shows that the majority (60%) of the respondents faces trouble in finding relevant information from internet whereas forty-six percent of the respondents face slow access speed. Thirty-three percent of the respondents reported that internet takes too long to view/download pages and twenty-three percent of the respondents said that they face privacy problem. Very few (20%) respondents feel there is an overload of information on the internet. One respondent reported that advertisement keeps popping up while reading any web page and blocking unnecessarily many useful websites by the university.

**Suggestions:**

- Control on an advertisement, by putting some button/option to remove them.
- Ease of access to students regarding free access to internet and computer.
- Speed and authentic information, these two things need to be taken into consideration.
- Regular maintenance is required and provided at high speed consistently.
- Regular working of Wi-Fi is not there in college so restrictions are experienced.

**Conclusion :**

Quality in education through ICT and its awareness among stakeholders will have a positive impact on society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. In all levels of education, ICT can be utilized for better teaching-learning process and improving quality of education. Using multimedia in education results in the increased productivity and retention rates (Devi 2012). The present study revealed that the faculty members of The Maharaja Sayajirao University of Baroda use ICT in teaching, research and for communication. They are aware of some of the ICT tools available on internet like search engines, FAQ etc. Majority of them use e-mail and search engines for their academic work. ICT also has an influence on the academic activities of the faculties. ICT improved professional competency and their dependency on the internet is increased. Faculty members faced problems in using ICT in terms of low internet speed, lack of infrastructure etc. So, we conclude that there is a strong need to conduct a detailed study on “ICT in Higher Education”

**References :**

1. Alam M. (2016). Use of ICT in Higher Education. *The International Journal of Indian Psychology, Volume 3, Issue 4*. Retrieved from <http://www.ijip.in>
2. Burman J & Prakash S. (2013). Usage of Internet by Faculty Members of Maharshi Dayanand University, Rohtak: A Survey. *Asian Journal of Library and Information Science, Vol.5, Issue (3-4)*. Retrieved from <http://www.escienceworld.org/index.php/ajlis/article/download/14/14>
3. Devi S, Chander S & Rizwaan M. (2012). ICT for Quality of Education in India. *International Journal of Physical and Social Sciences. Vol 2, Issue 6*. Retrieved from <http://www.ijmra.us>
4. Kannappanavar B, Manjunatha K & Satisha S. (2013). Use of Internet by Faculty Members of B I E T, Davangere: A Study. *The Journal of Lib. & Info. Management, Vol 4, No 2*. Retrieved from

[http://www.academia.edu/10918478/USE\\_OF\\_INTERNET\\_BY\\_FACULTY\\_MEMBERS\\_OF\\_B\\_I\\_E\\_T\\_DAVANGERE\\_A\\_STUDY](http://www.academia.edu/10918478/USE_OF_INTERNET_BY_FACULTY_MEMBERS_OF_B_I_E_T_DAVANGERE_A_STUDY)

5. Mbodila M, Jones T and Muhandji K. (2013). Integration of ICT in Education: Key Challenges. *International Journal of Emerging Technology and Advanced Engineering, Volume 3, Issue 11*. Retrieved from [www.ijetae.com](http://www.ijetae.com)
6. Tanuskodi S. (2012). Use of the Internet by the Faculty Members of Arts and Science Colleges in Cuooalore District, Tamilnadu India: A Case Study. *International Journal of Information Research, Vol 2, No 2*. Retrieved From <http://www.spoars.org/journal/sites/default/files/v2n2p6.pdf>

# **MEDIA & WOMEN EMPOWERMENT: A STUDY OF THE ROLE OF ALTERNATIVE MEDIA IN EMPOWERMENT OF WOMEN IN BEDI VILLAGE, RAJKOT**

**N. Bangkim Singh, Associate Professor (Sociology), Faculty of Law, Marwadi University**

## **Introduction**

Empowerment can be simply defined as the redistribution of power, which remains much debated topic among social scientists in a hope to bring change in social relationships. Power is considered as one of the societal fabrics on which inequality is edified whereby curtailing the rights of others. Power is dynamic and everywhere as conceptualized by post modern thinkers which open up new avenues for discussion. Among the dimensions of empowerment, empowerment of women is the most significant consideration as half population are affected by imbalanced power relations since ages because of their subordinate position in the India.

According to Usha Narayanan (1999) in the struggle for gender justice, political participation constitutes the first and foremost step in that direction." The Economic Survey also called for more representation of women in decision making process in India (2018). It also claimed substantial representation is there at the local government level but lack of political representation of women at the assembly and parliament. Regarding the role of media in accelerating women empowerment Narayana and Ahamad (2016) emphasized acceleration of participation and access of women to expression and decision-making in and through the media and promote a balanced and non-stereotyped portrayal of women in the media. Making it specific Naveena (2015) wrote that public service advertising is a potentially powerful tool in the effort to address the many public health and other social challenges facing this country but it is not easy task to evolve a national communication policy or generally acceptable information strategy. Meena Devi (2012) emphasized alternative media as a developmental tool to portray and resonate the views and ideas of the oppressed and marginalized women at the grass root level.

Keeping in track the above discussion, the present study focuses on role of alternative media on empowerment of women in political and health. Operationally political empowerment of women will be limited to mobilization and participation of women in politics in Bedi Village. On the empowerment of health front it will be operationally defined as the maternal

reproductive health. Information on the exposure of women to mass media is especially important for the dissemination of all types of information. Alternative media is an alternative base of communication and sharing of information to bring direct awareness among the members so that certain purpose and goals can be achieved. It has specific group of populations at the local level where people felt that they need to empower themselves. In the present study alternative media shall be defined to any mobile applications which are available for sharing information among group members, like *whats up, instagram, hello* etc.

### **Methodology**

The study has been conducted by using deliberate sampling. Avoiding the total population, deliberate sampling focuses on particular and specific population. It is preferred mostly for it is easy, fast and cost effective.

A set of question pertaining to personal and family background, income, education has been asked to the respondents. Information dissemination about political campaign, voting in elections and membership of party etc., and also information dissemination on healthcare services pre natal, natal and post natal period etc. through alternative media were discussed with the respondents. In the present study a total number of 25 women of Bedi village have been interacted regarding to know the role of alternative media on empowerment of women in the village. The selection of the sample (deliberate sampling) has been done keeping in mind married women either bearing children or on the verge of child birth for the present study. It was also kept in consideration that respondent women shall be having and accessing mobile phone with internet. The information has been collected through interview and interaction with the respondents by using open ended questions.

The present study is an attempt to find out whether the role of alternative media is effective in empowerment of women politically and health in Bedi village.

### **Bedi Village**

Bedi is a Village in Tankara Taluka which comes under Rajkot District of Gujarat State, India. It is situated in the Rajkot-Morbi Highway Road which gives a different exposure level to its populations. The village has around 4800 population (As different from Census 2011 which reported 1049 population) and enjoys all amenities of modern society. For livelihood most of the villagers are engaging with either agriculture or manual work in nearby yard and companies. Around half of the population constitutes female population. Female literacy rate is very low, i.e. 27.6 per cent (2011 census) in the village and only 6 percent population are scheduled caste (2011 census) in Bedi village.

The village consisted of hindus only, i.e. vankar (Scheduled castes), Kohli (Kshatri), Patels, Aheri, bhramins, mochis etc. Most of the surrounding agricultural lands belong to patels. People from other caste who does not owned land are engaged as agricultural labourer in the agricultural field owned by the patels.

At the cultural front it is visible that they rarely visits house of each other across caste, even if they are invited the rituals, ceremonies or festivals of the other caste. This phenomenon affects the empowerment of women folk in the village. In the present study empowerment of women has been subjected at two levels: dissemination and sharing of information among women related to political and health issues. The socio-economic distributions of the population in the village also play an important role in the empowerment of women through alternative media.

### **Role of Alternative Media in Women Empowerment**

Regarding the age of the respondents, cent per cent of them belonged to 20 to 47 years of age category. 3 of them are educated upto matriculation. 16 of them are educated below matriculation and 7 of them are illiterate. Cent per cent of the respondents were having medium size of family, i.e. 4 to 6 members. 3 respondents are housewife and around one-third proportions, i.e. 9 respondents of them are daily wagers. Most of the respondents belonged to Vankar caste (Scheduled Caste) and one fourth proportions of them belonged to other castes. In term of religion, all of them are Hindus.

### **Political:**

Except two respondents most of them had never participated in any political campaign, and all of them claimed that they did not hold any membership of any political party. One woman contested panchayat election and remained Sarpanch of the village without affiliation or membership of any political party. Most of them cast their valuable votes in local level elections but only few of them exercised their suffrage rights in the last assembly and parliament elections. It is interesting to know that even though most of them were eligible to vote before marriage it was only after their marriage that they started voting. Caste background plays an important role rather than being women in exercising their political rights for they cast their votes only to their caste candidate. Influence of male members of the family in political decision making is quite evident among the women.

To have an in-depth knowledge on role of alternative media in political mobilization and participation of women it was asked whether respondents were using any alternative media and frequency and activeness on the alternative media. At the time of the elections only most

of them are actively engaged with alternative media, i.e. *whats up* for political mobilization and campaign. Information about political mobilization and campaign has been shared through *whats up* which is common in the last local election. Some of the *whats up* groups are limited to women only. Through '*whats up*' group members who are actively engaged with political activities propagated which candidate they need to cast vote. Nevertheless they received information about political campaign and meetings; they seldom conduct and attend meeting as it is done mostly by men folk of the village. Cent percent respondents are member of one or another *whats up* group which is related to political activities in the village.

**Health:**

In rural India, health of women remains a problem as it is mainly driven by social and cultural determinants. Women in rural areas have less exposure to family planning information (NFHS, 2015-16). Regarding reproductive maternal health, Gujarat government has initiated many schemes such as MamtaDiwas, 108 ambulances, Improvement in government facilities and quality, continuous tracking of pregnant mothers through TeCHO+ / E-Mamta, Chiranjeevi Yojana, Kasturba Poshan Sahay Yojana, MamtaGhar, Free drop back to home after institutional delivery using Khilkhilat etc.

There is a Primary Health Centre known as Peta Kendra, Bedi. Most of the people avoid visiting PHC as few other private clinics (Ayurvedic & Homeopathic) and a private hospital is there in the village. But delivery or childbirth has been conducted at free of cost in St. Marry Hospital and Janana Hospital. Health workers of the Peta Kendra visited every household to identify pregnant women and completed registration of such women and provided them Mamta Card. After then they begin the procedure of taking care of health of those women particularly by providing information and knowledge about reproductive maternal health.

The PHC in Bedi village is playing an important role in providing efficient health care services related to reproductive maternal health. They sensitise through door to door campaign weekly and also through *whats up* group about the health services and coming up programs in the village. One employee of the PHC told me that door to door campaign is the most effective mechanism for percolation of information. When talking about alternative media as means for dissemination of information and awareness it has been told that it is a growing phenomenon and people are not so literate and techno savvy.



Most of the deliveries used to be performed by ‘SuvavaliStri’ local dais (traditional birth attendants) but the scenario has been changed as most of the youngster preferred delivery by skilled medical professionals. And also the free of cost delivery program initiated by the government enhances such hygienic delivery through Janani Suraksha Yojana<sup>1</sup>. Another tool for monitoring the maternal and child health is Mamta Card<sup>2</sup> which has been developed as a tool for families to learn, understand and follow positive practices for achieving good health. The PHC plays an important role in registration of pregnant women, providing antenatal checkup to rule out any complications, high risk factors, giving two doses of tetanus toxoid immunization and also provided Iron Folic Acid tablets and Calcium Supplementation. PHC always consider all deliveries in the area shall be conducted safe and hygienic by trained personnel. Those complicated and high risk pregnancies are made to First Referral Units for Management of obstetric emergencies. And also they provided postnatal checkups.

On account of health out of the 25 respondents only 11 of them are very active on alternative media, i.e. *whats up*. They received and shared information regarding maternal health once. Whenever there is a counseling session on family planning & childbirth they receive messages from the PHC and also about the immunization of children. They again circulated and shared these messages to affirm participation of other members in the event as they have *whats up* group of women folk exclusive of their caste group. They are more frequently available and shared information more on their caste group *whats up* group than others. Those respondents who are at the verge for first time birth are very eager to attend the counseling session. *whats up* group consisted from 50 to 70 women members.

### **Conclusions**

Empowerment through alternative media is still a hypothetical process for the Indian women in rural community. It can be enhanced by employing and deploying by various agencies which are working for the empowerment of women at political and health spheres. India has the second highest internet users in the world, i.e. 560 million populations. We can resort to alternative media as the means for dissemination of information on policies and programmes initiated by the government for the growth and development of women in India, which constitutes half of our population. It is still an unknown area for various government agencies as one example is that of National Family Health Survey report<sup>3</sup> which has taken

data on exposure to conventional mass media which create an impediment in the policy making and implementation limiting their framework to conventional mass media only. Alternative media can create a success story by reaching out to the half of the population, i.e. women, fulfilling the purpose of empowerment at the bottom level of the society where half they are still consider as the caretaker of the family.

Evaluating the panchayati raj institutions at 25 years livemint (2018) reported that 1.4 million women are at elected position and they are doing well. The local level success story can be extended to the assembly and parliament level by enhancing alternative media as a means for empowering women at the political front. From the above, some of the hypotheses develop from the present study are:

- i. Whether most of the women are illiterate so in turn could not reach alternative media;
- ii. Whether alternative media plays an important role in dissemination of political information and empowerment of women;
- iii. Whether alternative media plays an important role in dissemination of health information and empowerment of women;
- iv. Whether alternative media plays an important role in dissemination of political empowerment of women rather than health empowerment of women.

The present study can be concluded by suggesting that with further research it can entangle the effectiveness of alternative media in enhancing empowerment of women at larger context so that it can enhance awareness and implementation of policies related with empowerment of women.

### **Bibliography**

- Ananta Narayana & TauffiquAhamad (2016), “Role of media in accelerating women empowerment”, International Journal of Advanced Education and Research.
- Bala, Raj (1999), *The Legal and Political Status of Women in India*. New Delhi: Mohit Publications.
- Bangkim, N. (2012), “Gender and Power: A Theoretical Appraisal of Possibilities” in Tombi, L.S. and Bharat, T.S. (eds.) *Social Exclusion and Inclusive Development*. New Delhi: Sunmarg Publishers and Distributors.
- Chahal, Dr. Dinesh and Dr.Desh Raj Sirswal (2014), “Women Empowerment in Present Times”, in R. B. S. Verma (ed.) *Gender Mainstreaming: Problems and Prospects*. Lucknow: Rapid Book Service.

- Devi, Longjam Meena paper presented entitled “*Empowering Women through Alternative Media*” presented in the Interplay of Economics, Politics and Society for Inclusive Growth International Conference organized by RTC and GNHC, funded by UNDP Organised by Royal Thimphu College, Bhutan on 15<sup>th</sup> October, 2012 available at <https://www.rtc.bt/index.php/academics/83-rtc/145-interplay-of-economics-politics-and-society-for-inclusive-growth-international-conference-organized-by-rtc-and-gnhc-funded-by-undp> accessed on 12th November, 2019
- National Family Health Survey (2015-16) Report by International Institute for Population Sciences
- Narayanan, Usha (1999), "Women’s Political Empowerment: Imperatives and Challenges", *Mainstream*.
- Naveena N. (2015), “Importance of Mass Media in Communicating Health Messages: An Analysis”, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*.
- Rajagopalan, Shruti (2018), *Evaluating the panchayati raj institutions at 25*. available at <https://www.livemint.com/Opinion/SvD5HQO5xTajYrqFj2zy9L/Evaluating-the-panchayati-raj-institutions-at-25.html> accessed on 12th November, 2019
- The Economic Survey (2018), *Women's political participation in India low*. available at <https://economictimes.indiatimes.com/news/politics-and-nation/womens-political-participation-in-india-low-need-more-economic-survey/articleshow/62696726.cms> accessed on 12th November, 2019

## Women in Indian Cinema

**Prof. BharatbhaiBoghabhai Rathod, Assistant Profesor, History, Govt. Arts and Commerce College, Jafrabad.**

Hindi cinema has been a major point of reference for Indian culture in this century. It has shaped and expressed the changing scenarios of modern India to an extent that no preceding art form could ever achieve. Hindi cinema has influenced the way in which people perceive various aspects of their own lives. The three movies that we discuss here have three different points of view towards women. To some extent they identify areas where "modern feminism" comes into contact with "traditional values." The analysis which follows tries to decipher and articulate these points of view. It also attempts to determine the ways in which these films affect the discourse generated by the Women's Movement. But before the analysis we summarize the plots of these films.

The first film analyzed is the 1994 blockbuster *Mohra*. It is standard Bombay fare featuring stars like Akshay Kumar (as Amar Saxena), Raveena Tandon (as Roma Singh), Sunil Shetty (as Vishal Agnihotri) and Naseeruddin Shah (as Mr Jindal). Vishal is imprisoned in the jail where Roma's father is the superintendent. Roma goes to visit her father's jail in order to write an article about it. There some prisoners try to rape her. Vishal rescues her from them. Roma finds out that Vishal is imprisoned for murder. On probing she finds that Vishal had been married and his wife's sister had been raped and killed by some boys in her college who were under the influence of drugs. Due to a corrupt prosecutor the boys went scotfree. They then tried to rape Vishal's wife. She stabbed herself before they could get to her. In response, Vishal killed all four of them and got imprisoned for it. Roma, with the help of Mr Jindal, the blind owner of the paper she works for, arranges a second "trial" for Vishal in which his case is reviewed and he is released. Mr Jindal convinces Vishal that he should become a vigilante and kill the real culprits behind his wife and sister-in-law's deaths i.e. the drug dealers. Amar Saxena is a police officer who is also involved in busting the two main drug dealers of their city, the evocatively named Tyson and Gibran. Vishal starts killing off their henchmen but Amar gets on his trail. Despite that, Vishal finishes almost all of them off. Jindal now tells him to kill the Commissioner of Police who he says is corrupt. But Vishal realizes that this is a setup and confronts Jindal. It turns out that Jindal is not blind and he is actually an evil mastermind who wanted Tyson and Gibran to be destroyed so that he could become the undisputed king of crime. He kidnaps Roma,

who is now engaged to Amar, and is about to escape with her when Amar and Vishal, together now, foil his plans in the expected way.

The next film we consider is *Mother India*, made in 1957 by Mehboob. This is the story of Radha (Nargis Dutt) who marries Shamoo (Raj Kumar) and comes to his village. There she discovers that Shamoo's mother, Sundar Chachi, has pawned their family land to pay for the wedding. The village usurer, Sukhilala, takes three-fourths of their produce as interest on the loan of 500 rupees (about \$15) that he gave her. Every year they give most of their produce to Sukhilala but they are unable to pay off the loan because all they give to him is counted as interest. Sukhilala is able to get this deal through because Sundar Chachi is illiterate and has put her thumb imprint on a contract she cannot read. In an effort to clear an arid piece of land which they own, Radha and Shamoo try to move some big boulders. In this process one of the boulders rolls on to Shamoo's arms and he has to have them amputated. He is unable to come to terms with his helpless condition and runs away leaving Radha alone. Soon after this Sundar Chachi dies. This is followed by a flood in which two of Radha's four sons die. Sukhilala offers her food in return for her sexual favours. She resists for a long time but is unable to bear the fact that her children are starving. So she goes to his place. Just as she is about to submit to him she gets a divine signal that her husband is still alive. She leaves Sukhilala's house and confronts her problems with new hope. Next we see her as an old woman and her two sons Birjoo (Sunil Dutt) and Ramoo (Rajendra Kumar) as grown men. Ramoo is a responsible type but Birjoo is a ne'er-do-well who resents the fact that Sukhilala continues to take three-fourths of their produce. Birjoo's inability to control his aggression makes him a nuisance to the villagers and finally, despite Radha's pleas, he is thrown out of the village and becomes a dacoit. When Sukhilala's daughter is getting married he threatens to come and abduct her. Radha assures Sukhilala that she will protect his daughter's honour and, when Birjoo comes and tries to abduct her, Radha shoots him dead.

The third film is *Mirch Masala*, made in 1989 by Ketan Mehta. It is the story of Sonbai (Smita Patil) who works in a chili factory somewhere in the western part of preindependence India. Her husband gets a job in the railways and leaves for the city. In the meantime the Subedar (or tax collector, played by Naseeruddin Shah) arrives to collect taxes and he sees Sonbai. He is attracted to her and asks the village headman, the Mukhi, to send her to him. He sends the wrong woman. The next day she is passing by the place where the Subedar has his camp. He stops her and grabs hold of her. She frees herself and slaps him.

He asks his soldiers to catch her. She runs into the chili factory where she works. The old muslim watchman Abu Miyan (Om Puri) takes her in and closes the gates. A parallel thread is that of the Mukhi's wife, the Mukhiain, who is not treated well by her husband. She tries to drum up support for Sonbai when she gets to know that her husband and all the men of the village have capitulated to the Subedar and have agreed to hand Sonbai over to him. But her protest is rudely crushed by the men, and the Subedar, accompanied by all the men of the village, reaches the factory. Abu Miyan refuses to open the doors and the Subedar's men break it down and kill him. In the final scene of the film the Subedar approaches Sonbai when suddenly the other women in the factory take bags of chili powder and throw them in his face.

Let us now consider each of these films separately.

The main female character in *Mohra* is Roma Singh. She is a journalist working for a newspaper called *Samadhan* (literally meaning solution). The name of the newspaper implies that it is an activist publication typically expected to do battle with corruption and government neglect. Roma's position as the assistant editor of this paper is supposed to establish her as an activist journalist.

Her activism and the moral rectitude that it suggests along with her enterprising nature (she lands up at her father's place without even telling him, she is not daunted by the idea of roaming around in a jail) are the initial attempts to establish her as a "modern" woman. However, the undercutting of this begins even as it is being established. She explains to her father how she has managed to wangle a trip to meet him, he is a jail superintendent, by coming up with the idea of doing a story about the jail he works in. Her professional life, the source of her "progressiveness," is trivialized by the implication that she is just using it as a means to further her family life. The operating assumption is that a professional woman's work is not to be taken seriously and nor is she.

Throughout the film Roma's professional achievements are due to the intervention of her powerful boss Mr Jindal. She is able to stand up to the editor by aligning herself with Jindal who is the owner of the paper. She is able to get important meetings with police top shots because of the influence that Jindal wields. We may initially assume that this is a gender-neutral manifestation of the powermongering that is common in any such setup. Even from this generous point of view we find that Roma's own competency is never allowed to be established. In fact she is shown to be incompetent and even naive. Although

her intentions are noble she is unable to convince the "jury" of Vishal's innocence. It is Jindal's intervention that makes the difference and secures Vishal's release.

Jindal's eventual confession of his lust for Roma undercuts any notion that we could have had of her being a journalistic force. When she gets Inspector Amar Saxena to give her the files she requires by coming on to him we have already been invited to suspect that whatever she gets done is due to the fact that men, the real wielders of power, get led on by her sexual charms and do her favours. This suspicion is confirmed by Jindal's professed attraction for her. He wanted to have sex with her, and that is why he favoured her. He didn't back her professionally for any other reason; she was no promising young protege deserving of protection and help. She was simply a body which he had to possess.

Roma's body language is the other thing which is supposed to depict her as a "liberated" woman. In all her encounters with Amar she is shown to be sexually aggressive. This doesn't bring her down off her moral pedestal since the audience knows that they are going to fall in love and, inevitably, get married. This knowledge is conveyed indirectly through a system of codes within and outside the film's narrative and we will discuss these a bit later in this essay. The construction of this sexual aggression follows concepts of male

sexual aggression. Roma is shown chewing gum and checking out Amar in the same way in which the boys in Vishal's sister-in-law, Rita's, college check her (Rita) out. Roma even sets up a rendezvous with Amar where she wriggles and dances her way into his heart. This song sequence "Tip Tipbarsapani" (literally "the rain is falling") is probably one of the most explicit of such performances to bypass the Indian Central Board for Film Certification. It is the apogee of the trend of sexually explicit song sequences which started in the early '90s. It is these song sequences which have relentlessly undermined the female characters in contemporary commercial Hindi cinema. In *Mohra* this process of undermining is seen in all its glory.

Commercial Hindi cinema has had musical content from its very inception. Often enough extremely popular songs have caused otherwise mediocre movies to achieve superhit status. *Mohra* packed the theatres because of one of its songs: "Tu cheezbadihai mast mast" (roughly translated this means you are a very intoxicating thing.) Months before the actual release of the film this song was at the top of the various top ten or top twenty countdowns which have become an integral part of TV and radio programming in India in the '90s. Millions of Indian's saw fragments of this song every week. A regular exposure to these fragments before they saw the film established Raveena Tandon (the actress, as distinct from

Roma Singh the character) as the point of reference for this film. She was seen cavorting on TV screens months before the relevance of this cavorting in the narrative scheme of the film was established for the people who saw it. This was a process existing outside the framework of the film but it went a long way in making two associations for the viewing audience. The first was that the character that Raveena Tandon is playing in *Mohra* (later they will discover that she is called Roma) is an intoxicating *thing* (*Mast cheez*). The second is that she, Raveena Tandon, is a *mohra* (literally pawn, or piece on the chessboard).

It is the security of this knowledge, gained before entering the theatre, which allows the audience (or at least the male component of the audience) to accept Roma's sexuality and even revel in it. Divested of all politically unsettling possibilities Roma can relax into "... [the] traditional exhibitionist role [in which] women are simultaneously looked at and displayed, with their appearances coded for strong visual and erotic impact so that they can be said to connote *to-be-looked-at-ness*." ([LM71], original emphasis.) This fragment of Laura Mulvey's analysis (from her essay "Visual Pleasure and Narrative Cinema") is not the only relevant one in the context of the two song sequences that we are discussing ("Tip Tip ..." and "Tu Cheez ..."). In both these sequences the woman serves as an erotic object for Amar Saxena on screen and the male audience in the theatre which is expected to identify with him. In "Tip Tip .." we see Raveena Tandon in the distance as he approaches her. Her features are indistinct as she wriggles and squirms. As soon as we come within proper sight of her the camera preserves the two dimensional nature of her image by rushing in and showing us parts of her body.

"One part of a fragmented body destroys the Renaissance space, the illusion of depth demanded by the narrative, it gives flatness, the quality of a cut-out or icon rather than verisimilitude to the screen." [LM71]

At this point it is worth mentioning the scene in which Rita gets raped. She is chased by her rapists into a bathroom. On the wall behind her we see a number of pin-ups of semi-nude women. She falls to her knees in front of the jacuzzi thereby providing another pin-up image and then slips into the water providing the ultimate wet-clothing schoolboy fantasy. The iconising of the female body in the song sequences is almost subtle by contrast. The songs demand more careful analysis because they have wider acceptance and more involved agendas.



The song sequence does not serve only to present the female body as spectacle. This is an essential function too thereby bearing out another of Laura Mulvey's claims. But spectacle is only one of the layers of meaning that the song sequence is made to bear.

At the most obvious level the song has a nominal diegetic purpose. For example, "Tip Tip ..." is supposed to be the seduction of the hero implying the point after which he and the heroine are a couple. "Tu Cheez .." is the age-old Hindi film device of penetrating the villain's stronghold by means of song and dance. In recent years this flimsy narrative function has been dispensed with and the concept of the "inserted" song has come into vogue. This is a song which bears marginal relation to the plot and is inserted into the movie a few weeks after its initial release to induce repeat viewing. *Mohra* has an insert which is called "Mein cheezbadihoon mast mast ie. I am a very intoxicating thing, which is picturised on Raveena Tandon.

The second level is that of spectacle which is accomplished in various ways, some of which we have discussed. The third level of meaning is the explicit reassertion of dominant values. The subtlest way of doing this is via body language. Both the song sequences we have talked about are choreographed with movements which simulate sexual intercourse. In "Tu Cheez ...", Akshay Kumar and the accompanying male dancers dance steps which are organized around pelvic thrusts forward whereas Raveena Tandon and the female dancers tend to wriggle around. The sexual position being implied is the male dominant one with the man doing the work and the woman as the receptacle who has to be seen to be enjoying what is being done to her. In another song "*Subah Se Lekar Sham Tak* (literally, from morning to evening) the heroine pleads with the hero to make love to her from morning to evening. She is soft and submissive and wants *him* to assume the active role by making love to her. At one point the hero mouths the same phrase (*mujhepyarkaro* ie. make love to me) but the accompanying visual of him bending over her negates the possibility of it being interpreted as a handoff of his dominance.

The preeminence of Amar in this song is also a function of the fact that Roma and he have gotten engaged. So now he is no longer just the lover, he is the husband. Roma's sexual energy is extremely subdued here in comparison to the explosiveness of "Tu Cheez .." and "Tip Tip .." She is now the wife and she has to reshape herself to fit this role. And her role as seen in this song is similar to the role played by Vishal's wife in the movie's first song "*Tum Kitni Sundar Ho*" (literally, you are so beautiful). The lyrics of the song, sung mainly by Vishal, proclaim that she (his wife) is beautiful despite not having beautified

herself. This contradicts what is seen on screen (the beautification thing, she is actually quite good-looking). The point being made is that for a husband the wife is always beautiful. Noble thought that, except that all through we are being treated to closeups of various aspects of that beauty. Her coy and submissive behaviour is in tune with the expectations generated by the way in which she holds out her *mangalsutra*. By displaying her *mangalsutra* within a few seconds of her first appearance she indicates to the audience who she is *in relation to him*.

Establishing relationships through such shorthands is a practice which runs through this film. These codes are derived from a Hindi film based view of Indian (read Hindu) culture. One of the first examples we get of this is when Roma is going around the jail and is attacked by some of the inmates. As they are about to rape her Vishal appears. She runs over to him. As the attackers come towards them Vishal uses some milk to draw a line on the floor between the two of them and the attackers. This is a reference to the line drawn by Rama's brother Lakshman in the epic poem *Ramayana* to protect his sister-in-law Sita from the demons. By putting the line on the floor Vishal indicates to the audience that he and Roma are related in the way that Lakshman and Sita were. After this there can be no sexual possibilities between them. But by doing this he also indicates and reaffirms the contemporary popular reading of the epic which reaffirms the notion that a woman can be safe only under the protection of a man who is either her husband or bears a chaste relationship towards her.

By projecting acceptable norms *Mohra* establishes itself firmly in the mainstream of commercial Hindi cinema. Its toeing of the line is not a forced act, it is something that comes naturally. I would submit that the "line" is not something which exists outside the film and has to be "toed." It is a common contention that many of the attitudes towards women in movies like *Mohra* are a legacy of the past. Writing in *G*, an Indian film magazine, Monica Motwani states "The heroine may have metamorphised (sic) over the years, but she still cannot break away from the shackles of certain norms set by Hindi cinema years ago."[\[MM96\]](#) On the other hand there are some who posit a major progressiveness in attitudes towards women. In an article in the Hindu Bhawna Somaya writes "In the process of performing her roles as a mother, sister, wife, daughter or girlfriend, [the woman of today] most often, no longer forgets the importance of her most vital role... as herself."[\[BS96\]](#) While this may be an extremely optimistic point of view as

the analysis of certain aspects of *Mohra* here shows, the doomsaying that Motwani articulates may not be warranted either.

“Dominant values” are a constantly evolving entity and films like *Mohra* contribute to this evolution. The general structure of the discourse remains the same but even a film like *Mohra* adds its own bit to it. For example, Roma's being a journalist is an attempt by this film to bring the stereotype of modern woman as journalist into the discourse. The unfortunate aspect of this is that the addition may not be the most progressive one imaginable. For this the makers of *Mohra* have no one to blame but themselves. Almost forty years before *Mohra*, a film was made which, if viewed in hindsight, may not seem to be that revolutionary, but which engaged with the culture which produced it in a non-confrontational way and yet produced a woman the likes of which Bombay cinema was rarely to see in the coming years. This film was *Mother India*.

*Mother India* was made exactly ten years after India became independent of British rule. The socialist experiment initiated by Nehru was in its early years. In this film the director, Mehboob, attempts a marriage between socialistic ideals and “traditional values.” But this film is not a card-carrying communist film. Nor is it a mushy mythological movie with gods and goddesses spouting medieval conservatism. Mehboob's vision is subtler than both.

The film opens with Radha as an old woman being asked to inaugurate a new canal which has been constructed through her village. The men who preside over the function are dressed in homespun and are all wearing Gandhi caps. They keep referring to her as the mother of the village and refuse to let anyone but her inaugurate the canal. This initial sequence with its plethora of contemporary (to that time) images is an important device for establishing the context within which the rest of the film is to be viewed. Even before we get to know her story we are informed of one certain incontrovertible fact: Radha is a survivor, she is the woman who will usher in the new period of prosperity and development that stretches ahead.

That a woman should be identified with India is not surprising. The term “*Bharat Mata*” (literally meaning Mother India) is a part of the Indian psyche. *Mother India* starting the way it does may make it seem like another feelgood melodrama about invincible motherhood with its inevitably reductive reading of women. As the film proceeds with scenes of Radha and Shamoo's marriage we are put in the familiar position of identifying the rhetoric of patriarchy. There is a song accompanying the bridal procession which proclaims

that the woman's fate is to leave home. There is the scene in the bridal chamber where Radha coyly awaits her groom. As he approaches her the voice singing in the background tells us how Radha is not special in any way and her fulfillment lies in gaining the acceptance of her husband. She falls to his feet and he picks her up and admires her.

These scenes and her subsequent submissive behaviour towards her husband and her mother-in-law serve an important function in Mehboob's scheme of things. Radha is portrayed as everywoman. She is a normal ideal wife and daughter-in-law. Her love for her husband is equated to divine love. She is responsible and full of common sense. Essentially the women in the audience are expected to identify fully with her and the men are invited to look at her in a non-sexual light and identify her as their own wives or mothers or neighbours. This initial process of forming a bond with the audience by making a direct connection with perceived notions of the woman in the street is an important strategy. At various points in the movie this connection is reemphasised. An example is the scene in which Radha decides to give herself to Sukhilala in exchange for food for her starving children. She tears her *mangalsutra* and throws it to the floor. In a scene which never becomes voyeuristic, Sukhilala chases her around the room showering her with things. Finally, just as he is about to be grab her she falls to the floor and discovers her *mangalsutra* lying right there. She immediately attributes this to the goddess whose statue Sukhilala keeps in his room. She picks up her *mangalsutra* and leaves. The goddess has protected her chastity. In another direct evocation of "Indian values" she is shown covered in mud when she goes to Sukhilala's home. This evokes the Sanskrit shloka "Paradareshumatrivat, pardravyeshulosthvat .... yah pashyatisahpanditah" (Meaning: He alone is a truly wise man who sees another man's woman as his mother and another man's wealth as dirt). The dirt covered woman Sukhilala lusts after is the point of coincidence of motherhood and wealth.

This is not the only aspect of the portrayal that may be seen as politically incorrect by '90s feminists. Radha has three sons while Shamoo ridicules Sukhilala for having a daughter. Her sons are shown leading her by the hand even when they are very small. But even in the beginning when Radha is a submissive bride the counterpoint is playing along. Shamoo's only parent, Sundar Chachi, is a woman who has raised her only son alone and got him married off in style. She is a strong woman who is good to her daughter-in-law and handles household matters and agriculture with equal competence. When she gets duped out

of her land by Sukhilala this does not reflect on the fact that she is a woman. Her illiteracy is shared by all the men in the village as well. In fact she puts up a spirited show at the village council meeting where her case comes up for hearing. Sundar Chachi's independence continually offsets any negative impact that Radha's initial submissiveness causes. It is significant that Radha comes into her own only after the old woman finally passes away.

With three-fourths of the produce going to Sukhilala, Shamoo and Radha have to work hard just to make ends meet. There are numerous images of Radha and Shamoo, sickle in hand, harvesting the grain. In fact we are even shown silhouettes of the two of them, sickle in hand, with their heads tilted up looking into distance; a typically socialist image. She is alongside him always, the perfect comrade, unhindered by her gender. There is no contradiction between this role and the traditional wife's role. The effective interleaving of the shoulder-to-shoulder images with the silent housewife images makes their coexistence credible.

When Shamoo leaves her and goes away because of his inability to deal with his own inadequacy the stage is set for her to come into her own. The real break with the melodramatic is the fact that Shamoo never comes back although she never loses hope. This hope is shown to be the source of her strength as things go from bad to worse. But the strength is undoubtedly her own. She takes on to herself the responsibility for raising her children. Since her bullocks have been taken by Sukhilala, she has to pull the plow herself. The close-up of Nargis Dutt as Radha with a plow on her shoulder pulling at it with an expression of pain and concentration is an image which is burned into the mind of every Indian.

The song which accompanies this scene typifies the nullification of the seeming dichotomy between the socialist working woman and the traditional Indian woman. The lyrics are fatalistic in the extreme ( ``Duniyameinaayehain to jeena hi padega, jivanhai agar zeher to peena hi padege" ie. If we have come to this world then we have to live. If life is poison then we have to drink this poison.) It goes on further to declare that in this life only *laaj* is a woman's *dharma*. Both of these words have a number of meanings but the intended meaning of *laaj* seems to be honour and that of *dharma* seems to be somewhere between duty and religion. The point being that a woman can carry these fatalistic beliefs which are part of her conditioning and use them in the service of the positive ethic of struggling against the odds.

Circumstances deteriorate till the scene in Sukhilala's house which has been discussed above. Her womanhood and faith in the continuing wellbeing of her husband is renewed by means of a *deus ex machina* which could really have been no more than a coincidence. She can now go it alone and is shown doing so. The film now moves forward in time and shifts its emphasis slightly. This second half of the film follows the scheme of the first half. Radha is shown to be a typically doting mother who revels in the love and affection of her grown sons. Again there is a safeguard which prevents us from thinking of her as a stereotypical wet-eyed powerless dependant mother. This safeguard is the knowledge of the sacrifices she has made for them and the fact that they owe their existence to her. But the process of identification is encouraged as she goes through all the motions that would not be out of place in any of the numerous mother-glorifying films that are turned out all the time.

Her son Birjoo turns into a dacoit. She tries to protect him from the villagers who want to kill him. She runs after him and pleads with the villagers to forgive him. But when he abducts a woman from her marriage Radha takes a stand and tells him to return the girl or she will shoot him. Birjoo scoffs at this saying that she is his mother and can never do something like that. AT this point she says "I may be your mother, but I am also a woman" and she shoots him dead as he gallops away. The lyrics that Radha had sung earlier "In life *laaj* is a woman's *only dharma*" becomes more significant now with the only becoming emphasised. Radha's act of solidarity with the girl being abducted is not because of any particular attachment with that particular girl (in fact the girl is the daughter of her old enemy, Sukhilala.) It is an act of solidarity with the whole of womanhood. And in putting this above Radha's love for her son, Mehboob makes a really daring and progressive statement.

In a recent piece on Kalpana Lajmi's 1993 film *Rudaali*, Radha Subramanyam raises a number of questions as she tries to feel her way to describing her own position vis-a-vis that film.

"Despite my intellectual and emotional involvement in the text, prompted by its psychobiographic verisimilitude, its sophistication and complexity, I am led to question its political implications. With the shortage of female-centered, let alone feminist, films in the Indian cinematic context, with the dearth of positive role models in media representations, and with the brute reality of hundreds of millions of women internalizing the roots of their own destruction, would not a film that plays down the contradictions within female

consciousness be more useful? A sympathetic representation such as this can lead us to empathize with rather than question such contradictions. Or would a more simplistic portrayal fail because of its reductive nature, because female audiences could not identify with superwomen free of conflict? In Anglo-American feminist film theory of the past two decades there have been different positions on the issue of what is the most appropriate form of feminist (self) representation .. *Rudaali* opens up similar questions in the context of Third World feminist film production; it does not, however , give us any easy answers." [RS96]

It would be simplistic to assume that *Mother India* provides the answers to the extremely pertinent questions raised by Subramanyam. However, this film does address the contradiction which Subramnyam points out here. *Mother India's* Radha is not a superwoman. She is extremely believable. Yet she provides an empowering example. In her analysis of *Coma* Elizabeth Cowie asks

``..is the question of the image of Susan as progressive and positive posed within the film or in relation to cultural values within the Women's Movement which are then brought to bear on the film?" [EC79]

Cowie goes on to argue that the former question is worth posing. Subramanyam is not sure which way this dilemma should be resolved. If *Mother India*, or for that matter *Rudaali*, is interrogated without too much reference to ``cultural values within the Women's Movement" it can be seen as a genuine attempt to transform the discourse on women and make it more progressive. The point I have tried to make all through my discussion is that *Mother India* may seem to condone certain things which would be abhorrent to Western feminist values and would seem to be quite retrograde to the west-influenced Indian feminist movement which is rightly concerned with ``.. the brute reality of hundreds of millions of women internalizing the roots of their own destruction." But if we look at the scope and reach of the contribution that a film like *Mother India* is capable of making then it may be a good idea to free it from having to bear the burden of contemporary feminist ideology.

*Mother India* is not a film made by a woman but it gives important pointers to the issue of representation raised by Subramanyam. The editor of *Manushi* , Madhu Kishwar writes ``I have come to the point where I believe that the conflict is not so much between `western' and `Indian' approaches ... [but] between those seriously engaged with people's lives and ideas and those who use ideology as a substitute for ideas and facts." [MK96]

It is incontrovertible that Mehboob is "engaged with people's lives and ideas" in the making of this film. Whatever may have been his own ideological bent (it is doubtful that a male Hindi filmmaker in the 1950s would have been a feminist) his film works towards constructing a positive view of women. The film is as self-conscious of its role in shaping the discourse as the most blatantly propagandist film. By taking the middle path between a reductive mother-wife representation and a superwoman representation, it points the direction where the answer to Subramanyam's questions may lie.

In her essay "Visual Pleasure and Narrative Cinema," Laura Mulvey laid down the agenda for feminist film making.

"...This is not to reject the [mainstream film] moralistically, but to highlight the ways in which its formal preoccupations reflect the psychical obsessions of the society which produced it, and, further, to stress that *the alternative cinema must start specifically by reacting against these obsessions and compulsions.*" [LM71], emphasis added.

Ketan Mehta's 1989 film *Mirch Masala* signals itself clearly to be part of this "alternative cinema." One of the most important indicators of this is the role that the camera plays. Throughout the film we never see any female body fragmented. By always keeping the whole body in the frame and zooming in only on the face the camera always attributes person-hood to the women in this film. This is no mean feat. In her critique of *Rudaali*, Radha Subramnyam mentions one of the song sequences

"...[the elements of the typical song and dance number in popular Indian movies] occur, in Mulvian terms, through the fragmentation and stylization of the body in closeups and through the occasional playing down of screen depth to create a one-dimensionality that suggests objectification. This subtle objectification of woman in a *self-consciously feminist text* indicates once again how hard it is to bring down the master's house with the master's tools." [RS96], emphasis added.

*Mirch Masala*, made four years before *Rudaali*, is also constituted in "Mulvian terms," but in direct opposition to them. The fragmentation which Subramnyam talks about and which I have discussed in detail in the context of *Mohra* is shown to be absent in *Mirch Masala*. Its absence is emphasized in the one song sequence which *Mirch Masala* has. The women dance in a circle and we see the lustful Subedar looking at them but we never get to see them from his point of view. They are always shown either from a distance, dancing in a group or as one woman at a time with the bottom of the frame at knee height and the top of the frame about a foot or two above her head. The camera as voyeur is repeatedly denied.



There are a number of scenes where the Subedar is shown sizing up women. In one scene he looks at Sonbai through a telescope. We see him point the telescope and we anticipate the telescopic view of her that almost any other film would provide. But it never comes and, by subverting this expectation makes us aware that such an expectation existed. In a review of *Bandit Queen*, Linda Lopez McAlistar writes

“.. feminist filmmakers who want to take on the subject of violence against women in their films need to (and do) find cinematic strategies to depict the violence in ways which don't incite the audience members who might be so inclined to identify with the perpetrators.”

[LLM95]

Not only does *Mirch Masala* bear out McAlistar's claim and prevent this identification, it also implicates the audience by making them aware of the fact that they have undergone this process of identification in the past.

Another important counterpoint to popular Hindi cinema is found in the character of Abu Miyan, the old muslim who tries to protect the women from the Subedar. In *Mohra* we saw how Vishal, a young muscular man, comes to Roma's rescue when she is about to be raped. That virile and powerful image of the protective patriarchy is attacked by making Abu Miyan an old decrepit soldier who can barely walk straight. The clear message is that the security offered by the patriarchy's rhetoric, as articulated by Abu Miyan when he refuses to open the factory's gate, is not backed up with any real strength. Whenever oppressive forces wish to they can kick it aside contemptuously as the Subedar kicks aside Abu Miyan's gun after he is killed by one of the Subedar's soldiers.

In 1971 Mulvey said that though an alternative cinema was possible “.. it can still only exist as a counterpoint.”[LM71] However *Mirch Masala* refutes this. Providing a counterpoint is an important function of the film and, as we have seen above, it carries this function at various levels. But *Mirch Masala* sees *looking*, which is one of the major “psychical obsession” of popular film, as something bigger than popular film. The larger scheme of the film is to attack the *look*, not only in cinema, but in the real world.

When Sonbai is being harassed by the women in the factory who are trapped in there with her she is taunted in an age old way. She is told that the fault lies in her beauty, at which she turns around and asks “Why not in his look?” The women have no answer to that. Red chilis serve as a powerful image in this film. When the Subedar's men are chasing Sonbai she is shown running into a field where mounds of red chilis are drying. She falls on one of those mounds. Sonbai sitting on that red background evokes the idea of menstruation.

But before the end of the movie it will be these same chilis, now in the form of powder, that the women throw into the Subedar's eyes. Menstrual blood with the power to blind is flung in wave after wave into the offending eyes. In small quantities chilis can spice up food, but, in larger quantities they can burn. The final scene is an empowering one and it is only fitting that the tableau invokes an image of Kali. Abu Miyan refers to Sonbai as Kali because she is dark and as the blood-like haze of chili powder clears and the Subedar falls in agony to the ground, we see Smita Patil, herself an icon of the Women's movement, as Sonbai with a sickle in her hand, the dark lines of *kaajal* emphasizing her Kali-hood.

Where the film is less successful is in its attempts to provide positive messages through the character of the Mukhiain. This is not to say that her attempts to put her daughter in school and her rallying the village women around Sonbai are not progressive images, they certainly are. The only problem I have is that the Mukhiain's is a 1980s Women's Movement agenda.

To follow this in a film set in the 1930s is difficult without sacrificing verisimilitude to some extent. An example is the scene where the Mukhiain leads the women to the factory beating plates. The act of beating plates was an extremely popular form of protest used by women in the 1980s. By using this the film reaffirms its firm rooting in the Indian feminist movement. But this, in itself, is not really too serious a problem. A small suspension of disbelief is enough to get past it and into the film.

Writing in the "Economic and Political Weekly," Supriya Akerkar argues that " ... women's movements can be treated as 'discursive practices.' ... They do not depend for their existence on prior theories of emancipation, but rather seek a new relation with theory through localised articulation and understandings of emancipation." [SA95]

While agreeing with this point of view I would like to add that the discourse which Akerkar refers to is not independent of influences lying outside the Women's movement. It has been my effort in this paper to look at the way in which three radically different films have affected the discourse. It would be reductive to try and thread these three films together and pass judgments on each of them. In a contemporary context each of them has their own importance; the reach and acceptability of *Mohra* far surpasses that of *Mirch Masala* which has to bear the cross of being an "art film." *Mother India's* message of progressiveness and the subtle and effective way it propagates this message is a plus for it which neither of the other films can claim. *Mirch Masala's* militant feminism and empowering messages are far more acceptable in light of the contemporary feminist debate than *Mother India*. Its cinematic progressiveness (in the way it wields a sensitive, non-voyeuristic camera) shows

up *Mohra* as a retrograde ultraconservative film which undermines a seemingly progressive female character.

Each of these films, however, has the capability of affecting the discourse and, in fact, each of these films has done so. The issues which these films raise and address are wide and varied. I have made an attempt here to present different points of view on the same set of issues. It is my belief that each of these films has something or the other to learn from the others. In the foreseeable future it is unlikely that the strands that these films represent will merge or even approach each other but a communication will eventually emerge between them which will benefit all of them.

### Reference:

- 1, Bagchi Amitabha, Women in Indian Cinema
- 2, SupriyaAkerkar, *Theory and Practice of Women's Movement in India: A Discourse Analysis*, Economic and Political Weekly, April 29, 1995.
- 3, EC79, Elizabeth Cowie, *The Popular Film as Progressive Text - a Discussion of Coma* in Constance Penley, ed, *Feminism and Film Theory*, New York: Routledge, 1988.
- 4, LLM95, Linda Lopez McAlistar, on ``The Women's Show" WMNF-FM (88.5), Tampa, FL. July 22, 1995. Source: [Phoolan Devi - Bandit Queen](#).
- 5, MK96, Madhu Kishwar, Personal Communication, 1996.
- 6, MM96, Monica Motwani, *The Changing Face of the Hindi Film Heroine*, [G Magazine Online](#), 1996
- 7, LM71, Laura Mulvey, *Visual Pleasure and Narrative Cinema* in Constance Penley, ed, *Feminism and Film Theory*, New York: Routledge, 1988.
- 8, BS96, Bhawna Somaya, *The Timid and the Assertive*, [The Hindu Online](#), March 8, 1996.
- 9, RS96, Radha Subramanyam, *Class, Caste, and Performance in ``Subaltern" Feminist Film Theory and Praxis: An Analysis of Rudaali*, Cinema Journal 35, No. 3, Spring 1996.

### References

- Ahmed, S. Akbar (1992). 'Bombay Films: The Cinema as Metaphor for Indian Society and Politics'. *Modern Asian Studies* 26, 2 (1992), pp. 289-320. Great Britain.
- Burra, R. (ed.) (1981). 'Film India: Looking Back 1896-1960'. The Directorate of Film Festivals, New Delhi.
- Husain, S. (1989) 'Cinema', in Robinson. Bagchi, Amitabha. (1996). *Women in Indian Cinema*. Retrieved from <http://www.cs.jhu.edu/~bagchi/women.html>

Laura Mulvey (1988), 'Visual Pleasure and Narrative Cinema'. In Con stance Penley (ed), *Feminism and Film Theory*, New York: Routledge.

Mahmood, S & Mitra, M (2011), *Bollywood sets sights on wider market*. BBC Asian Network, 24 June 2011. Retrieved from <http://www.bbc.co.uk/news/business-13894702>

Misra, Vijay (2006). 'Bollywood Cinema: A Critical Genealogy'. Asian Studies Institute, Victoria University of Wellington.

Monica Motwani (1996), *The Changing Face of the Hindi Film Heroine*, G Magazine Online.

Singh, Indubala (2007). *Gender Relations and Cultural Ideology in Indian Cinema: A Study of Select Adaptations of Literary Texts*, Deep & Deep Publications.

*Spotlight on India's entertainment economy: Seizing new growth opportunities*, Ernst & Young report, 2011.

Woke (2007). *Bollywood vs Hollywood – The Complete Breakdown*, Advertising and Marketing, Bollywood, Business & Industry. Retrived on 29 March 2009 from <http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-break-down/>'Update on Indian M&E industry.' CRISIL Research, December 2010

#### **Device integration in the classroom :**

Technology integration can be described as involving student needs rather than revolving around teacher needs. In a classroom with a whiteboard and a single computer, the learning will revolve round the teacher. With the use of technology, the learning environment can be expanded.

The use of technology in the classroom can be very positive. Technology can support and improve the learning environment. As technology is becoming more predominant in the world today, teachers believe that developing these technological skills among students can be very beneficial for entering the workforce. The technology creation of online textbooks has made tablets and laptops widely popular in the classroom. With this ability, students are able to have readily available access to this resource anywhere at any time. Laptops can be used to quickly access information in the classroom and gather knowledge. They can be used for interactive activities involving polls, note taking, recording data, and research.

Social media has a strong impact on students. The studies focused on the impact of social media and reflected that 38% of students focus on the positive role of social media for their studies while 16% of students agreed on this strongly, but only 40% disagreed. 4.7% of students strongly disagreed that social media helps them in the study. It is also clear that social media impacts both genders and according to the results, it can be seen that 53% of female students are getting the negative impact of social media on their studies while 46% disagreed this point. In the male students, 40% agrees that social media has a negative impact on studies while 59% disagreed this notion.

The impact of using technology within classrooms can have a negative effect as well. A study shows that students who used laptops in class for nonacademic reasons had poorer class performance overall. These students spent most of their time on social media websites, online shopping, and other personal usage.

#### **Apps and services :**

The recent developments in technology have changed how and what students learn in a classroom. The internet gives students access to more resources than ever before, in terms of both research and learning tools. Students are taught to be more critical in life overall when they have to decide which sources are credible or not when doing internet research. Students can also engage in active learning by using devices to participate in their field and service learning by working with organizations outside of the classroom to solve problems and create new projects.

Students can also use their devices to access learning management systems like Blackboard and Canvas. Students are able to complete their work anywhere as long as they have internet service, which grants them more freedom outside the classroom.

Other apps have been developed that combine learning tasks with elements of social media. Quizlet is a new tool that helps students study in a new way. Quizlet allows users to create flashcard sets that are always available to study. It also takes these card sets and automatically generates practice tests and other activities to help students study, which they can share with other users. There is opposition to learning websites such as Quizlet because some people believe they make it easier for students to cheat, claiming that students can use

their phone during the test to look up answers and can pass off other students work as their own.

**Methods institutions use to communicate :**

College institutions are adapting many social media platforms into their educational systems to improve communication with students and the overall quality of student life. It provides colleges with an easy fast method of communication and allows them to give and receive feedback to students. Social media usage has skyrocketed over the past decade as present research shows that almost all college students use some form of social networking website. Conducted studies show that 99% of college students who use social media use Facebook and 35% use Twitter. Facebook and Twitter have become the dominant forms of social media platforms that have successfully grown in popularity. Social media platforms such as Twitter, Facebook, and YouTube are widely used by educational institutions to make connecting with students and providing information convenient. Institutions also consider communicating information through the usage of technology a vital part in student success. In many classrooms across America, teachers have created social media pages for their classes on which they can post assignments as well as interact with their students. Schools have felt the need to make regulations for how students and faculty interact online. Many teachers stay away from "friending" or "following" their students online because it can become too personal.

**Social media :**

Use of social media in education has helped some educators mentor their students more effectively. Rather than compete with, or deny access to social media sites, some schools have totally embraced them, and are using them to further students' educations.

Parents, students, and teachers are using social media to connect and communicate inside and outside the classroom. Programs like Black Board, School loop, Top Hat, and Moodle have created platforms to enhance the learning experience by increasing communication between all parties. These sites are not necessarily social media websites, but their added communication features such as forums create an experience that is similar to that of social media. Studies have shown that 96% of students have internet access, as well as access to at least one social media site. Teachers are moving away from the no phones at school rule, and are implementing them into their courses to keep students attention in class. Teachers

are at risk when using these platforms, especially when communicating with students outside of the classroom. Teachers use of social media outside of the classroom is not always protected by the teachers union. Teachers are taking risks when choosing to communicate with students outside of the classroom, especially when they are private conversations through social media. Transparency is the key to communicating with students. Teachers are choosing to use Twitter as a way to talk to their students in a safe and transparent way because it is a social media site where the posts and comments are open to the public.

The reason for the usage of social media has been seen from a study done by Fezilelsik in 2013. It discussed that social media helps faculty to provide good examples and understanding regarding visuals. It has a positive role in providing news update to students and informs them about course activities. Zehra Mohsin, Falak Jamil, and Bhamani study focused that students usually waste their time when they work on their social media profiles. Hamade in 2013, in a study, provided that social media is positive in providing better linkage in family and friends and helps to be more social in socio-political grounds.

#### **M-learning :**

M-learning or mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices". A form of [distance education](#), m-learners use [mobile device educational technology](#) at their convenient time.

M-learning technologies include handheld computers, [MP3 players](#), notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of [informal learning](#).

M-learning is convenient in that it is accessible from virtually anywhere. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. This highly active process has proven to increase exam scores from the fiftieth to the seventieth percentile, and cut the dropout rate in technical fields by 22 percent. M-learning also brings strong portability by replacing [books](#) and notes with small devices, filled with tailored learning contents. M-learning has the added benefit of being cost effective, as the price of digital content on tablets is falling sharply compared to the traditional media (books, CD and DVD, etc.). One digital textbook, for instance, costs one-third to half the price of a paper textbook (AFD, 2012), with zero marginal cost.

Some of the possibilities offered by this methodology, according to Fombona, Pascual-Sevillana and González-Videgaray, are a greater and different access to information, along with transcendent innovations, such as the increase of informal and playful activities, iconic virtual, membership of specific groups, and networks of friendly interaction within new scales of values.

**VALUE :**

Tutors who have used m-learning programs and techniques have made the following value statements in favor of m-learning.

- It is important to bring new technology into the classroom.
- Devices used are more lightweight than books and PCs.
- Mobile learning can be used to diversify the types of learning activities students partake in (or a blended learning approach).
- Mobile learning supports the learning process rather than being integral to it.
- Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved.
- Mobile learning can be used as a 'hook' to re-engage disaffected youth.
- M-Learning can be designed to combine decision making in complex learning scenarios with formative scoring and assessment.

**Benefits :**

- Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops
- Multimedia content delivery and creation options
- Continuous and situated learning support
- Decrease in training costs
- Potentially a more rewarding learning experience
- New opportunities for traditional educational institutions
- Readily available a/synchronous learning experience
- Decrease in textbook costs
- Access to personalized content
- Remote access to knowledge
- Improved literacy levels

**Social and educational challenges :**



- Accessibility and cost barriers for end users: [digital divide](#).
- How to assess learning outside the classroom
- How to support learning across many contexts
- Content's security or copyright infringement issues
- Frequent changes in device models/technologies/functionality etc.
- Developing an appropriate theory of learning for the mobile age
- Conceptual differences between [e-learning](#) and m-learning
- Design of technology to support a lifetime of learning
- Tracking of results and proper use of this information
- No restriction on learning timetable
- Personal and private information and content
- No demographic boundary
- Disruption of students' personal and academic lives
- Access to and use of the technology in developing countries
- Risk of distraction
- Mobile usage habits among different countries and regions

#### **GROWTH :**

Mobile learning is widely used in schools, workplaces, [museums](#), cities and rural areas around the world. In comparison to traditional classroom pedagogical approaches, mobile learning allows widened opportunities for timing, location, accessibility and context of learning.

Current areas of growth include:

- Testing, surveys, job aids and just-in-time (J.I.T.) learning
- Location-based and contextual learning
- Social-networked mobile learning
- Mobile educational gaming
- Delivering m-Learning to cellular phones using two way SMS messaging and voice-based CellCasting (podcasting to phones with interactive assessments)
- Cloud computer file storage

#### **References :**

- Chan, S. (2011). "Becoming a baker: using mobile phones to compile e-portfolios". In N. Pachler, C. Pimmer & J. Seipold (Eds.), *Work-based mobile learning: Concepts and cases*

(pp. 91-117). Oxford, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Wien: Peter-Lang.

- "Youth Unemployment: Can Mobile Technology Improve Employability?". The Guardian. February 26, 2013. Retrieved August 4, 2013.
- Mobile Digital Education for Health Professions: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. G Dunleavy et al. J Med Internet Res 2019;21(2):e12937 <https://www.jmir.org/2019/2/e12937/>
- Mobile learning in Practice: Piloting a Mobile Learning Teachers' Toolkit in Further Education Colleges. C. Savil-Smith et al. (2006), p. 8
- Gebbe, Marcel; Teine, Matthias; Beutner, Marc (2016). "A Holistic Approach to Scoring in Complex Mobile Learning Scenarios". In Miguel Baptista Nunes; Maggie McPherson (eds.). MCCSIS 2016. Madeira: IADIS Press. pp. 19–27. ISBN 9789898533517. OCLC 958149790.
- Elias, Tanya (February 2011). "Universal Instructional Design Principles for Mobile Learning". International Review of Research in Open and Distance Learning. 12 (2): 143–156. doi:10.19173/irrodl.v12i2.965.
- Using Mobile Devices to Integrate Economics Simulations in Teaching Approaches Based on Direct Instruction Archived 2014-07-28 at the Wayback Machine on: International Teacher Education Conference 2014 01.10.2014.
- Rudestam, K., & Schoenholtz-Read (2009). Handbook of online learning, 2nd ed. London: Sage.
- Maniar, N.; Bennett, E.; Hand, S.; Allan, G (2008). "The effect of mobile phone screen size on video based learning". Journal of Software. 3 (4): 51–61. CiteSeerX 10.1.1.460.9863. doi:10.4304/jsw.3.4.51-61.

[ This paper is written with precise information . points well explained as well . Good attempt ]

## **Insta-English: English Language Learning with Instagram**

**Dr .Jiten Udhas, Assistant Professor, Institute of Language Teaching,, Saurashtra  
Highschool Campus, Kotecha Chowk, Rajkot**

### **Abstract**

Out of 7.6 Billion population of the world, there are around 5.1 billion mobile users. Among them there are around 3.4 billion active social media users.(Hootsuite, 2020) As internet access has become relatively cheaper, the number of active social media users in India stands at 350 million in January 2020 and by 2023 it is expected to reach 448 million. India's average social media usage using any device is 2 hours and 32 minutes. Social media which primarily had been used for social interaction is now more than mere media of social conversations. People had started using it for various reasons. E.g., business, charity, community service, Entertainment etc. The field of Education is one of the rapidly rising arena where social media is being used widely. Apart from the commercial educational websites and mobile applications the social media sites and applications like Youtube, Facebook, Whatsapp, Instagram, Telegram etc are providing better educational solutions to the students as well as teachers around the globe. The paper discusses the usage of Instagram, a social media application which has witnessed immense growth as a platform for learning English Language in India. The paper presents statistical data including active users of the application and their various purposes for using the same. Further the paper discusses its use for English language learning in Indian context. The researcher had undergone a survey of 60 Teacher Trainees of English Subject. The result of the survey reveals the fascinating findings. The paper also discusses the possible reasons for the rising popularity of Instagram for Language Learning.

Keywords: English Language Learning, Social media, Instagram for English, Social Media and Education

### **Introduction**

Out of 7.6 Billion population of the world, there are around 5.1 billion mobile users. Among them there are around 3.4 billion active social media users.(Hootsuite, 2020) As internet access has become relatively cheaper, the number of active social media users in India stands at 350 million in January 2020 and by 2023 it is expected to reach 448 million. India's average social media usage using any device is 2 hours and 32 minutes. Social media which primarily had been used for social interaction is now more than mere media of social conversations. People had started using it for various reasons. E.g., business, charity, community service, Entertainment etc. The field of Education is one of the rapidly rising arena where social media is being used widely. Apart from the commercial educational websites and mobile applications the social media sites and applications like Youtube,

Facebook, Whatsapp, Instagram, Telegram etc are providing better educational solutions to the students as well as teachers around the globe.

### **About Instagram**

Instagram was launched on October 6, 2010. Instagram is a free online tool and app that allows users to capture and share photos and videos with your friends and family. The number of Instagram users soared rapidly since it expanded its service to sharing 15 seconds video. As Instagram is one of the most popular social media applications for teenagers, adolescents and even youth today and there are more than 400 million active users on Instagram.

In the journey of a decade Instagram has given so many updates and expanded its service tremendously. The latest version of Instagram allow a number of functions like, creating accounts, posting content in the form of photo or video, applying filters on photos and videos, adding captions, tagging users, adding locations, adding hashtags(#) etc.

### **Review of Related Literature**

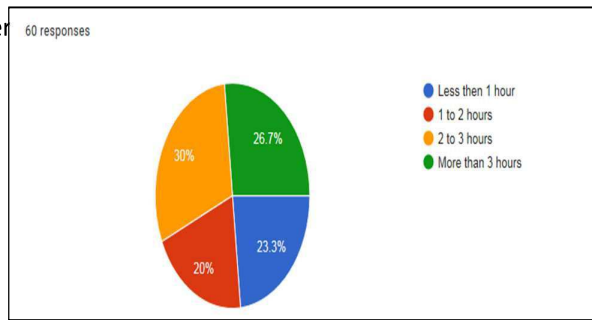
In the domain of language learning, Handayani (2016) comments that Instagram can be utilised as a source for performing various activities in language classes The activities may include, digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos. Additionally, it was found that Instagram increases students' motivation to learn and their participation to classroom activities (Purnama, 2018). Among the studies conducted on Instagram regarding its use for language learning, (Mansor and Rahim, 2017) found that it is an effective platform in that it encourages students to interact with their peers in the group works related to videos they shot on the teacher led tasks.

### **About the Present Study**

The researcher being an assistant professor at Institute of English Teaching, English Medium B.Ed. College, he surveyed around 60 English graduate/post graduate teacher trainees from the same college regarding the rising popularity of Instagram in the area of English Language learning. Following are the findings of the survey. The survey form had 10 Multiple Choice as well as open end questions. The findings have been presented through bar charts, pie-charts as well as their explanations.

Findings of the survey regarding "Use of Instagram for English Language Learning"

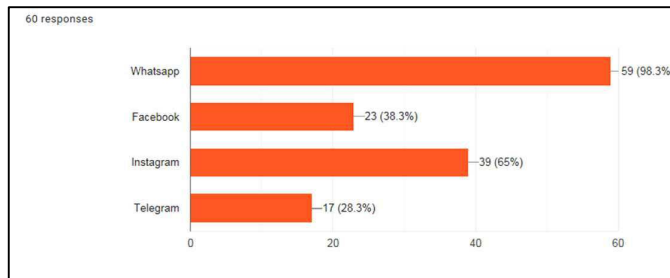
Q.1 For around how many hours do you use social media?



The chart above shows that 23.3% respondents use social media for less than 1 hour while 20% use it for 1 to 2 hours and 30% use it for 2 to 3 hours whereas 23.3% respondents use social media for more than 3 hours.

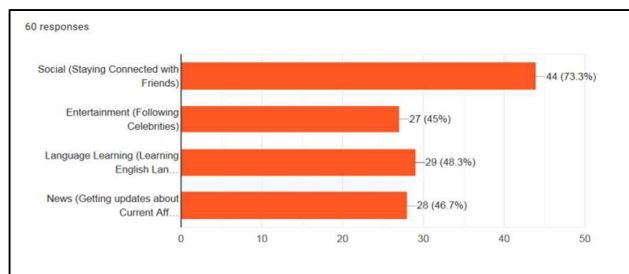
It makes it evident that more than 50% respondents use social media for more than 2 hours in a day. Due to this reason providing education through social media has gained momentum.

Q.2 Which social media application/s do you use?



The above question had four options, namely Whatsapp, Facebook, Instagram and Telegram. As the data display Whatsapp is the forerunner and the most popular among all apps with 98.3% usage whereas Instagram is on the second number with 65% usage. Facebook is used by 38.3% respondents and Telegram is used by only 28.3% respondents. Thus it can be said that in the span of 10 years Instagram has overtaken Facebook and has placed at the second pedestal in popularity among the youngsters.

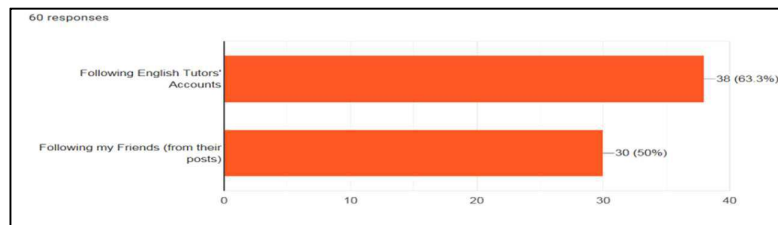
Q.3 For what purpose/s do you use Instagram?



The data above show that 73.3% respondents use Instagram for its fundamental purpose, i.e., Staying connected with friends. The most striking revelation of this study lies in the purpose which is at the second highest position. 48.7% respondents have mentioned that they use Instagram for learning English language. Which surpassed its before thought purpose of Entertainment (45%) and News(46.7%)

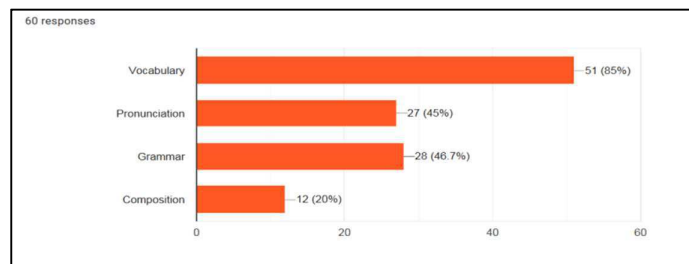
The data are eye opener for the educationalists as around 50% respondents have accepted that they use Instagram for the purpose of language learning. The mobile phones and social media apps which have till recently been seen as a nuisance and waste of time machineries, need a fresh outlook.

#### Q.4 How do you get Language Learning Opportunities on Instagram?



The above chart manifests that, on being asked how the respondents get language learning opportunities on Instagram, 63.3% respondents revealed that they learn it by following English tutors accounts whereas 50% of them expressed that they learn language by simply following their friends on Instagram.

#### Q.5 Which of the following aspects have improved as a part of English Language Learning through Instagram?

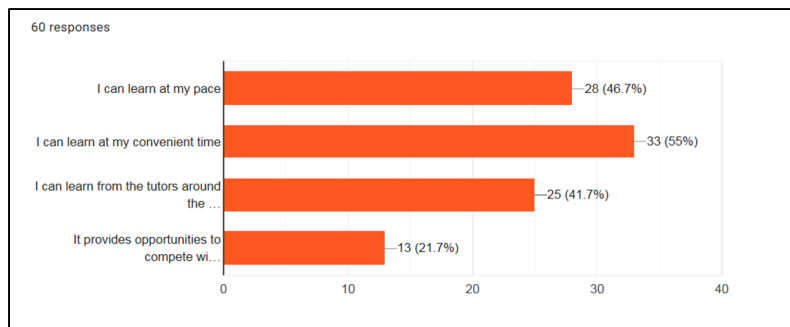


The above data make it clear that 85% respondents' Vocabulary has been improved while learning English language through Instagram. 46.7% respondents Grammar has been improved. 45% respondents' pronunciation has been improved while learning English language through Instagram. The least improvement has been observed in the field of

composition. Only 20% respondents mentioned that their composition skills have been improved due to Instagram.

The data here manifest that vocabulary learning hasn't remained confined up to dictionaries or thesauruses.

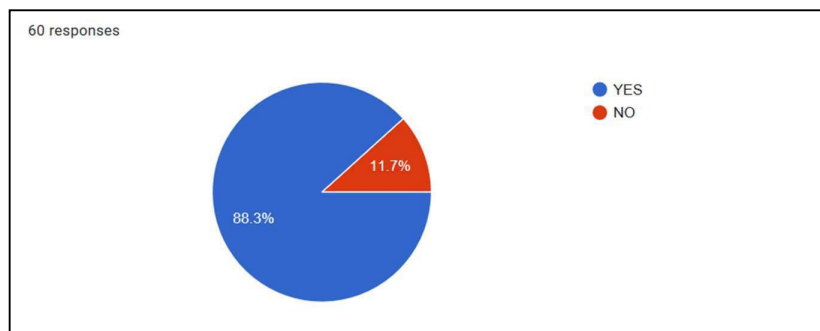
Q.6 Which of the following aspect/s make Instagram a favourable tool for learning language?



The above bar chart shows that highest number of respondents (55%) prefer Instagram for language learning because they can learn at their convenient time. 46.7% respondents find Instagram favourable for language learning because it allows them to learn at their pace. 41/7% respondents enjoys learning language with the help of Instagram as it allows them to learn from the tutors all over the world. Whereas 21.7 % respondents find Instagram suitable for language learning because they can compete with global learners.

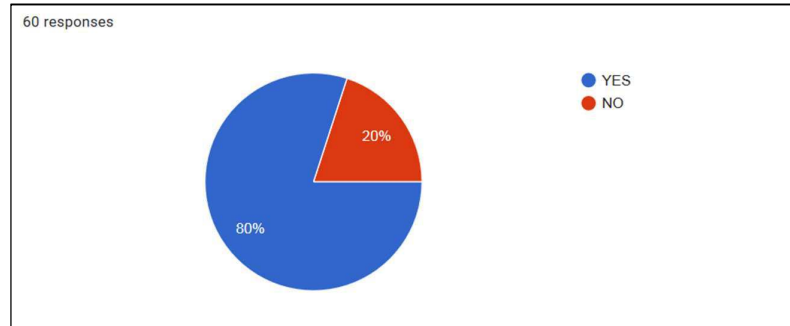
Thus, it is clear that convenient time and pace are the prime reasons for social media's take over traditional classroom methods and techniques.

Q.7 Has Instagram improved your English Language Skills?



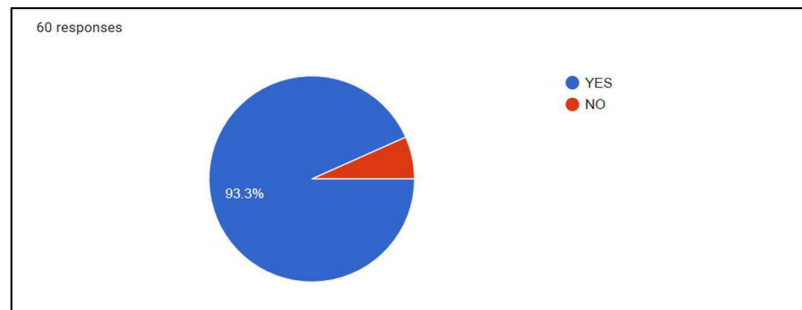
The data above shows that 88.3 % respondents agreed that Instagram has improved their English Language Skills whereas 11.7% respondents express that Instagram hasn't improved their English Language Skills.

Q.8 Is English Language Learning through Instagram interesting?



The above pie-chart makes it evident that 80% respondents agreed that Instagram makes English language learning interesting while 20% respondents disagreed with the question.

Q.9 “Social Media provide wider opportunities for learning” Do you agree?



Observing the above chart reveals that 93.3% respondents agreed that Social media in general provide wider opportunities for learning. Whereas on 6.7% respondents disagreed with the statement.

It has colourful editing and provides global teachers and learners at same stage.

Yes, it really helps to enhance the knowledge not only of English language but also of other languages. It helps me to learn according to my convenience. By learning different languages we could come to know about the people, their culture and history, which will help us to know the world better. I am very fond of learning different languages so, it really helps me.

It does help in language learning as we come across new vocabularies and can use them in the routine which enhances one's language

Got daily news which is related with education..

It helps a lot in language learning. It enhances learning skill of an individual. The huge advantage of this app is that one can gather knowledge without any coaching center easily. If someone haven't book then they can easily read with help like this

We should learn many things in this app and we should know what is going on around us and in the whole word.. 😊

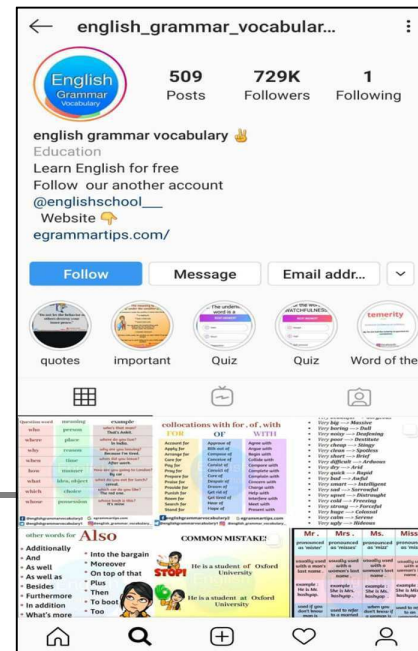
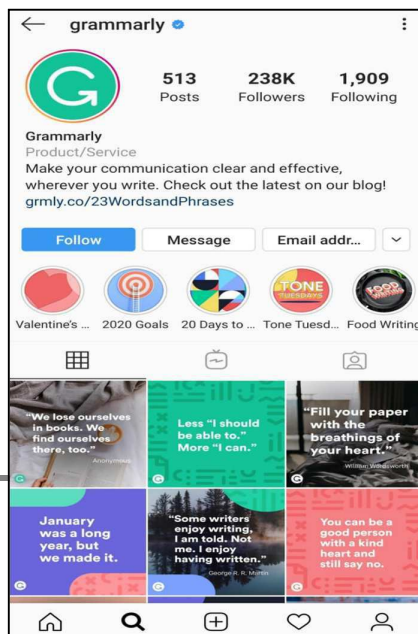
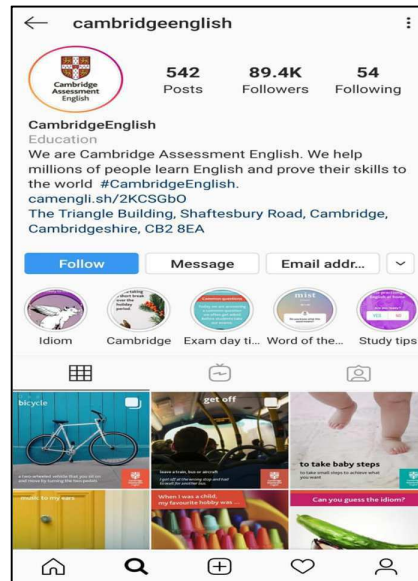
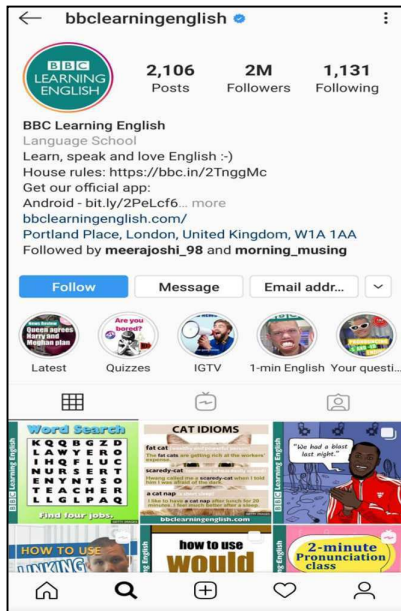


Q.10 Share your own thoughts about ‘Advantages of Instagram in Language Learning’  
Responding to this statement following responses were received:

- Easy to use and learn new things and informations
- It helps you to learn many things which provides u better oppportunity to get success in your fields
- It's very helpful in increase our vocabulary
- It has been great, since I have been able to connect with many writers or screenwriters and poets and authors, which has helped me somewhere to improve my vocabulary, etc.

### Popular Instagram Accounts for English Language Learning

Here are the screenshots of the most popular Instagram account which can be followed by the English language learners.



**inenglishwithlove**

116 Posts 103K Followers 1,182 Following

in English with Love by Sama  
 ✖ English Fluency Coach 🇺🇸  
 ✖ Weekly English Tips & Advice  
 COMMON MISTAKES WITH 'ANY' ↓↓  
[www.inenglishwithlove.com/blog/some-and-any](http://www.inenglishwithlove.com/blog/some-and-any)

Follow Message Email addr... ▾

Free Tips Join Me!

DO YOU MAKE THIS COMMON MISTAKE WITH 'ANY'?

I wish I could remember where I put things. I spend half my life looking for my keys.

HOW TO USE 'RECOMMEND' IN ENGLISH

Never be afraid to mess up. Sometimes the mistakes teach you how to become stronger.

**tofluency**

550 Posts 30.9K Followers 561 Following

Learn English With Jack  
 Education  
 Hello English learners and English teachers 🇺🇸🇬🇧  
 Get the To Fluency Method below 📄  
[www.tofluency.com/tp/](http://www.tofluency.com/tp/)

Follow Message Email addr... ▾

Learn English YouTube Quizzes

ENGLISH LESSON LOOKING FOR LOVE

IT'S GOT A LONG WAY TO GO BUT IT'S FUN GETTING THERE!

GET MARRIED

along the road and he put a

I NEED MORE...

**tips4ielts**

683 Posts 571K Followers 10 Following

Tips For IELTS  
 Blogger  
 Follow this page to learn English for free 🙌  
 DM for cheap (ads/promo)  
 Dm For Credits/Removal... more  
[englishpriest.com/quiz](http://englishpriest.com/quiz)  
 Followed by meerajoshi\_98 and morning\_musing

Follow Message Email addr... ▾

Country Flags Word of the Day Word Roots

You are on a... You are in a...

Don't work hard. Work intelligently.

Do you want to speak English little bit faster?

**ielts\_advantage**

1,026 Posts 122K Followers 37 Following

IELTS Advantage  
 Tutor/Teacher  
 We help people get a Band 7 or above in the IELTS test.  
[linktr.ee/ielts\\_advantage](http://linktr.ee/ielts_advantage)  
 Followed by morning\_musing

Follow Message Email addr... ▾

Writing Tas... Writing Tas... Speaking Listening Reading

10 REASONS STUDENTS FAIL THE IELTS TEST

BEWARE OF FAKE IELTS MATERIALS

IELTS READING MATCHING HEADINGS?

PEAKING PART 1 PART 2 PART 3

**pronunciationwithemma**

550 Posts 104K Followers 66 Following

British English Pronunciation  
 Emma  
 Native English teacher from the UK  
 I help English learners achieve clear, confident and perfect pronunci... more  
[youtu.be/DhEPqKLC86s](https://youtu.be/DhEPqKLC86s)

Follow Message ▾

English Cla... About Me YouTube Twitter Facebook

**englisharound**

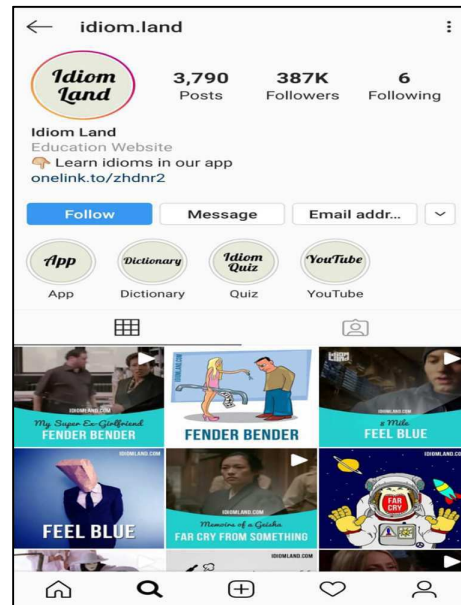
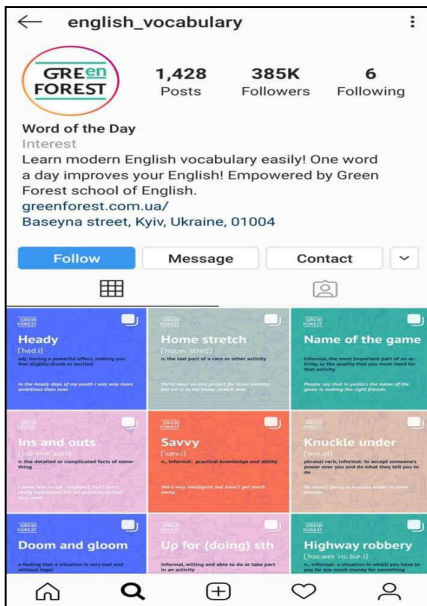
1,836 Posts 155K Followers 1,425 Following

ENGLISH WITHOUT TEARS  
 Teacher: Gabriela Torrens  
 English for intermediate and advanced students of English.  
 To revise basic grammar go... more  
[hrhgabrielatorrens.blogspot.com/](http://hrhgabrielatorrens.blogspot.com/)

Follow Message ▾

Highlights

LINKING



## Conclusion

The above research is a sufficient proof for the educationalists to rethink the approach towards language teaching learning. Language learning hasn't remained confined to formal efforts made in the classrooms and in hardcopy books. It has leaped out from books into *Facebooks* and *Instagrams*. It is the time for the teachers to devise new learning platforms based on the social media. The mobile phones have penetrated up to 80% population worldwide. It is the most convenient, widespread and handy tool through which education can be imparted more effectively, efficiently as well as economically

## References

- Handayani, F.* (2016). Instagram As a Teaching Tool? Really? In Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4) (pp. 320–327). [https://doi.org/10.1016/0022328X\(84\)85193-1](https://doi.org/10.1016/0022328X(84)85193-1)
- Mansor, N., & Rahim, N. A.* (2017). Instagram in esl classroom. *Man In India*, 97(20), 107–114.
- Purnama, A. D.* (2018). Incorporating Memes and Instagram to Enhance Student's

Participation. Language and Language Teaching Journal, 21(1), 94–103.

Webliography

<https://wearesocial.com/blog/2020/01/digital-2020-3-8-billion-people-use-social-media>

<https://hootsuite.com/>

# **Role of Media in Corporate Social Responsibility Practices of Indian Banking Sector**

**Dr. Krupa Bhatt, Faculty of Commerce, S.M.PIC College, GLS University, Ahmedabad.**

**Ms. Himandri Kewlani, Research Scholar, GLS University, Ahmedabad.**

Abstract :

Purpose-

Corporate Social Responsibility (CSR) means it is the responsibility of the corporations operating within the society to contribute towards economic, social and environmental development that creates a positive impact on society at large. The importance of CSR has been increased after the Companies Act, 2013 which mandates CSR. The Banking sector plays a pivotal role in the growth of an economy whereas Media has been often considered as a tool for social growth and it has very integral part in day to day life of people. The study aims to analyze CSR practices, CSR expenditure and role of Media in the CSR activities of Indian banks.

Design/Methodology/Approach-

For the purpose of the study four public sector banks contributing in CSR have been selected. The study is based on secondary data only. The secondary data has been collected from bank's website and annual reports. The study covers a period of five years i.e. from the financial year 2014-15 to the financial year 2018-19.

Findings-

The results of the study show that Education, Sanitation, Healthcare and Environment are the most popular heads under which banks have carried out various CSR activities. However, Media has very little role to play in the CSR activities of banks. The performance of CSR activities can be improved with help of Mass media and active participation through social media.

Practical Implications-

The results of the study can help policymakers to frame better CSR policy in bank.

Research Limitation-

The present study is based on secondary data only hence the perception of beneficiaries on CSR Practices can be a scope for future research.

Keywords: CSR Expenditure, CSR Practices, Social Media

Abbreviations: CSR (Corporate Social Responsibility), PAT (Profit after Tax)

## **1. Introduction**

India is the first country in the world to make corporate social responsibility (CSR) mandatory, following an amendment to The Company Act, 2013 in April 2014. Businesses can invest their profits in areas such as education, poverty, gender equality, and hunger. Corporate Social Responsibility (CSR) is a concept that suggests that it is the responsibility of the corporations operating within society to contribute towards economic, social and environmental development that creates positive impact on society at large. Although there is no fixed definition, however the concept revolves around that fact the corporations needs to focus beyond earning just profits. The term became popular in the 1960s and now is formidable part of business operations.

### **The Companies Act, 2013**

As per as Corporate Social Responsibility is concerned, the Companies Act, 2013 is a landmark legislation that made India the first country to mandate and quantify CSR expenditure. The inclusion of CSR is an attempt by the government to engage the businesses with the national development agenda. The details of on corporate social responsibility are mentioned in the Section 135 of the Companies Act, 2013. The Act came into force from April 1, 2014, every company, private limited or public limited, which either has a net worth of Rs 500 crore or a turnover of Rs 1,000 crore or net profit of Rs 5 crore, needs to spend at least 2% of its average net profit for the immediately preceding three financial years on Corporate social responsibility activities. The CSR activities in India should not be undertaken in the normal course of business and must be with respect to any of the activities mentioned in Schedule VII of the act.

The corporations are required to setup a CSR committee which designs a CSR policy which is approved by the board and encompasses the CSR activities the corporations is willing to undertake. The act also has penal provisions for corporations and individuals for failure to abide by the norms. The details of the same are highlighted in the act.

### **CSR in Banking Sector**

Banking sector is considered as the barometer of an economy. The activities of banking sector affect the larger section of the society. The banking sector is an important sector for the stabilization of financial systems. It plays a critical role in the economy of our country; it facilitates the flow of funds in our economy and ensures financial resources are allocated efficiently towards promoting economic development and growth. Banks are actively taking

part in CSR activities as CSR has been mandated by Companies Act, 2013. However, the framework for CSR Practices varies from bank to bank. As per RBI records, there are a total of 21 Public Sector Banks, 21 Private Sector Banks, 45 Foreign Banks, 20 Private Financial Institution

including payments bank and 60 public financial institutions including regional rural banks.

Sr. No.	Name of Bank	Rank	According to Futurescape's rating, following six banks are ranked in the list of India's top 100 Companies for sustainability and CSR 2019
1	Yes Bank	33	
2	IndusInd Bank	41	From the ranking it can be said that private sector banks are performing well in CSR
3	Axis Bank	47	compare to Public sector banks. However, the present study focuses on CSR practices of
4	HDFC Bank	48	Public Sector banks after Companies Act,
5	IDFC Bank	93	2013 in India.
6	State Bank of India	94	
7	Canara Bank	99	

[Source: [www.futurescape.in](http://www.futurescape.in) (CSR ranking 2019)]

## Indian Media

Media has been considered as tool for social growth of any nation. It is also called as fourth estate of democracy Media involves various sources such as Newspapers, News channels, Magazines, Radio, Social Media etc. Press council of India ensures that Indian press is free and responsible. If the Press is to function effectively as the watchdog of public interest, it must have a secure freedom of expression, unfettered and unhindered by any authority, organised bodies or individuals. However, social media is not bound by the limits as it is a platform where people can express their views. In this regard, social media is different from Mass media.

## 2. Literature Review

(Ratna Paluri et al. 2014) conducted a study on understanding the consumer perception on CSR activities of Indian Banks. The study attempts to find out whether consumers want their banks to take up CSR initiatives and would these perceptions influence their attitude towards the bank. The research was conducted in Nashik city of India. In the study, CSR reputation and CSR concern of consumers in the Indian context have been investigated for their influence on consumer attitude. The results of the study show that consumer perception

towards the CSR activities of the bank influenced their attitude and satisfaction. Though consumers expressed a need for their bank's taking up CSR initiatives, this need did not influence their attitude towards the bank, contradicting studies in the past. Consumer perception of the bank's involvement in the CSR activities was moderate, indicating that banks need to increase their communication about the CSR initiatives undertaken by them.

(Shafat Maqbool et al. 2017) conducted a study to examine the relationship between corporate social responsibility and financial performance in Indian context. The research was conducted for 28 Bombay Stock Exchange listed Indian commercial banks and the period of the study was from the year 2007 to the year 2016. The results of the study indicate that CSR exerts positive impact on financial performance of the Indian banks when size, risk, capital intensity and age of the organization was considered as controlled vehicle. The results evinces that CSR pays to be socially responsible and as valuable and rear source, it can be exploited to create a competitive advantage of the firm. It is also suggested that CSR should not be treated as an optional activity rather it should be integrated with long-term business strategy because when CSR is aptly integrated into the business operations; both social and financial target becomes easier which results in better financial performance.

(Ramendra Singh et al. 2015) conducted a study to find out whether the business metrics of Indian banks are associated with its CSR orientation and whether the CSR orientation of banks is focused on areas which are driven by nature of its target markets, such that there is an alignment between CSR orientation and benefits accrued to its shareholder segments. The research was conducted for 49 Indian banks. The results indicate that CSR orientation of Indian Banks differ only based on ownership, number of employees, and date of its incorporation in the areas of Environment & Rural development (for ownership), Community Welfare, Environment, and Rural development (for number of employees), and Environment, and market place (for date of its incorporation). The study suggested that public sector banks are required to adopt the cause of environment more proactively in their CSR agenda as it is an extremely important issue, which needs to be addressed in the current times and the time spent by the bank also leads them to adopt a higher and different CSR orientation since expectations of stakeholders may probably increase.

(Ruchi Gupta 2013) conducted a study to identify significance of CSR in Indian Banking Industry and how it is unlike in comparison to other industries even in same sector. The findings of the study reveal that banks feel more responsible for social issues and financial inclusion is central part to fulfil their social responsibility while environmental issues remain



unaddressed by most of the banks. Income and size of banks play very important factor in CSR contribution as Banks with higher income contribute more towards CSR activities. Also, Banks are far behind the other companies as none of the selected banks in the study publishes separate CSR report and sustainability report. The study suggested that Banks plays a paramount role in the development and growth of Indian Economy and it serves as a blood in the body hence government need to focus more on functioning and role in progress of society through CSR activities.

(Nithin Venugopal et al. 2012) conducted a study to measure the actual spending by Indian commercial banks for CSR activities and analyze the perception of employees and beneficiaries of CSR initiatives regarding the major issues that they feel the bank should take up on priority basis. The findings of the study reveal that the Indian banks are making efforts in CSR areas but more emphasis is to be put on the initiatives as most of the banks are not even meeting the regulatory requirements. Also, from the employees perspective 'Employment for differently able' should be given top priority but from the beneficiaries perspective 'Promotion of Education', 'Child welfare/Women empowerment' and 'Employment for differently able' should be given top priority. The study suggested that RBI should be more stringent in issuing guidelines pertaining to setting apart of funds for CSR activities by banks as the banks have focused on the community welfare and farmers' welfare programs but the efforts for women welfare and education are not sizeable.

(Suresh Bihari et al 2012) studied the impact of CSR practices on the performance and image of the Indian banks. The study pointed out that banks in India have increased their CSR activities which also have a positive impact on performance of business apart from their image and goodwill. Also, this is reflective of the fact that work done for society may pass on the advantages to the corporate sector and enhance their value. The study suggested that Sustainable or Socially responsible investment is a strategy that identifies investment targets that not only provide financial growth but also take explicit account of environmental, social, and governance issues in the investment process. Also, Banks can promote sound financing of sustainable economy so that banks can look beyond their purview of day-to-day activities and recognize broader social goals and includes them in their planning.

### 3. Statement of the Problem

The Companies Act, 2013 has increased the importance of CSR in India. The present study focuses on areas such as CSR practices, CSR expenditure and PAT of Indian banks after Companies Act, 2013. The study aims to analyze role of Media in CSR practices of Indian

banks after Companies Act, 2013. The study can be useful to Banks, Government, Policymakers, Researchers and Society at large.

#### 4. Research Objective

1. To study CSR practices of banks in India
2. To analyze CSR expenditure and financial performance of Indian banks
3. To analyze role of Media in the CSR practices of Indian banks.
4. To suggest ways for improved CSR practices.

#### 5. Research Methodology

The study is based on secondary data. The data has been collected from various sources such as banks' website, annual reports and online database. For the purpose of the study four public sector banks contributing towards CSR is selected. The selected banks are State Bank of India, Canara Bank, Bank of Baroda and Bank of India. The banks have been selected on the basis of top four banks having highest CSR expenditure in the year 2014-15 as Companies Act, 2013 was applicable from 1<sup>st</sup> April, 2014

The study covers a period of five years, i.e. from the financial year 2014-15 to the financial year 2018-19.

#### 6. Data Interpretation & Analysis

##### 6.1 Net Profit after Tax and CSR Expenditure

Table 1 analyzes the Net Profit after Tax and CSR Expenditure of selected public sector banks for five years i.e. from the financial year 2014-15 to the financial year 2018-19. The data reveals that among all the banks State Bank of India shows the highest profit and CSR expenditure for majority of the stated financial years. However, for the year 2017-18 all the public sector banks show loss where State Bank of India shows highest loss followed by Bank of India. Canara Bank shows the most static CSR expenditure compared to the other selected banks. The lowest CSR expenditure of all the selected years can be observed in the year 2016-17 for Bank of Baroda which is followed by year 2017-18 for Bank of India.

Table 1: Profit after Tax (PAT) and CSR Expenditure Amount (Rs.) in illions

	Financial Year 2014-15		Financial Year 2015-16		Financial Year 2016-17		Financial Year 2017-18		Financial Year 2018-19	
	PAT	CSR	PAT	CSR	PAT	CSR	PAT	CSR	PAT	CSR
State Bank	131015.72	1158	99506.54	1439.2	104841.03	1098.2	(65474.54)	1129.6	8622.3	62.40

Canara Bank	27026.24	303.96	28128.23	327.82	11219.22	326.80	(42222.38)	285.30	3470.2	236.2
Bank of	33984.3	178.31	(53955.4)	194.02	13831.4	14.007	(24318.1)	119.13	4335.2	22
Bank of	17090	118.5	(60892.13)	144.9	(15580)	64.2	(60437.1)	21.8	(55469)	39.6

Source: Annual Reports

Figure 1: CSR Expenditure from the financial year 2014-15 to the financial year 2018-19

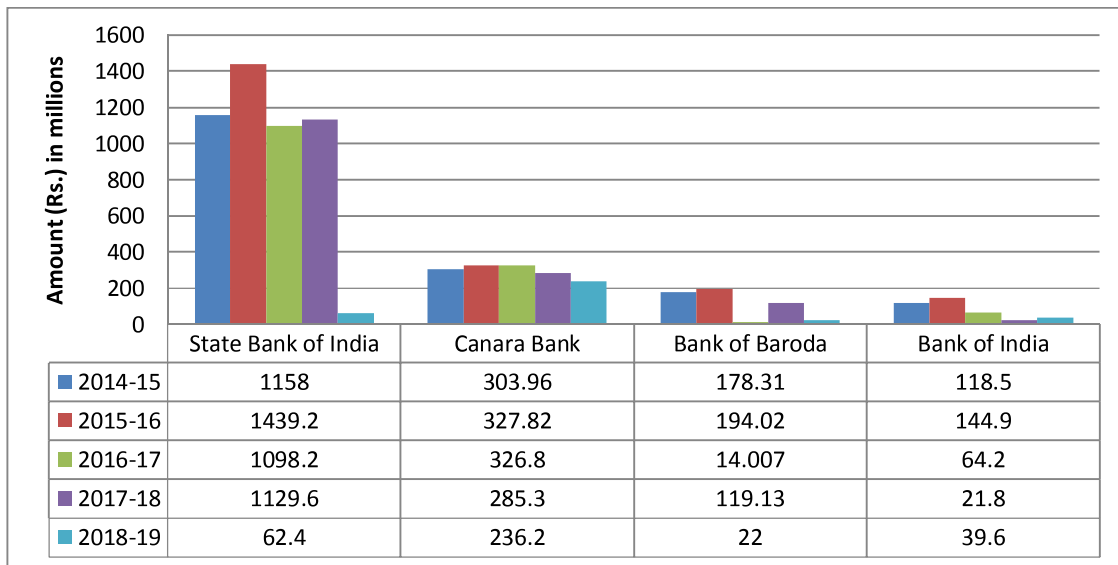


Figure 1 reveals that none of the above bank shows static increasing or decreasing trend for CSR expenditure. It is observed that for that majority banks have low CSR expenditure for the year 2018-19. State Bank of India having highest CSR expenditure has also low CSR expenditure for the year 2018-19. Canara bank shows the most static CSR expenditure and despite the loss in the financial year 2017-18 it has spent well on CSR. Bank of Baroda has most dynamic CSR expenditure. Bank of India shows significantly declining CSR expenditure but more is dynamic in nature. It is very important observation that for the year 2015-16 all the selected banks has highest CSR expenditure of the selected years. State Bank of India and Canara bank have lowest CSR expenditure for the year 2018-19 whereas Bank of India and Bank of Baroda has lowest CSR expenditure for the year 2017-18.

## 6.2 Role of Media in CSR Practices

As per Companies Act, 2013 Companies falling under the criteria of CSR shall undertake CSR activities mentioned in the schedule VII of the act. The companies may also conduct

CSR activities through its holding, subsidiary or associate company as well as through registered trust or society.

The selected banks have various programmes under healthcare, education, sanitation, livelihood creation, skill development, environment, sports, social welfare, economic development, rural development etc. from the year 2014-15 to the year 2018-19. The CSR activities are carried out by various means such as SBI has dedicated organization named 'SBI Foundation' for conducting the CSR activities. The banks have tie up with various NGOs for carrying out CSR activities. Some of the initiatives of Banks for CSR include Project SAARTHI of Bank of Baroda for financial literacy, SBI Gram Seva and SBI Youth for India of State Bank of India etc.

In the CSR practices of selected banks it is observed that Media has played very little role. However, following are the suggestions through which CSR practices of banks can be improved with the help of Media:

1. Inclusion of Social media for delivering information about bank's CSR activities: Social Media has become indeed a necessity for most of the youth in India where promotion and information delivery about bank's CSR activities can help in awareness to the beneficiary who can take significant advantage of the same.
2. Conducting a survey for demand of beneficiary: Through Social Media various surveys can be conducted where significant demand or requirement of beneficiary can be studied and CSR activities can be planned in accordance with that.

## 7. Conclusion

The above analysis show that public sector banks have CSR activities under various heads of Education, Sanitation, Healthcare, Environment, Woman empowerment, Livelihood creation and Skill development. However, the most of the activities of all the selected banks focuses majorly on Education, Sanitation and Empowerment. Among the selected public sector banks State Bank of India has the highest aggregate CSR expenditure from the year 2014-15 to the year 2018-19 whereas Bank of India has the lowest aggregate CSR expenditure from the year 2014-15 to the year 2018-19. No selected public sector bank has static increasing/decreasing trend in the CSR expenditure. From the analysis and literature review it can be said that Media has very little role to play in the CSR activities of the banks. However, the technology and digitisation can be used more efficiently in improving the effect of CSR practices in a cost effective manner.

## 8. Reference

1. Bank of India Annual Reports and Business Responsibility Reports. Retrieved from <https://www.bankofindia.co.in/>
2. Bank of Baroda Annual Reports and Business Responsibility Reports. Retrieved from <https://www.bankofbaroda.in/>
3. State Bank of India Annual Reports. Retrieved from <https://www.sbi.co.in/>
4. Canara Bank Annual Reports. Retrieved from <https://www.canarabank.in/>
5. Corporate Social Responsibility. (n.d.). Retrieved from <http://www.fiinnovation.co.in/corporate-social-responsibility/>
6. Dezan Shira & Associates. (n.d.). Corporate Social Responsibility in India. Retrieved from <https://www.india-briefing.com/news/corporate-social-responsibility-india-5511.html/>
7. Maqbool, S., & Zameer, M. N. (2018). Corporate social responsibility and financial performance: An empirical analysis of Indian banks. *Future Business Journal*, 4(1), 84-93.
8. Gupta, R., & Agrawal, G. (2014). Corporate Social Responsibility: A Check on Indian Banks for Responsible Investment. *Major activities reported by banks retrieved on Feb, 27, 2015.*
9. Singh, R., & Agarwal, S. (2013). Does CSR orientation reflect stakeholder relationship marketing orientation? An empirical examination of Indian banks. *Marketing Intelligence & Planning*, 31(4), 405-420.
10. Bihari, S. C., & Pradhan, S. (2011). CSR and performance: the story of banks in India. *Journal of Transnational Management*, 16(1), 20-35.
11. Chopra, I. P. (2017). A Comparative Study of Corporate Social Performance in Public and Private Banks in India. *Asian Journal of Research in Banking and Finance*, 7(7), 52-62.
12. Venugopal, N., & Krishnan, S. Corporate Social Responsibility: A Study on Spending Pattern in Indian Commercial Banks and Analysis of Perception and Awareness of Employees and Beneficiaries.

## **Teaching-Learning through Computerized Educational Games**

**Dr. Avani Maniar, Ms. Krutika Bhate, Ms. Richa Gandhi**

**Associate Professor, Tem. Assistant Professor, Research Scholar, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja sayajirao University of Baroda, Vadodara.**

Creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact, it is primary education, which develops the basic innate abilities of a person to live a full personal life as an individual and as a member of a family and an economically productive as a worker and a socially useful life as a citizen. The major objectives of primary education in India are to impart Literacy, Numeracy, Nationalism, Human Dignity, Cooperative Spirit and Aesthetic appeal amongst the students (Saiyed, 2018).

The quality of learning is a major issue and reports show that children are not achieving class-appropriate learning levels (Sahani, 2015). Today, Gujarat is developing as well as expanding its educational arena. Despite the Gujarat Government's claims of improving the quality of education, the situation on the ground is very different. To optimize the learning experience, schools and colleges in India are incorporating innovative methods of teaching and learning. Teachers from primary schools use Audio Visual materials in teaching as well as use other methods such as Storytelling, Puppets, Demonstration and Game.

Games, especially computer games are becoming one of the tools of education. Nowadays, the usage of computer games as an educational tool has become a worldwide trend. According to Jaafar and Ahemad, (2011) using computer games eliminate the boredom in the learning process and make learning enjoyable for learners. A computer game is a form of interactive multimedia used for entertainment played on a personal computer, and to increase students' educational level also. Computer based educational games help in enhancing interest in the topics so that students participate more enthusiastically. Students can understand the whole concepts easily and participate in the activities and programme that will increase their knowledge. It reinforces the concepts in an innovative way and retains the information for longer time.

The present Action Project gave a chance to primary school students to learn the educational concepts through computerized educational games. Through this project the educational concept was reinforced amongst the students. The primary school teachers also can use these computerized educational games in future to teach their new batches. The games used in the project can be used by large group of people later.

#### Objectives of the Project

1. To reinforce the academic concepts in Mathematics and English through computerized educational games amongst the selected primary school students of Maharana Pratap Kumar Shala, Fatehgunj, Vadodara.
2. To evaluate the improvement in the academic concepts of Mathematics and English amongst the selected students of Maharana Pratap Kumar Shala, Fatehgunj, Vadodara.
3. To assess the effectiveness of computerized educational games in reinforcing the selected concepts of Mathematics and English.

#### Methodology

1. Identification and selection of the School

The project worker had planned to carry out the project with the primary school students of Baroda. Hence she made informal visit to different schools. The principal of Maharana Pratap Kumar Shala showed interest in implementing computerized educational games project in their school. It was procedural to obtain permission from DEO to implement the project in government primary school. The permission was granted after 25 days of the submission of letter for the present action project from DEO. The permission was granted for 40 days to conduct the project.

2. Identification of the Beneficiaries

Project Worker met the school principal and discussed about the present project. Total 63 students were enrolled in The Maharana Pratap Kumar Shala, from 1<sup>st</sup> standard to 8<sup>th</sup> standard. The students from 1<sup>st</sup> to 3<sup>rd</sup> standard don't know the operation of the computer and hence were not suitable for the present action project. The students from 4<sup>th</sup> standard to 7<sup>th</sup> standard knew the operation of the computer; hence total 38 students from all these standards were selected for the present action project.

3. Pre-testing with identified Beneficiaries

Before starting the project, the project worker conducted a pre test with the identified beneficiaries. The purpose of pre test was to find out the students' knowledge regarding

different academic concepts of Mathematics and English. A test of total 20 marks was prepared to check the knowledge of the students. Out of the total marks, 10 marks test was on mathematics related concepts and 10 marks test was on English related concepts was conducted. The pre test was conducted separately for all the selected standard as per their syllabus. The pre –test marks were divided in to two categories, 0-5 marks and 6-10 marks. Eighty one per cent of the Students obtained 0-5 marks in pre-test, whereas eighteen per cent of the Students obtained 6-10 marks in Mathematics. Seventy eight per cent of the Students obtained 0-5 marks in pre-test, whereas twenty one per cent of the Students obtained 6-10 marks in English. The pre test result of the students shows that students were weak in above mentioned topics of both the subjects.

#### 4. Finalization of the Topics

According to the learning objectives given by Ministry of Human Resources Development (MHRD), and followed by primary education and school management committee, students of standard 4<sup>th</sup> to 7<sup>th</sup> should know the basic concepts like multiplication, subtraction, addition, division, monomial, binomial and trinomial in Mathematics and verbs, nouns, singular and plural in English. Therefore, it was decided to reinforce these concepts through computerized educational games. The results of Pre-test show that students gained low marks in the selected subject. The school principal also insisted to focus on the selected subject and topics. Therefore, in Mathematics topics like addition, subtraction, multiplication and division were finalized. In English, topics like verb, noun, singular, plural, adjectives, and sentence making were finalized.

#### 5. Identification of the Computerized Educational Games

Project worker visited many places like “Cross Words”, library and stationary shops for collecting computerized games. Project worker also met game’s developer and searched many websites to find and collect games on English and Mathematics subjects. All together 42 games related to mathematics subject and 37 games related to English subject were collected by the project worker from different sources.

#### 6. Selection of the Computerized Educational Games

The project worker found online games as well as offline games from internet related to selected topics, keeping in mind following criteria, selection of games were done.

- (1) The school computers run through “UBANTU” operating system, so games should run in this system.
- (2) The games should be directly related to the selected topics of Mathematics and English.



- (3) Games should be having less instructions and should be easy to understand as well as easy to play and require one player to play a game.
- (4) It should give some score or points after the completion of one round or level, so that the project worker can check the progress of the students.
- (5) The games could be played online as well as offline.

Hence, games available on “mathplayground.com” related to mathematics and games available on “gamestolrarningenglish.com” for English were selected for the present action project. It was necessary that selected games should be supported in “UBANTU” operating system. Therefore, the games which can run through this system were selected. So, total 20 games fulfilled above mentioned criteria and it were according to the selected topics of both the subjects.

Out of 20 games, 12 were related to Mathematics and reinforcing the concepts of addition, multiplication, subtraction and division. Total 8 games were related to English and reinforcing the concepts of verbs, nouns, adjectives, practice of sentence making and enhancing vocabulary.

#### 7. Plan of Implementing the Project

Project worker planned the whole project in such a manner that each student can play games on Mathematics and English for three times in a week with revision they can play during the project. Daily activity plan was prepared for 40 days to complete the project. The activities of this project were planned from 26<sup>th</sup> November 2018 to 19<sup>th</sup> January 2019.

#### 8. Implementation of the Project

Before conducting the session the project worker met the students and discussed about the project and played one computerized educational game with them. Students from 4<sup>th</sup> standard to 7<sup>th</sup> standard were selected for the project. The project worker divided them in to two groups. First group included students from standard 4<sup>th</sup> and 5<sup>th</sup> and in second group included students from standard 6<sup>th</sup> and 7<sup>th</sup>.

This was done so that each individual gets an opportunity to play each game individually and is able to clarify the concepts. The project was implemented for 40 days. Five sessions of one and half to 2 hours were held in a week from Monday to Friday with the selected students. Care was taken by the project worker that student were sitting and playing game comfortably. The project worker explained the students in detail about the each game. The project worker explained to the students about the specification, such as:

- Time duration of the playing game
- How to play the game
- Instruction about the game

Project worker also taught students the basic concepts of English grammar like singular, plural, pronunciation of words, how to make sentences. Project worker also explained the process of playing a game before the students started a game. Revision of all the computerized educational games was conducted at the end of each week. Hence, all the students played all the games three times during the project. The students played games on desktop as well as on laptop. The project worker recorded the scores/time/percentage/points of each game of each student as he/she finished the one turn/level of the game.

#### Evaluation of the project

##### a) Comparison of Pre & Post Test Results

- High majority (81.58%) of the students obtained 0-5 marks in pre test, whereas eighty six percent of the students obtained 6-10 marks in post test related to Mathematics.
- Seventy eight percent of the students obtained 0-5 marks in pre test, whereas high majority (92.11%) of the students obtained 6-10 marks in post test related to English. This shows a clear improvement in the performance of the students in Mathematics and English subject after the implementation of the project.

##### b) Reactions of the Students

- All the students reported that the present project was useful to them and the information shared through this project was helpful to them in their study.
- Majority (68.42%) of the students liked to play games on Mathematics.
- High majority (94.73%) of the students reported that the project was very good. All the students enjoyed playing games on computer.
- High majority (97.37%) of the students reported that Math Racer Addition was very good, whereas fifty two percent of the students reported that Division Derby was very good.
- High majority (92.11% and 86.84%) of the students liked to play games on singular and plural respectively, whereas very few (13.16%) of the students liked to play games on adjective.
- High majority (86.84% and 81.56%) of the students reported that Falling English verb 1 and Slow Click part 1 was very good respectively. High majority (94.74%) of the students reported that Falling English part 2 was very good, whereas high majority (94.74%) of the

students reported that Slow Click level 2 was good. High majority (89.47%) of the students want to play games on pronouns in future.

- High majority (92.11%) of the students reported that they want to learn science subject by playing games on computer in future. High majority (81.58%) of the students said that they want to learn drawing by playing games on computer in future.

c) Reactions of the Teachers

All the students gave their reactions about the project to their course teachers every day. They used to inform their teachers about the games they liked to play and what they learnt after playing a game.

- Teachers reported that the project was very good and the students enjoyed the project. They also reported that the students kept waiting for the project worker everyday as well as for playing games on computer.
- Students used to go and settle into the computer room before project worker came. They enjoyed the learning more through computerized educational games than traditional teaching methods.
- They found that after participating in this project there were improvement in the concepts of Mathematics amongst the students to some extent and there were improvement in the concepts of verb, noun, singular plural, adjectives and spellings to some extent.

d) Game Scores of the Students

For the first time, the students were facing difficulties to play a game. When the games were repeated for the second time, students played little fast and enjoyed the same. When the games were repeated for third time, students understood the whole concepts of the game and found the game very easy and were able to finish the games in a less time. Game scores of the students' shows the improvement at each level of the games. These show that the students were able to calculate and make the sentences faster.

e) Observations

- ☞ The students who were able to learn the game in first attempt were helping other students to complete the game.
- ☞ The students were able to do addition and subtraction counting in note-book but they had trouble to do on computer.
- ☞ Most of the Students liked to play games on computer and they were very excited to play on next day also.

- Students were poor in English, therefore they took less interest in playing games related to English but they were very good in Mathematics and they enjoyed playing games related to Mathematics.
- Students were very comfortable with laptop for playing games instead of desktop. They were excited for playing all the games but they enjoyed more the games related to addition.
- Students were always excited and wanted to play games on computer but sometimes computers were not working properly and hence they felt boring.
- The Students kept waiting for the project worker.

#### Sustainability of the Project

After implementing and evaluating any project, it is necessary to check its sustainability. Success of project depends upon its sustainability aspects. The project on “Reinforcing Academic Concepts of Mathematics and English using Computerized Educational Games Amongst Selected Primary School Students of Maharana Pratap Kumar Shala, Fatehgunj, Vadodara” is sustainable which can be said on the basis of the following aspects:

- All the games were uploaded on each computer of the school.
- Teachers were guided about how to use the games.
- Teachers, school principal were convinced to use the games in future as a supplementary material for teaching.

#### Conclusion and Suggestions

Computer Educational Games gives an opportunity to students to learn through new method of learning. There was an improvement in the basic calculation skills of the students and they were able to calculate the two, three and four digit numbers with different combinations. Computer Educational Game proved as a good supplementary teaching learning material as well as good method for reinforcing the educational concepts amongst the primary school students. Students were keen to learn through computerized educational games. Students enjoyed through computerized educational games and it's found more interesting than traditional teaching learning methods. These types of educational concept based computer games should be available in the market for wider use of it. Better understanding can be developed related to different subjects through computerized educational games. The teachers should use these games in their teaching. One computer teacher should be appointed in easy school for giving computer education to students..

#### References

Disha,(.n.d),*Primary education in India: Aims and Objective* Retrieved from <http://www.yourarticlelibrary.com/education/primary-education-in-india-aims-and-objectives/44876>

Gaikwad S (2019). Analytical study of mental health and playing video games among students. *Review of Research*.Vol 8, Issues 4. Retrieved from <http://oldror.lbp.world/UploadedData/7010.pdf>

Garris, R (2002). Games, Motivation and Learning: A Research and Practics Model. *Sage Journals*. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/1046878102238607>

Gradner, M. and Zheng, R. (2016). Handbook of Research on Serious Games for Educational Applications. *IGI Global Disseminator of Knowledge*. Retrieved from <https://www.igi-global.com/dictionary/designing-engaging-educational-games-and-assessing-engagement-in-game-based-learning/9123>

Gupta, A.(2013). Education Status Report-Gujarat: Primary, Middle and Secondary Education. Retrieved from <https://www.educationinnovations.org/sites/default/files/Status%20of%20Elementary%20Education%20in%20Gujarat.pdf>

Jaffar, A. and Ahemad, I. (2012). Computer Games: Implementation into teaching and learning, *The Journal of Procedia Social and Behavioural Sciences* (59), 515-519. Retrieved from [www.sciencedirect.com](http://www.sciencedirect.com)

Kaushik, H. (2018, Dec 2). 57 of girl students drop out of schools by class XI: Report, *The Times of India* Retrieved from <https://timesofindia.indiatimes.com/city/ahmedabad/57-of-girl-students-drop-out-of-schools-by-class-xi-report/articleshow/66900622.cms>

Kebritchi, M. Hirumi, A. & Bai, H. (2010). The effects of modern mathematics computer games on mathematics achievement and class motivation , *Journal of Computer and Education* 55, 427-443, Retrieved from <http://www.elsevier.com/copyright>

McLaren, B. Adams, D. Mayer, R. & Forlizzi, J. (2017). A Computer based game that promoted Mathematics Learning more than a Conventional Approach *International Journal of Game-Based Learning (IJGBL)*,7(1), 36-56 Retrieved from [bmclaren@cs.edu](mailto:bmclaren@cs.edu)

Neomi, P. & Maximo, S. (2014). Educational Games for Learning, *Universal Journal of Educational Research* 2(3),230-238. Retrieved from <https://www.hrpub.org>

Sahani, U (2015), Brookings. *Primary Education in India: Progress and Challenges*. Retrieved from <https://www.brookings.edu/research/primaryeducation-in-india-progress-and-challenges/>

Saiyed (2018), “Monitoring The Implement Action of Right To Education ACT 2009, in The Selected Primary Government Schools of Vadodara City.”..... Dissertation (M.Sc) The Maharaja Sayajirao University of Baroda, Vadodara.

Sanotra (2012), “An Action Project on The Capacity Building in Developing and Using Educational Games Amongst Anganwadi Worker of Dabhoi District, Vadodara.”..... Dissertation (M.Sc) The Maharaja Sayajirao University of Baroda, Vadodara.

Sharma, R. (2018, May 7), Primary problems: Gujarat Dismal School Education System, *The Indian Express* Retrieved from <https://indianexpress.com/article/education/hardlook-state-of-education-in-gujarat-part-ii-5166122/>

Lahkar (1998),”An Action Project To Promote Literacy In the Pimary Schools of Vadodara Through the Use of Games”..... Dissertation (M.Sc) The Maharaja Sayajirao University of Baroda, Vadodara.

## **Usage Of Media In Development Communication.**

**Krutika Nayanbhai Vyas, B.Com, M.Com, P.hd. (perusing) Saurashtra University(commerce department). Lecturer at Commerce Department, Vidyasagar infotech college jamnagar.  
Postal address: - "Pragateshvar krupa" 62- Gaushala, Panchavati society, Jamnagar.**

### **Abstract**

In the past, the world seemed much bigger, but now because of communication, everyone has come nearer to each other. The world has become smaller because of communication. Communication is utilized for something beyond giving data starting with one person then onto the next. It is frequently utilized as a tool to encourage the cooperation of individuals in formative exercises. Communication starts, From any corner in the world to anyone living can show ideas or share ideas on the other side of the world through communicate and learn about their culture, knowledge, geographical situation, science, language, technology and trends Information that can help another person improve his or her lifestyle that improvement leads to them for their personal development. Such type of communication is known as improvement communication. As per Everett Rogers "Development communication introduces to the utilizations to which communication are taken care of to facilitate improvement." It would thus be able to be said to be a way to deal with communication which gives networks data they can use in bettering their lives. Development communication has two essential jobs, for example changing job, as it steps social alter in the course of the purity taste of the present age in this aggressive market and a mingling job by trying to keep up a portion of the set up estimations of the general public. No communication is possible without media. Media is needed for development communication. With the help of media, anyone can communicate with people from metro cities to villages. Media assumes a significant job being developed communication through course of information, giving gathering to exchange of issues, show thoughts, aptitudes for a superior life and make a base of agreement for security of the state. From the beginning periods of the presentation of the media in India different accomplishments were made to misuse their potential for improvement purposes. In the past, there was a Medium Limited of Media and everyone could use it in a limited way. The historical backdrop of media is now on improvement in India. But now the media has become much wider today and every person, from any age group and economical class, makes complete use of it and develop a proper way to communication in India. The history of media when it was started the mediums were letters,

newspapers, radio, television and now a day's new media reached to internet, applications, 3D-projection, satellites technology, clouding and etc.... also today's government use old mediums of media in new ways to communicate rural and urban citizen of India. With the use of appropriate media come can develop their communication zone and achieve better result but individuals' have their own different openings and myths because of that it have not been as far as possible to get a general success. Still Indian government try to improve and development communication with the usage of best available medium of media.

**Key word:** - Media, Medium, Development, Communication.

**Introduction:-**

Correspondence is a two way process where messages stream the two different ways. Correspondence likewise alludes to that utilization of various types of media, for example, print, electronic media (radio, telephone, TV), new media and so on. These media are utilized as a strengthening apparatus, for example it is utilized as an apparatus to encourage and support the investment of individuals in formative exercises. Distinctive broad communications is utilized to adequately impart information and data to individuals for formative reason.

The world has become smaller because of communication. From any corner of the world to anyone living can show ideas or share ideas on the other side of the world through communicate and learn about their culture, knowledge, geographical situation, science, language, technology and trends Information that can help another person improve his or her lifestyle that improvement leads to them for their personal development. So on that bases the term development communication comes in to existents. The term 'Development communication' was first enunciated on December 10, 1971 at the University of the Philippines in Los Banos and it was at first worried about advancing leaps forward in Agricultural Development correspondence has been named “ the Fifth Theory of the Press” that spotlights on social change and satisfaction of fundamental needs. The term Development Communication can be separated into two terms, i.e. Communication and Development. Here correspondence alludes to the utilization of various sorts and media with regards to improvement. It is likewise used to mean sharing of data and experience to quicken advancement. While improvement alludes to the difference in the public eye for advancement.

It very well may be both social and monetary change for development or progress. Hence when we allude to development communication, it is about such correspondence that



can be utilized for improvement. It is tied in with utilizing correspondence to change or improve the method for living of the resident of a nation. Here we use distinction sorts of messages to change the financial state of individuals. These messages are intended to change the conduct of individuals or for improving their personal satisfaction. In this way, improvement correspondence can be characterized as the utilization of network to advance advancement.

Definitions:-

01. Mass communication expert Everett M. Rogers defined development communication as It refers to the uses to which communication is put in order to further development. Such applications are intended to either further develop in a general way, such as by increasing the level of the mass media exposure among the nations citizen, in order to create a favorable climate for development, or to support a specific definite program or project.

02. According to Nora C Quebral development communication is "the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential.

Different sectors related with development communication.

Improvement correspondence process is anyway fruitful just with the nearness of a couple of key components in the methodology. It should be first of all intention of sender, responsive, should wing on feedback, should be innovative and creative, should be sustainable and continuous, independent validation.

Job and Importance of Communication in the Development Economic improvement relies upon available data and correspondence to everybody in the country; even it is required to all levels. Hence, the administrations should attempt to guarantee that customary just as new data advancements are accessible to everybody in the country. Correspondence likewise lies at the core of advertising framework, conveyance and sharing data just as great administration, where governments are responsive, responsible and fit for satisfying their capacities with the dynamic commitment of common society.

1) Social Interaction: Communication sporting activities can help individuals to impart each deferent's even from various social gatherings inner a community, to share information and change mind in a superb and profitable layout.

- 2) Communication and Sustainable Development: Communication and Sustainable Development that has been identified as one of the key problems to be pointed out on the World Congress on Communication for Development (WCCD) in October 2006.
- 3) Economic Planning: According to Human Development Report 1993, Communication is vital to this assignment from various views. For example, it empowers organizers, while spotting and figuring improvement applications, to suggest with people so as to take into account their needs, frames of thoughts and standard statistics. Just with correspondence will the project recipients come to be the vital on-screen characters to make improvement packages fruitful.
- 4) Agricultural Development: Development correspondence can assume a noteworthy job in teaching, impacting, convincing the ranchers, in prevailing upon the gatherings who are impervious to switch and to accelerate the pace of farming, improvement so as to bring social and monetary change. There are two points of view viz., communicator's needs and crowd's requirements for which we need correspondence for advancement.
- 5) Circulation of Knowledge: Media assumes a significant job being developed correspondence through dissemination of information, giving gathering to exchange of issues, show thoughts, abilities for a superior life and make a base of agreement for dependability of the state
- 6) Education: Today TV in our nation is likewise utilized as a mode for social training, weapon against numbness and mindfulness among the individuals, through is contrast programs like Educational Television (ETV), Countrywide Classroom (CWC), Teleconferencing and so on.
- 7) Awareness to Development: Many social establishments and the administration offices just as social activists attempting to sharing distinction sorts of messages to change the financial state of individuals.
- 8) Public Health Advocacy: Communication assumes noteworthy job to mindful individuals with respect to wellbeing. It is connecting with and enabling, and furnishes people and populaces with proof based alternatives for constructive activity are basic to improving wellbeing proficiency in the public eye.
- 9) Communication, Entertainment and Human Resources: Today life is loaded with pressure and nervousness and particularly in metropolitan urban areas circumstance is the most noticeably terrible which unfavorably influencing on productivity of HR. Thus, there needing

diversion; Entertainment plays an enormous significance in human life, since amusement doesn't just give us an amazing extra time, yet it additionally impacts us.

10) Communication for Poverty Reduction: Recent advances in data correspondence innovation (ICT) framework can help lighten destitution in provincial networks. It will principally concentrate on the issue of how to fabricate nearby limit, which has been broadly distinguished as one of the most problems that need to be addressed in destitution decrease internationally.

Daniel Lerner in 1958, while discussing the relation of development with that of any mass media said that the greater the communication facilities, the greater or even faster is modernization. According to Wilbur Schramm, the role of media in development can be divided into three parts i.e. (I) to inform (ii) to instruct and (iii) to participate.

(I) To inform- 'Data is power For the advancement of the general public, right social, political and monetary impact is significant Media causes the individuals to know about and build up an accord upon significant national and global improvement issues It additionally encourages them comprehend the different obstructions during the time spent advancement.

(ii) To instruct- Mass proficiency is a basic criteria to advancement This is conceivable by guzzling fundamental aptitudes among the individuals Mass media assumes a significant job in this Mass media can teach individuals and instruct them Projects like SITE and GyanDarshan are scarcely any such models where media is utilized to educate individuals, teach them and show them essential abilities These fundamental abilities help individuals to build up their way of life.

(iii) To participate- All advancement exercises depend principally on individuals' support Voluntary and ceaseless cooperation of the resident of the nation is essential for proceeded with improvement Debate and exchanges help individuals to think about the present issues, take an interest in formative program and realize an adjustment in the general public. Schramm has laid a ton of accentuation on Content, Feedback and Multiplier impact of Mass Media while talking about the job of broad communications being developed.

Use of mass media for development communication – with context of India.

The communication means to share or to participate with the flow of information also we can by furcated communication in three types as below.

a) Human correspondence: - Human correspondence happens on the intrapersonal, relational, and open levels. Intrapersonal correspondence is speaking with yourself. It includes such exercises as thought handling, individual basic leadership, tuning in, and deciding self-idea.

b) Interpersonal correspondence: - Interpersonal correspondence alludes to correspondence that happens between at least two people who set up an open relationship. Types of relational correspondence incorporate or interceded discussions, meetings, and little gathering dialogs.

c) Public correspondence: - Public correspondence is described by a speaker's making an impression on a group of people. It might be immediate, for example, an up close and personal message conveyed by a speaker to a crowd of people, or roundabout, for example, a message handed-off over radio or TV."

Before and after independence there will be a so many reforms were take place in mass media communication in India. The mass media communication was take place in Indiabefore independence and after independence so many communication development projects are done by Indian government. Different mass medium was used in the following manner for development purpose:-

#### **NEWSPAPER:-**

News paper as a mechanism of Development Communication. The intensity of the press emerges from its capacity of appearing to the psyches of the individuals and being fit for moving their hearts. In any case, it has been seen that the press has not met the essential enthusiasm for formative correspondence. So as to address the lopsided characteristics saw in the media inclusion of Rural Development Programs and to guarantee that these program are depicted in legitimate point of view, a few stages are taken to sharpen the media about issues identifying with rustic improvement. The first newspaper was published on 29 January, 1780 Hickey's Bengal Gazette was an English newspaper published from Kolkata (then Calcutta), India. It became the first fundamental newspaper in India, commenced in 1780. It became posted for two years. Founded by way of James Augustus Hicky, a highly eccentric Irishman who had previously spent years in Jail for debt. In India the newspaper is published in 23 languages. There is different types of newspapers are publish in India like business related, economy related, education magazine, health magazine, life style related magazine, entertainment related newspapers and etc.

The Ministry all the time collaborates with the Press for the most part through the Press Information Bureau (PIB). Survey public interview, press visits and workshops are

sorted out through PIB, with the monetary help from the Ministry, to sharpen press people about Rural Development Program. To make mindfulness in regard of rustic create programs among the overall population and supposition creators and for scattering data about new activities, the Ministry issues notices at customary interims in national and territorial press through DAVP. To empower individuals in rustic regions to get to data on Rural Development Program a booklet 'Gram Vikas' Programs initially is brought out in provincial dialects.

## **RADIO**

Radio from its very beginning assumed a significant job being developed correspondence; this is predominantly because of its preferred position of coming to an enormous number of individuals from distinction area of the general public. Radio Broadcasting commenced in India in the early 1920's. The first programme become broadcast in 1923 by the Radio club of Bombay. This became accompanied by means of putting in Broadcasting Services in 1927 with two privately-owned transmitters at Bombay and Calcutta.

The Radio Rural Forum trial of 1956 secured 156 towns It contained a brief span program that was disclosed two days per week principally on horticulture and fluctuated different subjects that could advance provincial improvement Since then endeavors are by and large continually made to utilize radio for social change Apart from radio rustic gathering, different ceaseless endeavors are being made to acquire advancement As on account of undertaking taken up to advance grown-up proficiency in the 1980 s More as of late, NGOs have helped communicated program on ladies and lawful rights and so forth. The projects are communicated day by day in the first part of the day, early afternoon and night with normal length of 60 to 100 Minutes of the day for Rural Women, Children Youth.

15 th February is seen as Radio Kisan Diwas over all AIR stations by mounting extraordinary projects on the event Farmers, who are profited by the data scattered through horticultural projects on AIR, share their encounters with other individual ranchers in their territorial language/tongue Special projects are additionally structured and circulated via AIR on preservation and insurance of Wildlife and Forests All India Radio tasks the accomplishment of legislative activities, which occur in ranger service, natural life protection and biological parity Special projects are likewise broadcast to make mindfulness about land debasement and desertification.

Youngsters programs are communicated from all Regional and Local Radio Stations of AIR on week after week premise in their separate provincial dialects. Ladies projects of All India Radio spreads subjects identified with financial advancement of ladies, wellbeing family welfare, nourishment and sustenance, logical home administration, ladies business enterprise, training including grown-up instruction, ladies strengthening, sexual orientation issues and so on Special projects concentrating on the status and significance of the young lady youngster are communicated during the time to make social mindfulness Swasth Bharat Program The Ministry of Health Family Welfare, Government of India has marked a MOU with Prasar Bharati for communicate of a thirty minutes

Gyan Vani 2001 In March 2000 when FM recurrence licenses were unloaded, the Ministry of Human Resource Development ( had been given a recurrence for instructive telecom in every one of the 40 urban communities The service gave the errand to IGNOU as it previously had some experience broadcasting training on GyanDarshan.

#### **TELEVISION:-**

Terrestrial TV in India began with the experimental telecast starting in Delhi on 15 September 1959 with a small transmitter and a makeshift studio. Daily transmission started in 1965 as part of All India Radio (AIR). Television carrier become later extended to Bombay and Amritsar in 1972. TV as a Medium for Development Communication: TV in India was presented in 1959, on an exploratory premise. Its very beginning was with the plan to perceive what TV could accomplish in network improvement and formal training. From this we can comprehend the significance of TV for development communication. Today, following 50 years of Indian TV, we see that telecasters still communicate program with an eye on social duty, serials that consolidate socially pertinent subjects, intuitive syndicated programs and open gatherings with government agents reacting to crowd inquiries are mainstream programs. In 1967, Delhi Television focus propelled KrishiDarshan Program at the command of Dr. Bikram Sarabhai and Prof R. S. Swaminathan. The object of this program was promotion of present day strategy in agribusiness through the TV.

Television has been utilized as a guide to satellite correspondence innovation to successfully acquire advancement. Satellite correspondences innovation offers extraordinary ability of having the option to contact huge numbers spread over huge separations even in the most remote corners of the nation. In 2018 India had the third highest pay TV revenue at \$10 billion. India, ISRO has ceaselessly sought after the use of room innovation for training and

advancement. This has been done through various tasks like Educational TV (ETV), SITE, Kheda venture and Country wide study hall (CWC) venture. Over a time of most recent 30 years, these projects have been intended to take into account the nation's requirement for instruction, preparing, and general mindfulness among the provincial poor. Among them not many endeavors will be talked about in the accompanying classifications. These are: Satellite Instructional Television Experiment (SITE, 1975-76): This one year venture was fundamentally embraced to create uncommon improvement programs through the satellite correspondence to six country bunches, which incorporated an aggregate of 2330 towns of 20 areas spread more than six states—Andhra Pradesh, Karnataka, Orissa, Madhya Pradesh, Rajasthan and Gujarat.

The achievement of SITE can be made a decision from the way that, after the finishing of the venture assessment considers demonstrated that introduction to formative messages through TV had added to the broadening of skyline of the locals. Kheda Communication Project (KCP, (1975-89): SITE exhibited that the centralization, innate in the innovation of direct communicating, was a restriction, thus the possibility of 'limited rebroadcast' was imagined, bringing forth the KCP. This undertaking was propelled in 1975. 607 network TVs have been introduced in 443 towns of Kheda region of Gujrat. Doordarshan and space application focus produces program for one hour regular. The projects for the most part focus on and examined the issue of the less fortunate classes. Assessment of Kheda venture uncovered that ladies specifically picked up information from TV seeing. The serials produced self-assurance, acknowledgment of balance and so on.

Instructive Television (ETV): Education is an indispensable instrument of social change and significant contribution to advancement exertion. The Indian National Satellite (INSAT) is being utilized to give Educational TV (ETV), administrations for elementary younger students in six states. College Grants Commission (UGC) is utilizing this for its countrywide homeroom program on advanced education (school area).

## **NEW MEDIA**

New media as a mechanism of Development Communication: New media or PCs began sneaking in the Indian Society around 1986. First of all there was an telephone services started to develop On the 28th January 1882, the primary formal telephone service changed into installed with a complete of 93 subscribers. From the 12 months 1902, India extensively adjustments from cable telegraph to wireless telegraph, radio telegraph, radio phone, trunk dialling. With the help of telephone service Indian government develop internet service as

mew medium of communication It turned into on August 15, 1995 Videsh Sanchar Nigam Limited officially launched the Internet for the Indian public. It changed into on August 15, 1995 Videsh Sanchar Nigam Limited (VSNL) officially released the Internet for the Indian public (IBNLive is commemorating the 20<sup>th</sup> anniversary of the momentous occasion with a unique series).The genuine progress in India occurred after 1996 when a few free media houses brought out news site. As per market research agency kantar IMRB found 627 million internet users at 2019 in India. With the help of new mass media (internet services) Indian government lunched so many services for the better life style of citizen, that services can be used by with the help of phone, internet services like face book, twitter, YouTube etc. And develop a communication between people. Today, new media has become a functioning device in the race to development communication. Indian governments launch digital India. In digital India there is so many different structures like

### **CSC 2.0**

CSC 2.0 plans to set up a self supporting system of 2.5 lakh CSC focuses at Gram Panchayat (GP) level under Digital India and convey different resident driven administrations. It is visualized as exchange based and administration conveyance based model, conveying a huge bunch of e-benefits through a solitary conveyance stage, which would expand the maintainability of the CSCs the nation over. The undertaking proposes to reinforce the CSC organize by guaranteeing institutionalization of administration accessibility and guaranteeing limit working of all partners included.

### **DIGITAL SAKSHARTA ABHIYAAN (DISHA)**

The Digital Saksharta Abhiyan or National Digital Literacy Mission (NDLM) Plan has been defined to give IT preparing to 52.5 lakh people, including Anganwadi, ASHA laborers and approved apportion sellers in every one of the States/UTs the nation over. The activity targets preparing non-IT proficient residents to become IT educated to empower their dynamic and successful interest in the popularity based, formative procedure, and improve their job as well.

### **DIRECT BENEFIT TRANSFER (DBT)**

DBT was started with the expect to change Government conveyance framework by re-designing the current procedure in welfare plans for less complex and quicker progression of data/reserves and to guarantee precise focusing of the recipients, de-duplication and decrease of misrepresentation. DBT will bring productivity, viability, straightforwardness and responsibility in the Government framework and inject certainty of resident in the



administration. Utilization of current innovation and IT apparatuses will understand the fantasy of MAXIMUM GOVERNANCE MINIMUM GOVERNMENT.

#### **eBASTA**

In accordance with the Government's Digital India activity, this venture has made a system to make textbooks open in computerized structure as digital books to be perused and utilized on tablets and PCs. The primary thought is to bring different distributors (free just as business) and schools together on one stage. Notwithstanding the gateway, a back-end system to encourage the association and simple administration of such assets has been created, alongside the online applications that can be introduced on tablets for exploring the structure.

#### **ACCESSIBLE INDIA CAMPAIGN MOBILE APP**

Sugamya Bharat Abhiyaan or Accessible India Campaign is an across the country leader battle for accomplishing widespread availability that empowers individuals with disabilities to obtain entrance for equivalent chance, live autonomously and take an interest completely in all parts of life in a comprehensive society. The crusade focuses at upgrading the availability of constructed condition, transport framework and Information and correspondence biological system.

#### **e-GRANTHALAYA**

e-Granthalaya is an Integrated Library Management Software created by National Informatics Centre,(NIC), Department of Electronics and Information Technology. The application is valuable for robotization of in-house exercises of libraries and to give different online part benefits. The product gives worked in Web OPAC interface to distribute the library index over Internet. The product is UNICODE Compliant, in this manner, underpins information passage in nearby dialects.

#### **E-PANCHAYAT**

e-Panchayat is an e-Governance activity for the country part giving complete programming arrangement endeavoring computerization of Gram Panchayat capacities. It is a stage for panchayat agents to associate with rest of the world, which intends to draw out the neighborhood voices by enabling the nearby networks to exhibit and share neighborhood social, social and monetary practices, stories and difficulties.

#### **BETI BACHAO BETI PADHAO**

The crusade targets guaranteeing young ladies are conceived, sustained and taught without separation to become enabled residents of this nation. The Campaign interlinks

National, State and District level intercessions with network level activity in 100 regions, uniting various partners for quickened sway. The activities youtube channel show different recordings identified with the crusade.

### **ePATHSHALA**

Created by NCERT, ePathshala for displaying and scattering all instructive e-assets including reading material, sound, video, periodicals and an assortment of other print and non-print materials through site and versatile application. The stage tends to the double test of connecting with a various demographic and crossing over the advanced separation (topographical, socio-social and semantic), offering tantamount nature of e-substance. All the concerned partners, for example, understudies, instructors, teachers and guardians can get to digital books through numerous innovation stages for example cell phones (android, iOS and Windows stages), and tablets (as e-bar) and on web through workstations and work areas (as flipbooks).

### **eSAMPARK**

e-Sampark is a component to associate the administration straightforwardly with residents across India by running mailer, outbound dialing and SMS crusades. The stage is utilized for sharing instructive and open help messages. The idea of e-Sampark has been acquainted with set up proactive correspondence by digitization of battles. The multi-faceted stage encourages not just consistent correspondence between the administration and residents, yet additionally keeps up a database of contacts of the nodal officials, delegates and residents. Likewise, clients can likewise see the past crusades directed.

### **NATIONAL CAREER SERVICE PORTAL**

A national ICT based entryway has been grown, basically to interface openings with the goals of the adolescent. This entry encourages enlistment of occupation searchers, work suppliers, aptitude suppliers, vocation advocates, and so forth. Also, it gives work coordinating administrations in an exceptionally straightforward and easy to use way. These offices alongside profession directing will be conveyed by the entrance through numerous channels like vocation focuses, cell phones, CSCs, and so on.

### **Conclusion:-**

As indicated by specialists the primary deterrent in the way to advancement is that the extent of data isn't accessible to everyone and that the improvement brought through improvement correspondence ought to be similarly shared by all area of the general public. Opening up of various broad communications is an important so everyday citizen has simple

access to them. Accessibility of data will open up new roads of improvement. In Indian setting, broad communications master works in a way as though development communication is some help they are doing to ordinary citizens. Development communication unfortunately isn't given its due significance to an enormous and creating nation like India. Lawmaker's officials still accept that diverse practical and infrastructural extends under taken by the administration is sufficient to destroy neediness. Improvement communicator of our nation laid more weight on the undertakings embraced by the administration as opposed to imparting these data to the mass. India, regardless of the correspondence and data innovation upheaval, there doesn't seem, by all accounts, to be a comparable change in the lives of a great many poor people. Surely for the poor the guarantee of the new data age — information for all—appears as a far off star. With the coming of electronic media it was believed that the print media will free its significance, and eventually die. Be that as it may, this never occurred. Print media with its highlights and preferences contended with electronic media as well as is as yet a most loved among many, uniquely the informed class who are information holmic, lean toward understanding and love perusing in their recreation hours. In any case, print media has gotten profoundly popularized, and social obligation has taken a rearward sitting arrangement. Today a key component of print media, lamentably, is the polished detailing. With the expanding cost of news – print and creation, and the weight of market goals, news paper house has begun and is following the pattern of conveying promotion well disposed cushion at the expense of progressively genuine formative reports. There have been patterns of driving dailies in the course of recent years to drop their uncommon areas gave to improvement and wellbeing.

In today India as compared to past it looks good view for development of communication among the citizen. It shows growth in old and new mass media user and they can become more communicate with each other, with government and worldwide. But as we all know the mass media and the process of development communication is as much bigger as one cane image so there has to be more stapes to take for development communication.

### **References**

1. V.B. Aggarwal and V.S. Gupta; 2001; Handbook of Journalism and Mass Communication; New Delhi; Concept Publishing Company.
2. K.R. Balan; 2003; Applied Public Relations and Communication; New Delhi; Sultan Chand & Sons.
3. Subir Ghosh; 2004; Mass Communication; Kolkata; Sahitya Sangsad

4. Dr. Partha Chattopadhyay; 2006; Ganajnapan- Tattawe O Prayoge;Kolkata; Dey's Publishing.
5. C.S. Rayudu; 2007;Communication; Mumbai; Himalaya Publishing House
6. C.S. Rayudu; 2008;Media and Communication Management; Mumbai; Himalaya Publishing House
7. Dr. Baidyanath Bhattachrjee; 2005; Gnapan-O- Ganamadhyam; Kolkata; Lipika.
8. Payal sen choudhury;2011;Global media journal; Kolkata, India.
9. government digital india portal. <https://digitalindia.gov.in/infrastructure>
10. Keval J. Kumar; 2001; Mass Communication In India; Mumbai; Jaico Publishing House.

## **INFORMATION TRANSFER AND SUSTAINABLE AGRICULTURE: THE ROLE OF MEDIA IN INDIAN AGRICULTURE SECTOR**

**Dr. C. Muniyandi, Assistant Professor, Department of Econometrics, School of Economics,  
Madurai Kamaraj University, Madurai, Tamil Nadu.**

**Maneesh P, Ph.D., Research Scholar, Department of Econometrics, School of Economics,  
Madurai Kamaraj University, Madurai, Tamil Nadu.**

### **Abstract**

The Indian economy has encountered a rapid shift from agriculture to industry and service economy. This move has incapacitated the commitment of agribusiness GDP to total GDP of the country however the reliance of the individuals for livelihood stays unaltered. The significance of farming in shielding the food security, livelihood and economy are noteworthy. To upgrade the performance of the agriculture sector, the mass casting of agriculture information, climate condition and data on government-financed plans were approached. The mode of information transfer, for example, TV, radio and newspapers have quickly accomplished the objective of all things considered. The information incorporates

crop development, water the board, manure application, bother the executives, gathering, post-reap taking care of, transport of farming items, stockpiling and marketing. The ongoing difficulties of environmental change and population growth make improving manageable improvement a significant focal point of activities planning to reach however many individuals as could be allowed with suitable advancements. Asset and foundation challenges frequently limit the capacity of projects to grow using expansion and different types of face to face preparing. Even though media, for example, radio, TV, and cell phones can't supplant the estimation of relational correspondence, they can offer an easy elective for contacting huge crowds in even the absolute most remote regions. With the expanding utilization of media for reasonable advancement come questions identifying with the capacity of these channels to move past a single direction stream of data to incorporate and react to neighbourhood information and encounters and to make an exchange, both farmer to farmer and among farmers and creators of instructive informing. The information frameworks will require more prominent coordination and the executives as additionally advancement of open databases, choice help and information based apparatuses. What is truly required for a nation like India is more prominent mindfulness and refinement among policymakers about the capability of ICTs and improved data frameworks in adding to the advancement of the agricultural division, fitting strategies and interest in programs that are expected to improve information and data frameworks and the capacity to utilize data in arrangement and methodology improvement and usage. This paper analyses the role of media in promoting sustainable agriculture in India.

Keywords: Sustainable Agriculture, Mass Media, ICT, E-agriculture, Agriculture Marketing.

### **Introduction**

Farming is the significant division which suits the greater part of the population in India. The adjustment of motorization in the agriculture segment is extremely low because of low investment and stagnation. Labour is the significant input for farming practices in these nations where population surpasses as far as possible. In India, the population becomes higher the generation of food grains creation. The shortage of assets has incited the developing population to depend on agribusiness part for occupation.

The food security of the nation relies upon, all things considered, upon the manageability of horticulture. The entire commitment of offering food to the creating population is rest with the horticulture part. The organization of India has been given a lot of criticalness on the agribusiness area in the primary arrangement yet later the hugeness of the

part in the orchestrating plunges and the portion of the horticulture to GDP diminishes close by disintegrating of the section. Agribusiness segment adds to 17.5 per cent of the GDP. India's creation of food grains has been extending every year, and India is among the best producers of a couple of yields, for instance, wheat, rice, heartbeats, sugarcane and cotton. It is the most dumbfounding creator of milk and the second most shocking producer of foods developed starting from the earliest stage. In 2013, India contributed 25% to the world's heartbeats generation, the most raised for any one country, 22 percent to the rice creation and 13 percent to the wheat generation. It furthermore spoke to around 25 per cent of the total measure of cotton delivered, other than being the second most shocking exporter of cotton as far back as a long time (Tanvi Deshpande, 2017).

The larger pieces of the all-out workforce of the country, for example, 243 million individuals were utilized in the farming part. The agribusiness offers work to the immense idea of the population and ensuring sustenance security of the nation. The Food and Agricultural Organization (FAO) characterizes food security as a circumstance where all individuals have, consistently, physical and financial access to adequate, sheltered and nutritious food that meets the dietary needs and food inclinations for a solid and dynamic life (FAO, 2006). Despite raised measures of age in the country, 15% of the population continues being under-upheld, as indicated by 2014 appraisals. As India's population continues building up, the country ought to make even more capable to fulfil the rising sustenance need. Notwithstanding the way that the food utilization crate has a tiny bit at a time ended up being continuously improved, oats continue overpowering the food grain. Likewise, the sections of food crates may change as clients have started supporting other sustenance things, for instance, natural item, vegetables, milk, eggs, meat and fish. The enthusiasm for grains will continue rising as a result of its in all cases use in creature feed. In the twelfth course of action, the organization intends to perceive and address issues, which will cover the long haul help in improving the general homestead yield. Besides, long stretch food security will be possible if the organization tries to grow the creation of oats at a rate speedier than the population advancement rate (IBEF, 2013).

As demonstrated by the NSS Report on Income and Expenditure of Farmer Households, the normal all-out month to month pay of a farmer family unit was Rs 2115 (yearly compensation of Rs 25,380). Salary per farmer nuclear family from compensation was Rs 819, while pay created from the non-agribusiness business was Rs.236 and pay from the raising of animals was simply Rs 91. Regardless, there are significant differences in the

full-scale salary transversely over ranch size classes. From advancement, an ordinary family gets a net addition of Rs 969 (yearly compensation of Rs 11,628). One nuclear family needs more than Rs 20,000 to cross dejection line. Here, even a typical farmer nuclear family can't acquire half of the pay expected to cross the desperation line from improvement. Earnings of little and negligible farmers will be a lot of lower than that of an ordinary farmer family unit. A significant number of nuclear families depend upon compensation and non-agribusiness part to build their income. For sure, even these profit may not be sufficient to meet the central necessities including wellbeing and instruction (Mahendra Dev, 2008).

The worldwide climatic change has been foreseen that its impact on farming would be huge. Since most of the Indian population is busy with cultivating works out, the results might be extreme. It is foreseen that as a result of environmental change, the temperature would augment from 2°C to 3°C, there would be an addition in sea level, progressively genuine tempests, violent wind, precipitation, etc. These movements would inimically impact the age of sustenance crops. Specifically, rising in temperature in winter would impact the generation of wheat in north India. Generation of rice would be impacted in waterfront zones of India as a result of the passage of saline water and augmentation of a repeat of tornados. The creating issues of reap mishap due to environmental change have prompted the adversity sureness among farmers and they bit by bit move their vocation to another area.

The danger of the farming segment has been alleviating through the exchange of data on atmosphere condition, water system and new creations in seeds and composts. The obligation of moving such data from the source to definite recipients is rest with media. Through reports in the newspaper, agribusiness news in TV and radio and unique projects on horticulture have encourages the farmers to secure information about better farming practices. This has a noteworthy effect on the salary of the farmers. With given data, the farmers have modified their season of cultivating as per climate condition, utilize new and present-day inputs and learn on new markets for their items. Therefore, the farming area develops at a higher pace. This step by step prompts the accomplishment of maintainability in the horticulture part.

Suggestions of the United Nations Conference on Environment and Development - Agenda 21 (United Nations 1992) on "Data for basic leadership" are the advancement of markers for supportable improvement; advancement of worldwide utilization of pointers for economical advancement; improvement of information assortment and use and strategies for

information appraisal and investigation; foundation of extensive data system; fortifying of limit with regards to conventional data; creation of data usable for basic leadership; advancement of documentation about data; foundation of principles and techniques for dealing with data; foundation and reinforcing of hardware organizing capacities, and utilizing business data sources. The Agenda-21 suggests significant changes in agrarian, natural and full-scale monetary strategy to make the conditions for the Sustainable Agriculture and Rural Development.

#### Indian Agriculture Sector

The agriculture sector utilizes a portion of the workforce in the nation. Be that as it may, it adds to 17.5% of the GDP (at current costs in 2015-16). India's production of food grains has been expanding each year, and India is among the top makers of a few yields, for example, wheat, rice, pulses, sugarcane and cotton. It is the most elevated maker of milk and the second most noteworthy maker of products of the soil. In 2013, India contributed 25% to the world's heartbeats generation, the most noteworthy for any one nation, 22% to the rice creation and 13% to the wheat generation. It likewise represented about 25% of the all-out amount of cotton delivered, other than being the second most elevated exporter of cotton for as long as quite a long while. Horticultural development has been genuinely unpredictable over the previous decade, extending from 5.8% in 2005-06 to 0.4% in 2009-10 and - 0.2% in 2014-15. Starting at 2009-10, the greater part of the all-out workforce (53%) of the nation, for example, 243 million people were utilized in farming. The portion of populace relying upon horticulture for its work comprises of landowners, sharecroppers who develop a real estate parcel, and agrarian workers who are utilized on these homesteads. Agrarian yield has been unstable in recent years, with yearly development extending from 8.6% in 2010-11 to - 0.2% in 2014-15 and 0.8% in 2015-16. The nation's prerequisite for nourishment grains so as to accommodate its populace is anticipated to be 300 million tons by 2025. The gauge of nourishment grains generation in 2015-16 is 252 million. This suggests the yield needs to develop at a yearly normal of 2%, which is near the present development pattern. Regardless of significant levels of production, rural productivity in India is lower than other huge delivering nations. Horticultural yield is the amount of a harvest created on one unit of land. the agricultural yield of nourishment grains has expanded by multiple occasions since 1950-51 and was 2,070 kg/hectare in 2014-15.

The Economic Survey 2017-18, which was released in Parliament in front of the Union Budget 2018 had key ramifications for the farming part which utilizes more than 50



per cent of the absolute workforce in India and contributes around 17-18 per cent to the nation's GDP (Sunder, 2018). During 2017-18, crop year, nourishment grain generation is assessed at a record 284.83 million tons. In 2018-19, Government of India is focusing on nourishment grain creation of 285.2 million tons. Milk creation was evaluated at 165.4 million tons during FY17, while meat generation was 7.4 million tons. As of September 2018, all-out territory planted with Kharif crops in India arrived at 105.78 million hectares. India is the second biggest natural product maker on the planet. Generation of cultivation crops is assessed at a record 314.7 million tons (mt) in 2018-19 according to third propel gauges. All out farming fares from India developed at a CAGR of 16.45 per cent over FY10-18 to reach US\$ 38.21 billion in FY18. In FY2019 farming fares were US\$ 38.54 billion. India is additionally the biggest maker, buyer and exporter of flavours and zest items. Zest trades from India came to US\$ 3.1 billion out of 2017-18. Tea trades from India arrived at a multi-year high of 240.68 million kgs in CY 2017 while espresso sends out arrived at a record 395,000 tons in 2017-18. Nourishment and Grocery retail showcase in India were worth US\$ 380 billion of every 2017 (IBEF, 2019).

The rural segment in India is as of now going through a troublesome stage. India is moving towards an agrarian crisis ack of attention, insufficient land reforms, defective land management, non-providing of fair prices to farmers for their crops, inadequate investment in irrigational and agricultural infrastructure in India, etc. India's food production and efficiency are declining while its food consumption is expanding. The position has additionally been declined because of the use of food grains to fulfil the needs of bio powers (FAO, 2019).

#### Importance of Information Transfer for Sustainable Agriculture

Mass media have a conspicuous task to carry out in current society. It can realize radical changes and improve the social circumstance as it impacts our social, common, social, political, monetary and stylish viewpoint (Virginia Paul, Priyanka Singh, 2013). Modernization has changed over media into an irreplaceable component of human action. It is properly said that media use is a record of improvement. The more noteworthy the utilization, the higher will be the degree of training. As social creatures, people are supported by shared communications, trade of thoughts, data and perspectives with the kindred creatures. Lack of education, which is the only nonattendance of instruction and data is a hindrance for any part of advancement social, monetary, political, social and even otherworldly. Media has become the harbinger of advancement through the expulsion of

these barricades and the arrangement of data and information. Media are an exceptionally essential piece of our life and thusly they produce well-known intrigue and discussion about any social issue that we can consider. Our present reality is progressively determined by a blend of data and amusement esteems, and these are both advanced by the blast of various methods for correspondence, particularly electronic correspondence, for example, Radio, Satellite TV and Internet.

Mass communications assume a significant job in spreading information to all class of the individuals in the general public and make them mindful about different issues (Goddard, 2002). TV and radio are noteworthy in giving data on present-day rural innovation to literate and illiterate farmers the same even in inside regions, inside brief timeframe (Mgbakor and Okezie, 2013). In India, where literacy level is low, the decision of correspondence media is of essential significance. Press, Radio, Television, Internet, Mobile and so forth, have been acclaimed to be the best media for diffusing the logical information to the majority. The accomplishment of rural improvement programs in India to a great extent relies upon the nature and degree of utilization of mass communications inactivation of individuals for advancement.

Farming news coverage which appeared five decades prior is of ongoing inception in India. At present, there are around 50 such radio units everywhere throughout the nation. Expanding the pace of education in the nation offers new guarantees and prospects for using the print medium as a method for mass correspondence. The farmers can without much of a stretch comprehend the tasks, innovation and guidance through TV. There are a few projects on agribusiness are communicating through TV and advance government approaches on farming in India. Among the few mass communications, newspaper and agriculture magazine assumes an indispensable job in the correspondence of agrarian data among the proficient farmers on improved rural practices and to advise people in general as a rule.

In our nation, the focal and state government set up numerous projects to build our profitability with restricted accessible assets and to safeguard the current assets to continue the people in the future. The administration set up numerous plans and activities like seeds in sponsored rate, AIBP-quickened water system advantage program (major, medium and minor ventures), influxes of farmers advance to hinder farmer suicide and so on. India is in an agrarian culture and limit of the farmer rely upon rainfall, and their development is very influenced by the worldwide unbalance in the atmosphere.

Government's media associations like Press Information Bureau, The Directorate of Advertising and Visual Publicity (DAVP) and NGOs at times show the formative projects and plans concerning farming, animal husbandry, soil testing notwithstanding the data scatter by foundations and colleges. Radio and Television programs convey such helpful scenes to teach our uneducated and educated farmers. Support ventures for farmers only are found in media (print or electronic). The exchange of data at the perfect time is significant for settling on a choice. The media's job is to fill in as a mediator between policy developers and farmers for sharing information. The selection of appropriate plans and its execution has helped to build up the agriculture, in this way sustainability must be accomplished (OECD, 2001).

#### Initiatives of Agriculture Information Transfer through Media

In India, extraordinary consideration was paid to the advancement of an agricultural research foundation following Independence (Malhan and Rao, 2007). The Indian Council of Agricultural Research (ICAR) goes about as a storehouse of information and gives consultancy on agribusiness, cultivation, asset the executives, creature sciences, horticultural designing, fisheries, farming expansion, agrarian instruction, home science, and rural correspondence. It has the command to facilitate agricultural innovative work programs and create linkages at national and universal levels with related associations to improve the personal satisfaction of the cultivating network. Indian Council of Agriculture Research (ICAR) has set up different research focuses to meet the agrarian research and training needs of the nation. It is effectively seeking after human asset advancement in the field of rural sciences by setting up various rural colleges traversing the whole nation. The Technology Intervention Programs additionally structure a vital piece of ICAR's motivation which sets up Krishi Vigyan Kendras (KVKs) liable for preparing, research and showing of improved advances. Agriculture colleges were set up in different states and national level horticulture labs were built up under the ICAR. By and by there are 38 state horticultural colleges, 37 research foundations, five research agencies, 17 national research focuses, seven task directorates and other associated offices. These colleges and labs have helped in bringing the Green Revolution, the White Revolution, and Blue Revolution, and have helped the nation to leave the circumstance of nourishment shortage and accomplish nourishment independence and nourishment overflow.

Compelling Communication of farm technology to the farmers is significant capacity for expansion training. Mass communications assume a noteworthy job in the dispersal of rural advancements (Memon, Panhwar, Chandio, Latif Bhutto, and Khooharo, 2014). The

achievement of agricultural improvement programs in developing nations to a great extent relies upon the nature and degree of utilization of mass communications inactivation of individuals for advancement (Ndaghu and Taru, 2013). The policymakers stress in developing nation that agriculture development could be hurried by the viable utilization of mass communications. Radio, Television has been acclaimed to be the best media for diffusing the logical information to the majority. In a nation like India, where literacy level is low, the decision of correspondence media is of fundamental significance. In such manner, the TV and radio are critical, as they move present-day rural innovation to proficient and ignorant farmers the same even in inside regions, inside a brief timeframe. In India, farm and home communicate with rural push were presented in 1966, to illuminate farmers on the utilization of different innovations to support rural advancement. At present, there are around 50 such radio stations everywhere throughout the nation. With the standard of Indian population connected effectively in agriculture, radio and TV could fill in as an appropriate mode of scattering of farm information and most recent specialized know-how. The farmers can without much of a stretch comprehend the tasks, innovation and guidance through TV and radio.

Among the few mass communications, newspaper and agriculture magazine is generally utilized. They have an indispensable task to carry out in the correspondence of agrarian data among the proficient farmers. The expanding pace of education in the nation offers new guarantees and prospects for using print media as a method for mass correspondence. The print media has an extent of the correspondence. It is modest and individuals can stand to purchase and peruse them whenever the timing is ideal. It is a perpetual medium in that the message is engraved for all time with a high stockpiling worth which makes them reasonable for reference and research. Rural news-casting is of late source in India. It appeared only five decades back. It is presently picking up significance, especially after the foundation of agrarian colleges in India; specialized data should be given to the farmers at the correct time and in the correct manner, with the goal that the efficiency can be expanded. In the perspective on increment in proficiency level to 74.04 per cent during 2011, print media has obtained a more prominent job in the scattering of data on improved agrarian practices in the cultivating network and to advise people in general as a rule. India has agriculture magazines in each state, distributed for the most part in neighbourhood dialects. The rural division additionally empowers the distributing of such homestead magazines, especially through farmers affiliation. The inclusion of various topic by radio, TV, paper and

agriculture magazine are practically comparable as to farming, cultivation, animal cultivation, rural showcasing, agrarian building and cooperatives. A radio, TV assumes a significant job in the field of agriculture through sound communication.

Among mass communications channels, radio is well known and ground-breaking correspondence medium and has demonstrated compelling in assisting with dispersing agro-information. Among all the mass correspondence media coordinated to cultivate population, radio maybe is the most skilled and has a colossal ability to discuss the thoughts with promptness and constant stream. In India, the possibility of radio for conferring guidelines has not been used completely. Projects for provincial audience members are communicated from practically all AIR Stations in various dialects and in neighbourhood lingos to give instructive and educational help to farming and rural advancement programs. Serious Agricultural projects and projects for rural people when all is said in done were started by practically all the AIR stations having a homestead and Home unit in each. The essential push in rural communicate has been the available resources for making sound living in towns. Unique projects are additionally communicated to help the usage of neediness mitigation programs for rustic ladies to advise them about their financial welfare, mother and kid care administrations and so forth. Country programs, by and large, comprise of talks, exchanges and discourses on horticulture, rustic wellbeing and different issues. All India Radio communicate Farm and Home projects coordinated at the country crowd. Extraordinary projects have been intended to take into account the everyday, regular needs of the cultivating network. These projects give data about agriculture, yet also, make mindfulness about the available resources to improve the nature of their lives. The normal span of Farm and Home communicate is 60 to 100 minutes out of each day.

Open radio and TV programs, which represent 13 per cent and 9.3 per cent, individually, of wellsprings of data, got to by farmers (NSSO 2005), are communicated by All India Radio and Doordarshan, separately. In the tenth five-year plan, the Department of Agriculture and Cooperation presented new focal plans trying to address the poor inclusion of open expansion administrations. The mass communications bolster conspire propelled a Kisan Channel on Doordarshan, which mass casts farming-related projects. Narrowcasting, which is zone explicit mass casting of agrarian projects, is likewise being utilized. Through the All India FM Transmitter Network, 96 stations of All India Radio are communicating half-hour horticulture programs. In spite of farmers' more noteworthy utilization of TV and radio than KVKs and expansion labourers, the exact effect of these administrations on ranch

family unit pay isn't known. Kisan Call Centers is another focal government conspire acquainted with giving data to farmers on request. This program started in January 2004. Farmers call a typical cost-free number and access master exhortation from Level 1 specialists (horticultural alumni) in 13 territorial focuses the nation over, in 21 nearby dialects (India, Department of Agriculture and Cooperation 2007b). Level 2 specialists bolster questions from Level 1 administrators. A portion of the difficulties to the plan incorporate absence of mindfulness, the general freshness of Level 1 administrators, and feeble connections between Level 1 and Level 2 specialists (Working Group on Agricultural Extension 2007). Also, giving the necessary confined and explicit data mentioned by farmers who utilize the administration is risky.

The NSSO review 2003 shows that 7 per cent of farmers got to data on current technology from papers. Thinking about the expanding accentuation on mobiles and tele-focuses, this nearly the current methodology is as yet a pertinent wellspring of data for farmers more prominent than that of the expansion specialist. By the by, inside the focal plans and projects in expansion, and the current ICT activities, papers are once in a while considered. The "horticultural augmentation with the help of mass communications" plot centres around TV and radio as it were. Cell phone entrance in provincial India is growing quickly (from 1.4 units per 100 individuals in 1995 to 51 units, or one telephone for every two people, as of now). There are various activities utilizing mobiles to convey data legitimately to farmers; these incorporate IKSIL (IFFCO Kisan Sanchar Ltd. as a team with Airtel), Mandi on Mobile (BSNL and Uttar Pradesh Marketing Board), Reuters Market Light, and Nokia Life Tools. The vast majority of these methodologies give advertise data through SMS or voice messages, or question-and-answer capacities. To date, there has been little assessment of the effect of these administrations on ranch generation. Different activities, for example, e-Sagu and Lifelines, additionally utilize cell phones in the mix with processing innovation to give master guidance dependent on farmer inquiries.

While these approaches are ICT-driven, a methodology by Digital Green uses ICTs to help existing expansion administrations gave by NGOs. Computerized Green accomplices with NGOs to advance a video-based procedure for dispersing innovation and horticultural practices. The recordings are made with neighbourhood asset individuals from the network and are appeared to farmer bunches built up by the accomplice NGOs. Appraisal of reception rehearses in the pilot of Digital Green shows a higher appropriation rate through this video-

based procedure than through T&V-style expansion approach. There are additionally various electronic ICT approaches that are appended to booths, known as telecenters, for example, Unilever's iShakti, or that work totally on the web, for instance, aAQUA. There is additionally a wide scope of web-based interfaces that go about as data storehouses, including the Tamil Nadu Agricultural University's Agritech web-based interface. Another online interface, AGMARKNET, propelled during the ninth five-year plan, gives advertising data on the most recent ware costs from 2,800 significant horticultural produce discount markets. Other web-based interfaces incorporate Agropedia, AGRISNET, DACNET, e-Krishi, the agribusiness entry Agriwatch, and iKisan by the Nagarjuna compost gathering. Because of the fast spread of innovation, a considerable lot of the ICT activities in agriculture in India are still in the test organize.

### **Role of Media in Agriculture: Empirical Evidences**

The accomplishment of agrarian improvement programs in creating nations generally relies upon the nature and degree of utilization of mass communications in the assembly of individuals for advancement. The organizers in creating nations understand that the improvement of agriculture could be rushed with the powerful utilization of mass communications (Purushothaman, et al, 2003). Mass communications are the main conceivable method for wide and fast transmission of data to farmers. Radio and Television have been acclaimed to be the best media for diffusing the logical information to the majority, as they move present-day horticultural innovation to educated and uneducated farmers the same even in inside zones, inside a brief timeframe. The farmers can without much of a stretch comprehend the tasks, innovation and guidance through TV. Paper and ranch magazine have an imperative job in correspondence of horticultural data among farmers. The utilization of magazines have sway on horticultural profitability, for example, crop efficiency, change in an assortment of yield, pay, liberal spending on agribusiness. While the radio use has no effect on horticultural efficiency factors, for example, crop profitability, change in an assortment of yield, pay liberal spending on farming and cost of production. The utilization of TV has sway on farming profitability, for example, crop efficiency, salary and liberal spending on agriculture (Kumar and Vijayakumar, 2017). Farmers are utilizing web-based life for creative works on, sharing data and so on the most mainstream online life in agrarian promoting is Facebook, YouTube, WhatsApp, Twitter and LinkedIn (Deshmukh and Balkrishna, 2017). The more youthful farmers are utilizing advanced mobile phone innovation and online life at higher rates, in this manner, gives

associations a capacity to interface with various crowds (Lathiya and Choudhary, 2015). With the rising interest in high worth agricultural items combined with fast increment in sorted out retailing of new products, development has progressively become a data subordinate area requiring a wide scope of logical and specialized data for compelling basic leadership at the farm level (Ali, 2011). By giving data about agrarian practices, the media has to a great extent contributing to the advancement of economical agribusiness in the nation (OECD, 2001).

### **Conclusion**

Mass communications assume a significant job in achieving change in the behaviour of people by putting over the helpful data, which prompts basic leadership for the appropriation of development. Among the diverse mass communications, radio and TV are getting well known for agriculture, home, network and amusement programs. Radio is a significant apparatus for the fast dispersion of significant messages on new farming technology and methods just as on wellbeing, nourishment, family arranging and other social and common issues. It can advance exchange and discussion on the significant issues of rustic improvement just as giving a stage to the statement of farmer's needs, feelings and goals. Among the different mass media, which contributes fundamentally to the fast spread of information on new farm advances and other homestead division related data to the green upheaval in India, radio telecom claims huge offer. Radio dissemination of data, particularly in a country like India with its boundlessness and where the farmers are poor, unskilled and living in remote and even in difficult to reach territories, is significant because it isn't just speedy in spreading data yet additionally modest and exceptionally productive. The farmers in a large portion learn about essential standards of present-day agriculture and aides the subsequent activity by mass media. This additionally prompts proficient use of farm inputs and other regular assets, therefore prompting higher profitability and production.

### **References**

- FAO. (2006). *Food Security*. Retrieved from <http://www.foodsecinfoaction.org/>
- IBEF. (2013). *The Indian Agriculture Sector: Investments, Growth and Prospects*. Retrieved from <https://www.ibef.org/download/Agriculture-Sector-04jan.pdf>
- Mahendra Dev, S. (2008). *Challenges for Revival of Indian Agriculture*. New Delhi. Retrieved from [http://www.ncap.res.in/upload\\_files/jml/jml1.pdf](http://www.ncap.res.in/upload_files/jml/jml1.pdf)
- Tanvi Deshpande. (2017). *The state of Agriculture in India*. Retrieved from



[https://www.prsindia.org/uploads/media/Analytical\\_Report/State\\_of\\_Agriculture\\_in\\_India.pdf](https://www.prsindia.org/uploads/media/Analytical_Report/State_of_Agriculture_in_India.pdf)

- Ali, J. (2011). Adoption of mass media information for decision-making among vegetable growers in Uttar Pradesh. *Indian Journal of Agricultural Economics*, 66(2), 241–254.
- Deshmukh, B. B. and B. A. A. (2017). A Study on Role of Social Media in Agriculture Marketing and its Scope. *Global Journal of Management and Business Research: E-Marketing*, 17(1), 31–36.
- FAO. (2019). E-Agriculture In India: A Techno-Legal Analysis. Retrieved January 24, 2020, from <http://www.fao.org/e-agriculture/blog/e-agriculture-india-techno-legal-analysis>
- Goddard, B. J. S. and C. (2002). The role of mass media in facilitating community education and child abuse prevention strategies. Retrieved January 24, 2020, from <https://aifs.gov.au/cfca/publications/role-mass-media-facilitating-community-education>
- IBEF. (2019). Agriculture in India: Information About Indian Agriculture & Its Importance. Retrieved January 22, 2020, from <https://www.ibef.org/industry/agriculture-india.aspx>
- Kumar, A. K. S., & Vijayakumar, K. P. (2017). *Role of Mass Media in Disseminating Agricultural Information to Farmers of Nedumangad Block in Kerala*. *International Journal of Information Movement* (Vol. 2 (8)). Retrieved from [www.ijim.in](http://www.ijim.in)
- Lathiya, A., & Choudhary, A. R. and K. (2015). Role of social media in agriculture. *International Journal of Commerce and Business Management*, 8(2), 268–273. <https://doi.org/10.15740/HAS/IJCBM/8.2/268-273>
- Malhan, I. V, & Rao, S. (2007). *Agricultural Knowledge Transfer in India: a Study of Prevailing Agricultural Knowledge Transfer in India: a Study of Prevailing Communication Channels*. Retrieved from <https://digitalcommons.unl.edu/libphilprac>
- Memon, I., Panhwar, K. N., Chandio, R. A., Latif Bhutto, A., & Khooharo, A. A. (2014). Role of Mass Media in Dissemination of Agricultural Technology among the Farmers of Jaffarabad District of Balochistan. *Journal of Basic & Applied Sciences*, 10, 525–531.
- Mgbakor, M., & Okezie, U. P. (2013). Contributions of Mass Media to the

Development of Agricultural Extension in Ika North East L.G.A of Delta State, Nigeria. *Academic Journal of Plant Sciences*, 6(3), 127–133.  
<https://doi.org/10.5829/idosi.ajps.2013.6.3.1113>

- Ndaghu, A., & Taru, V. (2013). Role of Mass Media in Agricultural Productivity in Adamawa State, Nigeria. *Global Journal of Agricultural Sciences*, 11(2), 111–116.  
<https://doi.org/10.4314/gjass.v11i2.7>
- OECD. (2001). *Adoption Of Technologies For Sustainable Farming Systems*. Retrieved from <https://www.oecd.org/greengrowth/sustainable-agriculture/2739771.pdf>
- Sunder, S. (2018). India economic survey 2018: Farmers gain as agriculture mechanisation speeds up, but more R&D needed. Retrieved January 22, 2020, from <https://www.financialexpress.com/budget/india-economic-survey-2018-for-farmers-agriculture-gdp-msp/1034266/>
- Virginia Paul, Priyanka Singh, S. B. J. (2013). Role of mass media in social awareness. *International Journal of Humanities & Social Sciences*, 1(1), 34–38. Retrieved from <https://giapjournals.com/index.php/hssr/article/view/hssr115/19>

## **“Edutainment” – An Effective Media tool to create awareness in the Society.**

**Chirag V. Vyas, (Research Scholar – Indus University, Rancharda, Via Thaltej, Ahmedabad, Gujarat - India)**

### **Abstract :**

“Nothing is Permanent except Change”. In a world where change is the only constant there is a need for tools techniques to help institutions become more effective. In a competitive world there is a need for ways to stay ahead or to up before it is too late. In a complex world there is need for mechanisms that can make apparently complicated things simpler.

Let’s take communication system as an example, in the early phase of communication, people were sending their messages through birds. Than the process get a spark of change and it burnt out with new ways like mail, telephone, pager, email, mobile, internet etc. In the same way our education system also changed.

This paper deals with the Innovative and Effective way of using media for entertainment as well as education and making aware the people for the issues faced by the society.

**Keywords:** Edutainment, Media, Society, Cinema, Culture

### **Introduction:**

“Nothing is Permanent except Change”. In a world where change is the only constant there is a need for tools techniques to help institutions become more effective. In a competitive world there is a need for ways to stay ahead or to up before it is too late. In a complex world there is need for mechanisms that can make apparently complicated things simpler.

Let’s take communication system as an example, in the early phase of communication, people were sending their messages through birds. Than the process get a spark of change and it burnt out with new ways like mail, telephone, pager, email, mobile, internet etc. In the same way our education system also changed.

The use of entertainment media is often assumed to be motivated by individuals' desire to experience emotions. Entertainment audiences want experiences that make them laugh or cry, or keep them at the edge of their seats. But why exactly do individuals seek emotional media experiences, and what types of gratifications do they obtain from such experiences? An overview of research on emotional gratifications shows that emotions can be gratifying on

different levels ranging from simple hedonistic gratifications to more complex gratifications such as the satisfaction of social and cognitive needs.

The desire to experience emotions is widely considered to be key motivation for the use of entertainment media, be it in the form of movies, novels, TV programs, music videos, or computer games. A variety of emotions and other affective phenomena have been studied in the context of media use including empathy, suspense, humor, interest, erotic feelings, as well as negative emotions such as fear and sadness. But what exactly do people seek when they seek emotions? What kinds of gratifications do they find in the experience of emotions during media use?

“Edutainment” - An Innovative and Effective Way:

*“Movies also can teach you the realities of life”.*

“Edutainment” is an Emerging Concept of providing Education through Movies.

“Edutainment” is a combination of two different works Education and Entertainment.

In the 21<sup>st</sup> century we are living in the era of knowledge and technology. Information Technology plays a vital role in the sector of education. There are various ways and modes which help us to make education providing better than ever before. We can divide these ways into two main segments:

- 1.) Traditional.
  - Traditional:
    1. Education through Books / Materials.
    2. Education on Blackboard.
    3. Education through Audio-Video cassettes.
    4. Education through Case Study etc.
  - Modern:
    1. Education through Computer (IT).
    2. Education through V-SAT.
    3. Education through Role Playing.
    4. *Education through Movies.*

*Education through movies* is totally new and a very effective way of providing education. Through reading, speaking or even writing it is some hard to remember something, while to understand that thing or any principle through movie is quite easy to remember as compare to other ways.

Movies are the part of our day-to-day life. As students in this age we all like to watch movies. We are fond of watching movies.

Do you know the reason why we like to watch movies very much? Simple, movies are nothing but a building (construction) based on Imagination and in this student age we all are great Imaginaries. Aren't we? Yes, we are.

*Edutainment* will be beneficial to all the students but in this study we have tried out only on students of management (MBA) and social work (MSW) programs only.

Objectives of Edutainment

- To motivate learners to learn.  
To shape up the goal of their life.
- To develop understanding of different issues of their life & perception to develop problem solving ability
- To stimulate interest and zeal in social work students to perform practical work sincerely and honestly for their development, which in turn is beneficial to the society at large.
- To enhance the ability and capacity of students to relate the problems picturised in Movies with social work theory and philosophy, and develop a critical and analytical thinking of social perspectives.
- To help the students improve their discussion methods and expression powers.
- To develop their practical knowledge through this method.
- To help students form opinions and views on different aspects of social issues, as picturised in the Movies, and compare them to the actual theory and philosophy.
- To involve the students in an emotional learning process so as to enable them to accept new ways and change their traditional thinking.

Advantages of *Edutainment*

- Audio – Visual Presentation gives more psychological impact on behavioural change, thought process.
- It also helps about how to deal with difficult people and situations.
- Since a film addresses a social problem and its repercussions (Effect) on the society through vivid (Colorful) visual presentations, it leaves a more lasting impression on the memory.
- A different method of presentation of social problem is refreshing and a good change from the usual monotony.
- Since this method also involves a discussion session after the screening, students can hone their observational and oratory skills.

- This method also helps the students to develop their presentation style, and in turn, this helps them to develop leadership qualities.
- Students can learn much faster ways to present their ideas, views, opinions, etc., by observing the effective *Characterizations* in the film.

About the study with Some Examples:

We have prepared and presented about 30+ Movie presentations for the effects of this project on student's psychology. We have given this as an exercise also to the Students of Fabrication Technology – Sir Bhavsinhji Polytechnic Institute, Bhavnagar. We have also presented these presentations to MBA-SMU students, MSW-SSCCM students. We have tried to change the view of students of watching movie. Some of the examples are as follows:

“Lakshya” – Core Theme of this movie is *Goal Setting*. Other themes like Perfection, Experts are always in Demand etc are also covered. We will try to put at least one song from the entertainment point of view also. In this movie, the title song' wordings itself gives us lots of learning. One more song is there i.e. “*Kandho se milte hai kandhe kadmo se kadam milte hai*” which give a thought about *Team Work*.

“Kal Ho Naa Ho” – Core theme of this movie is *Positive Attitude* and *Live in Present Life*. Other themes like Finite Time – Infinite Energy, Creative & Innovative, Assertive and Motivation etc. are also covered. Here also the title song' wordings itself gives us lots of learning.

“Lagaan” – Core theme of this movie is *Leadership*. Other themes like Motivation, Negotiation, Analyzing ability, Recruitment Ability etc.

In social work education, fieldwork plays a vital role. We can also say that

“Fieldwork training is not the part of Social work but it is the Heart of Social Work.”

“Swades, We the People” – Core theme of this movie is *Fieldwork & Social Work*. Other themes like Rural Problems & Its Solutions, Panchayati Raj, Education Promotion, Gender Gap, Women Empowerment, Project Management etc. also covered.

“Black” – Core theme of this movie is *Social Case Work*

“Do aankhe Barah Hath (Old – Black & White)” – Core theme of this movie is *Change and Its Management*.

“Independence Day” – Core theme of this movie is Disaster Management. Other themes like Effective use of DMI system, Control your body and mind etc. Some other popular titles are

“Iqbal”, “Super30”, “ Rocket Singh”, “3 Idiots,” “PK”, “God Only Knows”, Toilet – Ek Prem Katha”, PadMan” and the like.

### **Conclusion**

To compete with all the challenges of changing world, we have to change our self. We have to be professional. We have to understand the psychology of students. We have to *think beyond chalk and talk*. With all other modes of delivering the content we can also add this method as one of the way of providing education. It is basically very helpful. Through the movie screening you will find that student will remember the concept / thought / Term etc. what you want to convey they will remember and it will last long in their memory. “Change Your Self before they Change You”

### **References:**

Anne Bartsch et.al. (2010) “The Use of Media Entertainment and Emotional Gratification”, Procedia Social and Behavioral Sciences, Elsevier Ltd, pp. 2248-2255

Bushman, B. J., & Huesmann, L. R. (2000) “Effects of Televised Violence on Aggression”. In D. G. Singer & J. L. Singer (Eds.), Handbook of Children and the Media, Newbury Park, CA: Sage, pp. 223–254

Green, M. C. & Brock, T. C. (2000) “The role of transportation in the persuasiveness of public narratives”, Journal of Personality and Social Psychology, pp. 701-721

## **Media literacy among college students, in context of electoral politics**

**Dhvanit Goswami, M.Phil. Student, Department of Communication, Journalism & Public Relations – Gujarat University**

### **Abstract:**

In a mature democracy, media plays an active role in strengthening the democratic norms and values by enlightening the people. In a nation like India, youth involvement plays a vital role in the electoral politics; which is the core of a democracy. Media literacy is related to the ability of skill development required to access, analyse, evaluate, create and act using all forms of communication. The young generation today has easy access to a wide range of mass media tools. Due to technological revolution, political camps of every ideological shade are using every possible mass media platform, especially the social media platforms to influence young minds. In the era where conflicts of ideological narratives occupies a key role in the democratic set-up, it thus becomes necessary to study the level of media literacy amongst the youth in the largest democracy of the world. The case study is analysis of the extent of media literacy among college going students in context of politics and political campaigns.

### **1. Introduction:**

Also known as the fourth pillar of the democracy, media acts as a bridge between the people and the government. An enlightened society needs active democratic participation, where citizens of the nation must be very well informed. Media literacy is a concept which deals with the ability of skill development required to access, analyse, evaluate, create and act using all forms of communication. With the proliferation of smartphones and tablets accompanied by cheap internet plans, the current young generation has far more access to information than ever before. Young minds as students cannot objectively navigate the barrage of information coming their way if not guided accurately. Youth has the ability to empower themselves with knowledge of how a democracy works and how to make it work and form opinions about civic / public affairs. Youth involvement thus plays a vital role in the decision making procedure in a democratic nation like India. With the advent of new age social media, the large-scale information dissemination is not the domain of elites or media outlets alone. Political and ideological camps of every shades are using the new age media



tools to influence young minds for electoral and related political gains. In such circumstances, it becomes essential to equip the young minds with tools to filter, analyse and even reject information. The paper illustrates the scope of study (survey questionnaire) that enumerates how the future citizens of our nation are equipped with using media information disseminated to them in responsible way in terms of electoral politics.

2. Scope and coverage of the study: 50 students in the age group of 18 to 25 years were randomly selected from different departments and colleges affiliated to Gujarat University, Ahmedabad. The survey was aimed to find out the awareness related to usage of both traditional and new age social media platforms in context of politics and its effect on their behaviour as voters.
3. Objectives of the study: The survey was aimed at examining the following objectives:
  - To know the awareness regarding the concept of media literacy among college going students.
  - To analyse the behaviour of young minds as consumers of political news through mass media tools.
  - To study the impact of mass media tools on the behaviour of young minds as potential voters.

#### 4. Review of literature:

Media literacy is a subject on which various studies have been carried out across the world. The term is used in a variety of way, as an umbrella term used to in context of multiple mediums regarding education intended to promote awareness of media influence and create an active stance towards both consuming and creating media. According to According to Hobbs (2005) ‘Media Literacy involves asking questions about what you watch, see and read thus encouraging the outcome of ongoing critical inquiry.’<sup>4</sup> According to the European Commission (2019), media literacy is a tool for empowering citizens as well as raising their awareness and helping counter the effects of disinformation campaigns and fake news spreading through digital.<sup>5</sup> Thoman (1999) defined media literacy as ‘learning to analyze and question what is on the screen, how is constructed and what many have been left out’.<sup>i</sup> Media Literacy incorporates the goal of fostering critical analysis in its participants (Brown, 1998).<sup>ii</sup> The US-based National Association for Media Literacy Education defines in The Core

---

<sup>4</sup>

[https://mediaeducationlab.com/sites/mediaeducationlab.com/files/Hobbs%20Digital%20and%20Media%20Literacy%20Plan%20of%20Action\\_0.pdf](https://mediaeducationlab.com/sites/mediaeducationlab.com/files/Hobbs%20Digital%20and%20Media%20Literacy%20Plan%20of%20Action_0.pdf)

<sup>5</sup> <https://ec.europa.eu/digital-single-market/en/media-literacy>

Principles of Media Literacy Education: the purpose of media literacy education is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world. B Duncan in 2005 cited media literacy's definition given by Canada based Ontario Association for Media Literacy (AML) in the context of its education aspect where it is concerned with developing an informed and critical understanding of the nature of the mass media. It aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. S.S. Lim and Nekmat E (2008) described the media literacy programmes, practices and formal education in India and other Asian nations.<sup>iii</sup> R.L Duran, Yousman B., Walsh K.M., and Longshore M.A. (2008) has given an approach that a media literate person must have consensus of media consumption and the person who is media literate should knowledgeable of the political economy of the media. (Duran R.L., B. Yousman, K.M. Walsh & M.A. Longshore. (2008).<sup>6</sup>

---

<sup>6</sup> Holistic media education: An assessment of the effectiveness of a college course in media literacy. *Communication Quarterly*, 56.1, 49-68

## **USE MEDIA AS TOOL FOR POLITICAL CAMPAIGN BY NARENDRA MODI**

**MAHYAVANSHI BHAVNESHKUMAR SOMABHAI ,DEPARTMENT: DEPARTMENT OF  
ENGLISH, MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY**

In 21st century management is required for every Field like a Sports, Industry, and Education etc. In this century every person should have management skills for success. Political campaign is tool for Communication in People. Without campaign nobody can get success in Political field. There where types of political campaign like a Door to Door, Web campaign, Print Campaign etc. In Indian we have many political parties some are national parties and some are regional parties. They all have different types of strategies, agendas, political Ideology etc. So political campaign must required for now days because it's platform to interact with people.

What is Election Campaign in India?

Election Commission of India's Model Code of Conduct is a set of guidelines issued by the Election Commission of India for conduct of political parties and candidates during elections mainly with respect to speeches, polling day, polling booths, portfolios, election manifestos, processions and general conduct.

Narendra Modi is very friendly to Technology. He always uses Media for his Political Campaign. He connected with people through Media. We can say that for his Political journey Media played vital role for his political career.

### **How the BJP Used Technology to Secure Modi's Second Win**

In a stunning repeat of its 2014 performance, the ruling Bharatiya Janata Party (BJP) led by incumbent Prime Minister Narendra Modi decisively won a second term with full majority in the 2019 Indian general election. This time, Modi's electoral campaign took place on the streets of rural India as much as it took place on social media platforms.

Mastering the use of technology in an election campaign is not a guaranteed route to power. According to the Internet and Mobile Association of India, almost half a billion Indians have access to the internet in India, which is around 40 percent of the population. The usage is skewed: internet penetration is approximately 15 percent in rural India, where around 70 percent of Indians reside.

Mastering the use of technology in an election campaign is not a guaranteed route to power. Still, the impact of technology can be crucial. Last year, Om Prakash Rawat, then the chief election officer of India, said that technological interventions that are able to sway elections, such as targeting tailored messages to groups based on demographics and political leanings

on social media, are the “biggest challenge” for the electoral process. Earlier, in 2017, Modi declared that the 2019 election would be fought on the Smartphone.

In last month’s election, the internet was instrumental in at least two vital aspects of the campaign: mobilizing and setting the narrative, and messaging and misinformation.

#### Mobilizing and Setting The Narrative

Energized party workers and volunteers are essential to the success of election campaigns. While grassroots political party operatives — those who are in direct contact with voters — mobilize support on the ground, digital-savvy loyalists fight to set the agenda for “their side” on social media platforms.

Most political parties have dedicated teams to manage technology operations. But they are no match for Modi’s BJP. Building on its large pool of organized ground forces, the party created hierarchical structures for information dissemination. In Uttar Pradesh, India’s most populous state, the BJP’s Information Technology department has an 11-member social media team in each of the six zones in the state. Further down, there are 11 members at each district; five at each mandal; two at each ward; and five staffers at the booth level — the last point of contact with voters.

This tight network of groups on WhatsApp — the dominant social media platform in India — serves three purposes:

The grassroots workers share hyperlocal information about development activities — for instance, a beneficiary getting access to services offered under a government scheme — and work done by their party with voters in their area. They click images and videos as proof and circulate to demonstrate that the party cares about local issues.

The party foot soldiers broadcast their mobilization efforts to their superiors in the party, earning praise and encouragement from the leadership.

The networked system allows the party command to centrally share information through the chain of WhatsApp groups being operated — bypassing the editorial filter of news media.

None of this is new. These are all traditional campaign strategies. What has changed is that technology allows these activities to be carried out on a larger scale.

On Twitter, an army of online warriors takes part in the narrative-setting game. Even though Twitter usage is largely restricted to the country’s elites, journalists and influencers hang out on the micro-blogging platform, meaning the sentiment smoothly seeps into the wider information ecosystem.

Modi is the second most followed politician on Twitter after US President Donald Trump, and his strategy is unique among Indian leaders. The Indian prime minister generously follows hundreds of “laypersons,” ordinary die-hard supporters of Modi and his party, who put in all the efforts to promote his party’s work, argue against any criticism, bash the opposition and downplay (read: discredit) critical reporting by the media. A “follow” from the leader they worship provides supporters with the push to do more, a nudge to fight for a cause.

Rahul Gandhi, Modi’s rival and president of the Indian National Congress, joined Twitter only in 2015. While his tweets get traction — in fact, on average, he gets retweeted more than Modi — Gandhi does not engage with party supporters.

Modi's strategy, however, has a problem. Twitter users been calling out the prime minister for following "troll" accounts that tweet allegedly hateful messages. In 2017, for instance, after the murder of senior journalist Gauri Lankesh, a vocal critic of Hindu nationalism and Modi's BJP, Nikhil Dadhich, a Twitter user followed by Modi, sent out an abusive tweet: "[She] died a dog's death and now all the puppies are wailing in the same tune." Despite being called out, Modi continues to follow the account.

In 2018, one of the victims of this troll army was Sushma Swaraj, India's then-foreign minister and Modi's cabinet colleague. Swaraj said she was trolled over a controversy involving the issuance of passports to an interfaith couple, and subsequently liked over 200 tweets to highlight the instances of abuse.

Political parties are in the game of generating obviously false content, flooding social media with that content to mislead people and exploiting the platform.

An analysis by the Hindustan Times revealed "that 41 BJP parliamentarians, who are either ministers in the union cabinet or elected MPs to the Lok Sabha, follow at least one of the accounts that tweeted out a message which Swaraj had liked to showcase trolling." Modi himself followed eight of those accounts. That changed nothing.

The party actively works to ensure that Twitter trends show support for the BJP. While the bulk of the trending hashtags are largely non-political, it's the BJP that dominates the political social media on Twitter. Whether that genuinely reflects the social media pulse or not is up for debate, as Twitter's trends can be easily gamed. The BJP, for instance, circulates Google Docs with sample tweets among its supporters to get pro-BJP hashtags trending on Twitter.

#### Messaging And Misinformation

Every month, 200 million people in India use WhatsApp. Then there are other platforms, including Facebook and ShareChat, a Twitter-like regional language social network, with millions of users and sprawling political activity.

The misinformation menace wreaking havoc on the digital world has led to declining trust in information shared on social media. A survey by technology-centred non-governmental organization Digital Empowerment Foundation found that almost half of Indians never believe the information they receive on WhatsApp. What was even more revealing was that just under one percent used WhatsApp for political discussion.

Whether fake news circulated on WhatsApp changes people's minds and has a consequential impact on voting decisions is not clear — it is really hard to persuade people to change their opinion. What the 2019 campaign did reveal is that it's not just rogue party supporters or mindless sharing of political posts that lead to the fake news crisis. Political parties are in the game of generating obviously false content, flooding social media with that content to mislead people and exploiting the platform. Misinformation is politically sponsored.

People listen to Congress party Vice President Rahul Gandhi during an election rally near Bayad in Gujarat state's Aravalli district, India. (AP Photo/Ajit Solanki)

For instance, a HuffPost India investigation revealed how the Association of Billion Minds (ABM), BJP's in-house political consulting firm established by Amit Shah, party president and now Union Home Minister, ran sophisticated misinformation campaigns to spread fake news and false claims on social media and WhatsApp. The party denies any connection with ABM, and the Facebook pages managed by the consulting firm — which were among the top spenders on political ads on Facebook — do not reveal any direct connection with the party. The pages, with millions of followers, serve as the disguised mouthpiece of India's ruling party, and the content generated by these teams finds its way into political WhatsApp groups.

In April, Facebook took down over 700 pages and accounts for “coordinated inauthentic behavior” that were run by supporters of both the BJP and the Congress. “The India Eye,” one of the pro-BJP pages taken down by Facebook that circulated pro-BJP fake news messages, is a promoted account on the built-in Twitter-like social network of the Narendra Modi app, a personal mobile application of the Indian prime minister. The app has millions of users and its usage is promoted by state policies and suffers from the same misinformation problem that Facebook is being held accountable for. But, as the case of “The India Eye” demonstrates, Modi's app operates outside any regulatory purview.

While researchers continue to analyze the impact of technology in the Indian election, the months-long campaign has clearly demonstrated the challenges that the world faces in the years to come. The legitimate demands to allow the government to regulate technology platforms for moderating content and policing bad behaviour of bad actors poses a dilemma: what should be done when political parties — who eventually form the government — are themselves the bad actors?

Let's find out How Prime Minister Narendra Modi successfully led his party during election campaign digitally

Narendra Modi with his team was quite active on social media since 2009, but as BJP declared him as Prime Ministerial candidate, upsurge use of digital media was seen.

In sixteenth general elections nearly 814 million of 125 crore populace were eligible to vote.

In order to reach out to huge mass or potential voters, all the channels of digital media as well as offline medium were used so that could be accomplished to more voters.

In addition, so as to get support of lower income group and farmers Narendra Modi and his team initiated programs like Chai Pe Charcha through live interaction.

Chai-pe-Charcha-fb-page

Social Media played Imperative Role in Narendra Modi's

Also, in order to augment the voter base website named India272.com, namonumber.com was launched. On Facebook page” I support Narendra Modi” had become very popular amid people. Along with make sure that large numbers of people come across with Modi's rallies and speeches whatsapp number 07820078200 was also launched to boost up the campaign.

What in fact digital marketing has done for him? What was the role of social media in bringing or making him a PM of India?

Through social media Narendra Modi's opponents could know that much support he has of public, and this support infused positive energy and gusto amongst his cohorts. As a result envies demoralized seeing this sort of enthusiasm amongst public about Modi.

Advertising Gurus like Sam Balsara, Piyush Pandey and Prasoon Joshi were the ones who created catchy slogans like “Janta Maaf Nahi Karege”, “Ache Din Anne Wale hai”. These

catchphrases became viral on social media as well. And “Ab ki Baar Modi Sarkar” had become a tag line of BJP as well.

Modi social media campaigns

Social Media played Imperative Role in Narendra Modi’s Facebook Page “I support Narendra Modi” has got about 8million likes, and slogan “har har modi ghar ghar modi” went viral across social media platforms.

Through social media he not only disclosed the bad doings of congress government but also made voters aware about their voting rights. And through digital media he made people aware about the development that was done in Gujarat.

Moreover, as digital media is a two way communication so as to keep public engaged he used to reply on their comments.

However, Narendra Modi has been considered a progressive man, who wishes to bring in latest technology in India. That’s why he was supported by urban class population. An urban population which uses technology the most extended support to him. And support and love was seen in terms of likes, shares, comments, retweet etc.

He understood very early that these elections were hugely influenced by youth therefore whole of his strategy accordingly planned and implemented. And youth who was seeking such as kind of leader, and through social media each other could connect as well as engage with ease.

This is for the first time that Indian elections were fought as presidential election of United States of America. Narendra Modi’s marketing strategy not only created a synergy but also amazed preeminent marketing Gurus and pundits of across the world.

Presence of Narendra Modi on Various Social Media Platforms

Twitter

Narendra Modi has third largest followers on twitter after Amitabh Bachan and Shahrukh Khan. At present he has around 13.7 million followers. Only his voice keeps a lot of weight whether it is on online platform twitter or off-line. During elections he makes maximum use of this platform to reach out to target masses. Most important thing being targeted heavily by opponents he did not block a single person for opposing him on social media.

Facebook

Narendra Modi has got more than 29million likes on his page and most fascinating thing you might have found on his FB page is that every post is written in English instead of Hindi. Generally he speaks Hindi but however to hook up youth use English.

name fb popularity

Social Media played Imperative Role in Narendra Modi’s

Youtube

Narendra Modi’s youtube channel has about 254611 subscribers and he constantly uploads videos regarding any event. During elections he kept on uploading videos of his rallies for viewers.

Google Plus

Google plus, social media platform where Narendra Modi enjoys 2,749,196 followers and 352,183,305 views and at present also he posts recent happenings to remain connected with large populace. On all these platforms he writes down his deepest emotions about the policies and concern about the world policies and poverty.

However with the aid of digital media or social media, primary purpose of the Narendra Modi was to reach out to large target audience or voters with their message and vision. And without

using technology or digital media it was not possible for any individual or party to come across with huge voters in short span of time. Hence the role of digital marketing may not be overlooked today.

Narendra Modi Google +

Social Media played Imperative Role in Narendra Modi's Benefits that Narendra Modi Reaped From a Perfect Social Media Marketing Planning:

PM could valve about 12 crore first time voters

United previous voters of the party

Spread out party's policies amid public

Create faith in populace about the party's idea of growth

Inspire youth to participate & to make difference

Not only digital marketing but also he had used public relations and advertising in order to create synergy. And because of popularity of Narendra Modi on social media, BJP not only appealed to vote but also to donate. Almost every hash tag related to Narendra Modi and BJP trended till election results were not declared.

With the comprehensive digital marketing strategy of Narendra Modi several universities or business schools have incorporated case study of Narendra Modi marketing techniques in order to render students a view that how digital marketing may create so big affect.

Conclusion

BJP has comprehensibly planned various campaigns for social media as well as implemented successfully on social media. All possible digital platforms were used to convince people to vote for the party. Most imperative thing about Modi's campaign is that his team maintained consistency throughout elections whereas competitors of Narendra Modi surrendered amid an election campaigns. #Namo has become a household name or a name for which people wanted to make him win.

### Works Cited

n.d.<<https://www.idea.int/sites/default/files/publications/strategic-planning-for-political-parties.pdf>>.

*researchgate*. n.d. 26 january 2020. <<https://www.researchgate.net/project/Modis-use-of-social-media-for-political-communication>>.

*SocialBenchers*. n.d. 25 january 2020. <<https://www.socialbenchers.com/case-study-of-narendra-modi-role-of-social-media-to-win-the-election>>.



## **Assessment of Literature Published on Social Media and Social Networking in Academic Libraries**

Balvant Tandel<sup>1</sup>, Dr. Vimal Gandhi<sup>2</sup>

<sup>1</sup>Research Scholar, Shri Govind Guru University, Godhra, Email:  
[balvanttandel@gmail.com](mailto:balvanttandel@gmail.com)

<sup>2</sup>Librarian, Shree S. P. Patel Arts College, Simaliya, Email:[gandhivimal77@gmail.com](mailto:gandhivimal77@gmail.com)

---

### **ABSTRACT**

Social media is very important for a library, a society, and organization, to be available in all the locations where people are, we conducting such type of literature review seemed to be necessary to inform the research. The main purpose of this paper is to review and assess the published literature in the current status of social media and social networking using in the libraries. This paper provides a detailed review of related literature regarding the concept of social media and social networking used in the libraries. Moreover, the study shows the highly cited journals and authors related to social media and social networking related issues in libraries from 2008 to 2019. The study analysis the chronological divisions by articles, conceptual/ subject scatter, article scatter, and also pattern of authorship of various published articles. This study is useful for future researchers, librarians, library professionals, and teachers, etc.

**Keywords:** Social Media, Social Networking, Academic Libraries

## **INTRODUCTION**

An important characteristic of 'social media' is that it introduces the creation and exchange of user-generated content from a bottom-up point of view. The most distinctive feature in social media affecting professional organizations might be precisely the fact that the content and the networks are user-generated. Social networking sites are a new technology for libraries, librarians' or experts in libraries can maintain the information flow and working of social networking sites in a library framework (Kenchakkanavar, 2015). Libraries are providing different services like, updated news for library users; solve the user queries through chat, Institute events alerts, and program photo archives for the future purpose with the help of social media tools (Kasimani & Kasilingam, 2018).

In this literature review, we have focused on some of the most common social media tools and also the impact of library services through social networking sites contributed by Indian Authors. We have collected various articles and papers published in e-journals and conference proceedings from the year 2008 to 2019. We have analyzed the chronological published articles in various sources, conceptual or subject scatter, articles scatter in different journals or conference proceedings and also contributors patter in this study.

## **LITERATURE REVIEW OF INDIAN CONTRIBUTORS**

### **Literature on Social Media**

(Mishra & Maharana, 2019) Found that the perceptions of academic business school libraries are using social media for marketing of library services and promote their resources were positive. (Panjrolia, 2019) Focused on methodological inputs, best practices, and given a short report on how different elements join with the library capacities and produced creative procedures. (Vinay & Sampath, 2019) They found that the PlumX Analytics reported that there are 37,938 captures and 1989 times articles are shared in social media. (Jalal Uddin, 2019) He explained the various social media applications utilization for innovative library services. (Malik, 2019) Investigate the major reasons to use social media and search which social media was the most popular among the users. (Saxena, 2019) He discussed in his paper about social media and its usages in libraries. (Das, Mitra, Saha, Mahato, & Manna, 2016) In this study, they depict that university librarian's viewpoints were positive in using Face book for the promotion of library resources and services. (Prasad, 2016) This paper discussed the tools and applications of social media used by libraries and to provide different services.

(Chakrabarti, 2016) Observed that the printed documents play a crucial role but social media offer an additional pathway to content acquisitions. (Kumari, 2016) She described in her paper, providing various academic library services through Facebook. (Gupta, Gautam, & Khare, 2014) Found that the library staff lacked appropriate training on the use of social media applications in libraries.

### **Literature on Social Networking**

(Krishnasamy, Manthiramoothi, & Thamaraiselvi, 2019) They show that the majority of the respondents preferred WhatsApp to get and sent instant messages and create groups to announce job-related information. (Gandhi, 2019) Explained that provide the library services through various applications of social networking by Smartphone it will change to meet the growing needs of our end users. (Rao, Subangi, & Malhan, 2019) In their paper they select some cases of social academic networks are described and different perspectives have been given on how academic libraries are participating in this massive social networking drive. (Parveen N. , 2016) She discussed in her paper, various social network sites and impact of social media in library activities. (Dhingra, Karla, & Verma, 2016) They analyzed in their study, out of 11 social networking tools, the maximum usages of webmail and then Face book have been made by universities.(Gomathi, Rabinandhini, & Sathiya, 2016) Found that social networking sites are acting as a great medium for view mobilization.(Saxsena, 2016) He explained in his paper various characteristics of social networking sites also discussed the role of librarian towards social networking. (Pradhan & Pradhan, 2016) Found that the libraries are using new emerging social networking services to cope up with the digital environment and to meet the information needs of the user in the 21st century. (Kalra & Dhingra, 2016) Found that the adoption of social networking tools by libraries would prove to be a very strong marketing tool for promoting the usage of their valuable services and untapped resources. (Anuradha, 2016) She suggested in her paper that the LIS professional should also be aware of the cyber laws as they can provide awareness programs relating to the effective use of social networking. (Ansari & Hasan, 2015) Found that social networking tools may be used as an interactive platform for LIS professionals to meet their various groups of users. (Sahoo & Dhara, 2015) They said that social networking sites have become one of the largest online platforms in the world for sharing real-time information. (Kadam, 2014) In this study, he defines the concept of social networking sites and delineates the different categories of social

networking services. (Parveen, 2011) Found that the majority of respondents were used Face book among all fifth Social networking sites with 42%.

### **OBJECTIVES OF THE STUDY**

- To know the literature available on social media tools and social networking sites used in libraries
- To know the contributions of Indian authors on this literature.
- To analyze the published literature by chronologically scatter.
- To analyze the published literature scatter by conceptually
- To analyze the authorship pattern.

### **SCOPE OF THE STUDY**

This paper analyses the published literature on various aspects of social media in libraries and social networking applications used in libraries which are published in physical and online open sources such as e-journals, e-conference proceedings, etc. on the making of literature is related to the social media and social networking in libraries are related issues and to analyses the published literature on it.

#### **E-journals & Conference proceedings**

More than 35 e-journals are publically available on the internet and all are open source available in the English language, articles are selected from the e-journals and downloading. Some of the journals are foreign publications and available in the English language. Contributors are some of the Indians and the rest of the foreign authors. Present the paper in more than 27 various national and international conferences which are freely available on the internet and some of the conference are taken from hard format also covered for the analysis. Every possible effort has been made to collect the articles from the various sources from 2008 to 2019.

### **METHODOLOGY**

The literature review is a form of secondary study that uses a well-defined methodology to identify, analyze and interpret all available issues related to social media and social networking in libraries.

### **LIMITATION**

- 
- The present study is limited only for collected works of literature from the period of 2008 to 2019.
  - This study of the research is also limited for collected kinds of literature from open access journals as well as some kinds of literature are from Conference Proceedings.

### **ANALYSIS OF LITERATURE SURVEY**

After downloaded and collected all articles from the various sources which were subsequently grouped under the different sixteen conceptual/ subject headings which form the parameters of the study.

The present study, all the authors included in the above-mentioned parameters is analyzed by the following factors:

- Chronological scatter
- Conceptual/ subject scatter
- Articles scatter
- Author pattern

### **CHRONOLOGICAL SCATTER:**

Total of 76 articles were published from 2008 to 2019. In table 1 show that there were maximum 17 (22.37 %) articles were published on the year of 2016, then after 11 (14.47%) articles were published in the year 2015 and 2018 respectively, and minimum 1(1.32%) article were published in the year of 2008 to 2010.

Table 1: Chronological Division

Year	No. of Articles	%
2008	1	1.32
2009	1	1.32
2010	1	1.32
2011	3	3.95
2012	5	6.58
2013	3	3.95
2014	8	10.53
2015	11	14.47
2016	17	22.37
2017	5	6.58
2018	11	14.47
2019	10	13.16
<b>Total</b>	<b>76</b>	<b>100</b>

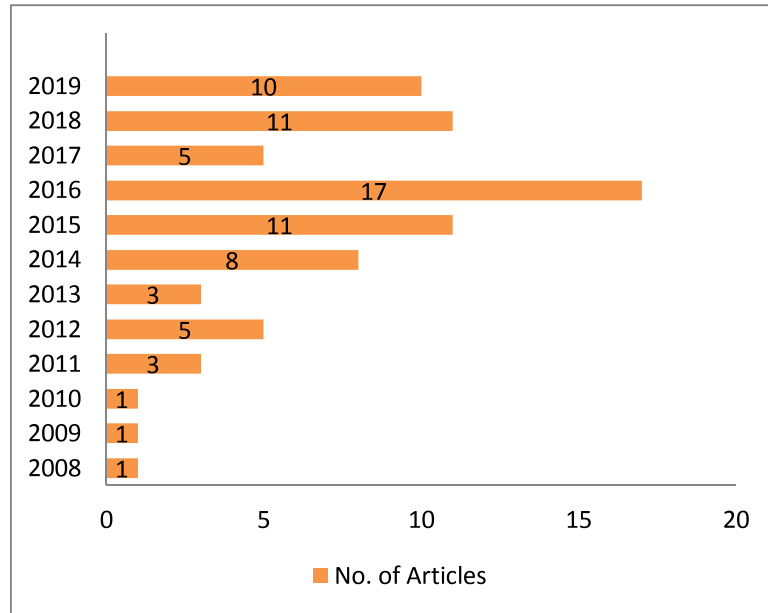


Fig. 1: Chronological Division

Table 2: Cumulative Chronological Division

Years in 5's	No. of Articles	10 years cumulating	5 Years percentage	10 years percentage
Up to 2009	2	2	2.63	2.63
2010 to 2014	20	0	26.32	0.00
2015 to 2019	54	74	71.05	97.37
<b>Total</b>	<b>76</b>	<b>76</b>	<b>100</b>	<b>100</b>

Table 2 reveals that there was a maximum of 54 (71.05%) literature were published during the year between 2015 to 2019 which was higher than year 2010 to 2014, there was only 2 (2.63%) literature published in the year up to 2009. However, the trend for these types of literature was continuous publishing that was an important area in the coming year.

Table 3: Growth of literature compared with the grown on journals

<b>Period</b>	<b>No. of Articles</b>	<b>Cumulated Number</b>	<b>No. of Journals /Conference</b>	<b>Cumulated Number</b>
2008	01	01	01	01
2009	01	02	01	02
2010	01	03	01	03
2011`	03	06	03	06
2012	05	11	05	11
2013	03	14	03	14
2014	08	22	08	22
2015	11	33	10	32
2016	17	50	11	43
2017	05	55	04	47
2018	11	66	06	53
2019	10	76	05	58

The growth of literature is compared to published journals and conferences; there were total 58 journals and conferences proceedings were published during the year 2008 to 2019. Table 3 reveals that 10 and 11 journals/ conference proceedings published in the year of 2015 & 2016 respectively that has been shown that the continuous growth of literature up to 2016 and that was social media in libraries concept was much cleared to the contributors and they published a paper on it. There were a limited number of periodicals published on social media and social networking in libraries related issues in the year 2018 and 2019.

#### CONCEPTUAL/ SUBJECT SCATTER:

All the literature has been divided into 16 parameters which were table 4 shows maximum 14 (18.42 %) literatures available on ‘Use of social media in libraries’ than after 12 (15.79%) literatures available on ‘Use of social networking site’ and ‘social media and libraries’ respectively.

Table 4: Conceptual/ subject division scatter

Sr.	Conceptual/ Subject Divisions	No. of Articles	% of the total	Ranking
1	Use of social media in libraries	14	18.42	1
2	Use of social networking site	12	15.79	2
3	Social media and libraries	12	15.79	2
4	Social networking application in libraries	09	11.84	3
5	Social media through library services	07	9.21	4
6	Social network through library services	05	6.58	5
7	Social media application in libraries	05	6.58	5
8	Social networking in libraries	03	3.95	6
9	Role of social media in libraries	02	2.63	7
10	Engaging students through Social media	01	1.32	8
11	Impact of social media on library	01	1.32	8
12	Role of social networks in library	01	1.32	8
13	Building library community through social media	01	1.32	8
14	Social media in Digital Libraries	01	1.32	8
15	User engagement with social media	01	1.32	8
16	Value of social networking in library	01	1.32	8
<b>Total</b>		<b>76</b>	<b>100</b>	

There was only 1 (1.4%) literature available on ‘social media in digital libraries’ and ‘value of social networking in library’ and so on.

Table 5: Chronological and subject distribution

Conceptual/ Subject divisions	Up to 2009	2010-2014	2015-2019	Total
Use of social media in libraries	-	2	12	14
Use of social networking site	-	5	7	12
Social media and libraries	1	4	7	12
Social networking application in libraries	1	2	6	09
Social media through library services	-	3	5	07



Social network through library services	-	1	4	05
Social media application in libraries	-	-	5	05
Social networking in libraries	-	1	2	03
Role of social media in libraries	-	-	2	02
Engaging students through Social media	-	1	-	01
Impact of social media on library	-	-	1	01
Role of social networks in library	-	-	1	01
Building library community through social media	-	-	1	01
Social media in Digital Libraries	-	1	-	01
User engagement with social media	-	-	1	01
Value of social networking in library	-	1	-	01

Table 5 reveals that chronological division of subject distribution, literature was published higher than during the year 2010- 2014 by during the year 2015-2019. Majority 14 literatures were published on ‘Use of social media in libraries’ during 2015-2019.

#### ARTICLE SCATTER

All articles scattered in different published journals and conference proceedings.

Table 6: Article Scatter

Sr. No.	Name of Journals	No. of Articles	Ranking
1	Library Philosophy and Practice (e-journal)	04	1
2	International Journal of Digital Library Services	04	1
3	DESIDOC Journal of Library & Information Technology	02	2
4	International Journal of Library & Information Science	02	2
5	International Journal of Library Information Network and Knowledge	02	2
6	Journal of Librarianship and Information Science	02	2
7	Qualitative and Quantitative Methods in Libraries	02	2
8	The Australian Library Journal	02	2

---

9	Webology	02	2
10	Akademi University Press	01	3
11	An International Peer Reviewed Bilingual E-Journal Of Library And Information Science	01	3
12	Annals of Library and Information Studies	01	3
13	Asian Journal of Information Science and Technology	01	3
14	Association for Information Science and Technology	01	3
15	European Journal of Business, Economics and Accountancy	01	3
16	Faculty Publications	01	3
17	Global Journal of Library and Information Science	01	3
18	Imperial Journal of Interdisciplinary Research	01	3
19	Information and Knowledge Management	01	3
20	Information Development	01	3
21	Information Technology and Libraries	01	3
22	International Journal of Academic Research in Business and Social Sciences	01	3
23	International Journal of Innovative Research in Advanced Engineering	01	3
24	International Journal of Innovative Science, Engineering & Technology	01	3
25	International Journal of Next Generation Library and Technologies	01	3
26	International Journal of Scientific & Engineering Research	01	3
27	Journal of Indiana Academy of Social Sciences	01	3
28	Journal of Library Administration and Management Section	01	3
29	Journal of Library and Information Sciences	01	3
30	Libraries Faculty and Staff Scholarship and Research	01	3
31	New Library World	01	3
32	Online Information Review	01	3
33	Peace Library System	01	3
34	Research review International Journal of Multidisciplinary	01	3

35	SA Jnl Libs & Info Sci	01	3
	e-PG pathshala	01	
	Conference	27	

Here table 6 shows that a total of 27 various national and international conference proceedings and 35 different e-journals have been covered for the relevant literature. There were 4 articles published in ‘Library Philosophy and Practice (e-journal)’ and ‘International Journal of Digital Library Services’ respectively.

**PATTER OF AUTHORSHIP:**

A large amount of literature is observed to be single and two authors. There were 22 single and 21 two authors’ patterns of authorship from 2015 to 2019 presented in Table 7.

Table 7: Pattern of Authorship

Periods Authors	Up to 2009	2010-2014	2015-2019	Total
Single	2	6	22	30
Two	-	8	21	29
Three	-	5	8	13
More than three	-	1	3	4
<b>Total</b>	<b>2</b>	<b>20</b>	<b>54</b>	<b>76</b>

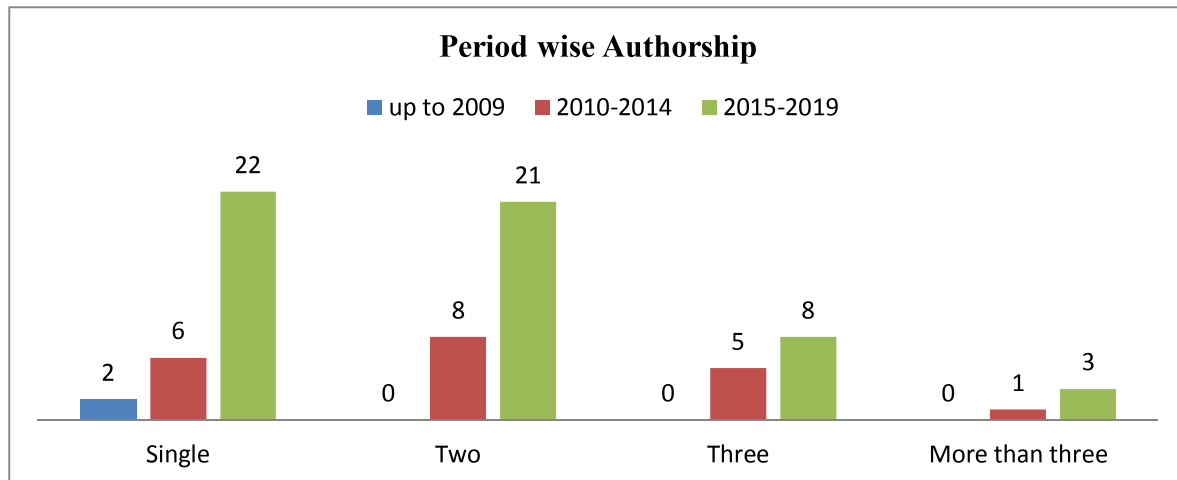


Fig. 2 period wise patter of authorship

Total 29 two authors contributed jointly, 30 single authors and 13 three authors contributed in their paper independently. This table reveals that there were only 4 more than authors were contributed jointly during the period up to 2019.

## **FINDINGS**

In this paper, we found that more than 30 articles written by Indian authors and the rest of 46 articles were written by foreign authors. Most of the articles were published in the 35 open access journals and the rest of the papers were published in 27 Conference Proceedings. All literatures were divided into 16 conceptual/subject categories, most of literatures written on 'Use of social media in libraries'. Maximum 17 (22.37%) articles were published in the year of 2016 than after it was published continuously till 2019. In these literatures maximum articles written by single and two authors compared to three and more than three authors.

## **CONCLUSION**

This study reveals that the literature on social media and social networking in libraries are available since beginning in 2008. In this study, we found that the concept of social media and social networking in libraries applied from 2008 on words, all the literature was available through online open access journals and some of the literature was available from conference proceedings. Majority foreign contributors were written on it compared to Indian contributors.

## **REFERENCES**

1. Ansari, A., & Hasan, M. (2015). Use of Social Networking Sites in Library and Information Centres. *National Conference on Library Information Science and Information Technology for Education*, (pp. 84-89).
2. Anuradha, P. (2016). Social Networking and Its Application to Academic Libraries i this Digital Era. *International Journal of Innovative Research in Advanced Engineering* , 12 (3), 19-23.
3. Chakrabarti, A. (2016). Social media and libraries: A symbaitic relationship for the 21st century librarianship. *International Journal of Digital Library Services* , 6 (2), 32-43.
4. Das, J., Mitra, S., Saha, I., Mahato, P., & Manna, S. (2016). Facebook as a promotional tool: A study of the University Libraries in India. *From ownership to Access: Leveraging the Digital Paradim* (pp. 186-191). New Delhi: Synergy Books India.
5. Dhingra, S., Karla, J., & Verma, R. (2016). Using of Social Networking Toolsin Select University Libraries in Digital Region: A preliminary study. *From ownership to Access: Leveraging the Digital Paradim* (pp. 178-180). New Delhi: Synergy Books India.

6. Gandhi, V. K. (2019). Use of Social Networking & Smart Phone Application in Libraries. *International Conference on Knowledge Organization in Academic Libraries* (pp. 419-427). Vallabh Vidyanagar: Parshva Publication.
7. Gomathi, P., Rabinandhini, A., & Sathiya, P. C. (2016). Awareness and use of Social Networking Sites by Research Scholars of Periyar University, Slem, Tamilnadu- A study. *From ownership to Access: Leveraging the Digital Paradim* (pp. 181-185). New Delhi: Synergy Books India.
8. Gupta, R. K., Gautam, J., & Khare, V. (2014). Awareness and use of social media applications among library staff of power sector organizations. *Annals of Library and Information Studies* , 61, 320-331.
9. Jalal Uddin, S. M. (2019). Social Media and Innovative Library Practices. *International Conference on Knowledge Organization in Academic Libraries* (pp. 204-209). Vallabh Vidyanagar: Parshva Publication.
10. K, M. H., & E, S. (2011). Perception and Use of Social Networking Sites by the Students of Calicut University. *DESIDOC Journal of Library & Information Technology* , 31 (4), 295-301.
11. Kadam, S. (2014). Impact of Use of Social Networking Sites on Libraries. *Knowledge Librarian* , 1 (1), 116-124.
12. Kalra, J., & Dhingra, S. (2016). Use of Social Networking Tools by the Libraries of Central Universities of India: A Study. *International Journal of Library Information Network and Knowledge* , 1 (1), 1-13.
13. Kasimani, C., & Kasilingam, K. (2018). The Impact of Social Media in the Library Service. <https://www.researchgate.net/publication/326626343> (pp. 1-9). <https://www.researchgate.net/publication/326626343>.
14. Kenchakkanavar, A. Y. (2015). The importance of social networking sites for possible implications and promoting libraries. *International Journal of Digital Library Services* , 5 (2), 78-87.
15. Krishnasamy, G., Manthiramoorthi, M., & Thamaraiselvi, M. (2019). Impact of Social Networking Sites Among Job Seekers in Public Libraries in Chennai: An Analytical Study. *International Conference on Knowledge Organization in Academic Libraries* (pp. 492-498). Vallabh Vidyanagar: Parshva Publication.
16. Kumari, M. (2016). Academic Library Services Through Social Networking Sites With Reference To Facebook. *Imperial Journal of Interdisciplinary Research* , 1 (1), 329-334.
17. Malik, K. L. (2019). Use of Social Media Sites by K.V.M. Users, Kanpur: A Study. *International Conference on Knowledge Organization in Academic Libraries* (pp. 435-445). Vallabh Vidyanagar: Parshva Publication.
18. Mishra, C., & Maharana, B. P. (2019). Impact of Social Media on Academic Business School Libraries in India: An Empirical Study. *Library Philosophy and Practice (e-journal)* .
19. Panjrolia, D. (2019). Social Media and Innovative Library Practices. *International Conference on Knowledge Organization in Academic Libraries* (pp. 701-708). Vallabh Vidyanagar: Parshva Publication.

- 
20. Parveen, N. (2016). Social Media and its applications in Libraries. *From ownership to Access: Leveraging the Digital Paradim* (pp. 175-177). New Delhi: Synergy Books India.
  21. Parveen, N. (2011). Use of Social Networking Sites (Facebook) in making awareness among the Library and Information Science Professionals of University Libraries of U.P: A case study. *International Journal of Digital Library Services* , 1 (1), 9-17.
  22. Pradhan, B., & Pradhan, A. (2016). Social Networking (SN) and its Applications in Libraries. *International Journal of Next Generation Library and Technologies* , 2 (2), 1-9.
  23. Prasad, S. (2016). Social Mediaand its Applications in Libraries. *From ownership to Access: Leveraging the Digital Paradim* (pp. 192-195). New Delhi: Synergy Books India.
  24. Rao, K. S., Subangi, M. C., & Malhan, I. V. (2019). Social Networks as a Platform for Academic Interaction: Possibilities and Challenges for Indian Academic Libraries. *Asian Journal of Information Science and Technology* , 9 (S1), 6-10.
  25. Sahoo, D. R., & Dhara, S. (2015). Social Networking Tools for Library Service. *International Journal of Innovative Science, Engineering & Technology* , 3 (2), 702-714.
  26. Saxena, R. (2019). Role of Social Media In Libraries. *RESEARCH REVIEW International Journal of Multidisciplinary* , 4 (4), 1633-1635.
  27. Saxsena, A. (2016). Social Media and Its Applications in Libraries. *From Ownership to Access: Leveraging the Digital Paradigm* (pp. 196-199). New Delhi: Synergy Books India.
  28. Vinay, R., & Sampath, K. B. (2019). Academic Research Productivity as reflected in Social Media:An Altmetrics Analysis. *International Conference on Knowledge Organization in Academic Libraries* (pp. 294-301). Vallabh Vidyanagar: Parshva Publication.

---

<sup>i</sup> [https://www.living-democracy.com/pdf/en/V4/V04\\_P03\\_U09\\_TM\\_9A.pdf](https://www.living-democracy.com/pdf/en/V4/V04_P03_U09_TM_9A.pdf)

<sup>ii</sup> <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1460-2466.1998.tb02736.x>

<sup>iii</sup> <https://pdfs.semanticscholar.org/284e/01ceca1e57c6cd9177de00ecea87344b6baf.pdf>

## Media as a tool for Social Change

**Mahesh D. Baraiya , Co - Author : (2) Arti A. Virda Binaben B. Vadhiya ,  
Research scholar, Department of sociology, Saurashtra University,` Rajkot.**

### Abstract

Debates about the role of media and communication in social change are central to our discipline, yet advances in this field are hampered by disciplinary fragmentation, a lack of shared conceptual language, and limited understanding of long-term shifts in the field. To address this, we first develop a typology that distinguishes between approaches that foreground the role of media and communication as an agent of change, and approaches that treat media and communication as an environment for change . we then use this typology to identify key trends in the field since 1951, including the sharp downturn in work focusing on economic aspects of change after 1985, the decline of grand narratives of social change since 2000 , and the parallel return to media effects. We conclude by outlining the key traits of a processual approach to social change , which has the capacity to offer the basis for shared language in the field . this language can enable us to think of media , communication and social change across its varied temporal and social planes, and link together the processes involved in the reproduction of status quo with fundamental changes to social order.

**Keywords:** tool for social change, social change, media , communication, process, modernization, cultural change, role of media, media and society, Television .

### Introduction:

In the age of information and technology where the drastic development in the communication systems is continuously transforming information society to knowledge society. One of the major contributors of this change is the advent of Social media with the dawn of new millennium. Marshall McLuhan's idea of global village has become a reality in the contemporary times with the advent of social media and user friendly apps and has mitigated constraints of time and distance. It has been a boon for humanity to be united at, cultural, emotional, intellectual and economic levels, by exchanging and sharing a global pool of information resources. The emergence of new digital communication technology providing social platform for the global media consumers



to voice their thoughts and ideas in terms of literal as well as audio- visual representation. With the advent of new middle class acting as the key actors in several new social movements which has shifted its focus from the economic concerns to specific changes in public policies including lifestyle, social structure and culture.

**Sociological perspective:**

Dennis Mcquail has described media as engine of change. The question arises whether media truly working as an engine of social change or not. Media should come out of infotainment syndrome. Media is a means of socialization. A.A. Berger has opined that “What is important about informal socialization is that people generally do not recognize that they are being taught what roles to play and how to play them, what values to espouse, what attitudes to have, what goals to strive for, and so on.” The specific role that media can play in country like India can be very well examined here. In the post globalization era, value erosion is a serious problem. Media can sustain to resist collapse of values in the materialist world. It has been observed that “Media critics must be aware of the values demonstrated by the characters portrayed in mass mediated production and should examine what these values suggest about society.” Media can strengthen moral and spiritual values in the cross cultural and multi dimensional society. The content in media is based on public arts and Berger has rightly observed that “Media analysis need to bear in mind that they are concerned with works of art when they examine sitcoms.” In India whether directly or indirectly the TV programs are affecting social mind set which can be described as social milieu and cultural ethos. Gisbert has rightly pointed that “Institutions are usually defined as certain enduring and accepted forms of procedure governing the relations between individuals and groups.” Media is such a social institution having role, relevance and effectivity in the contemporary period. Mass media is closely related to traditional folk media. It has been observed that “Intimately related to customs and institutions, with which we have been dealing so far, is the question of folkways and mores.” Folk media is a vehicle of social change and it can be used in modern electronic media for bring social change. At present the folk content in electronic media is not less than 4% .

**Media and social change:**

At present media has to face many challenges in bring social change. Sahoo has observed that “Interest in sustainable development and reduction of poverty has grown along with the spread of globalization.” In agro based society in India media can educate people for bringing awareness

regarding sustainable development. However, the role of media can be effective and supporting when good governance is attained. It has been noted that “Dreams will be realized only when honest, efficient and foresighted selfless governance is manifested in all fields and all states.” In India socio economic development programs are more in number but their faster implementation alone can bring change. Inclusive growth for sustainable development is the motto of 12th Five Year Plan in India. India is trying to maintain and improve high growth rate. Sahoo has further observed that “Higher rate of growth and inclusive or widespread growth are not antithetical to each other. In vast country benefitting larger number of people belonging to all sections of society, people require conscious and careful planning and sympathetic governance.” But it should reflect changing profile of society. Mass media in India have to bridge urban rural gaps, because the fruits of development are not equally shared by people in villages. In India 2004 it has been observed that life of the people in ancient period was “peaceful and fruitful as there were limited desires of the people.” In order to fulfill rising hopes and aspirations of millions of people in India, media has to reflect their hopes and aspirations. . In the democratic system, grievances of the people can be heard and social justice can be imparted to them. In the medieval feudal structure, “rulers were never bothered for people and only acted in their own interest.” Now India being sovereign secular democratic republic there is a need to understand social problems effectively. Good governance can help to attain greatest happiness in greatest number. In the British period very limited transfer of power was made. In so called decentralization, Britishers it was merely an arrangement to suit their imperial requirements.” Now in Gram Swaraj in India local self governments are focusing on reflecting hopes of villagers through Gram Sabhas. Media can be vehicle of social and cultural change. Nair and White have observed that “Socio cultural change is the goal of development communication.

### **Agent of Social Change**

Development journalism has no fixed boundaries or parameters. Yes, it is an instrument of social change. It is different from conventional journalism inasmuch as it makes development journalists participant observers in the execution of a particular programme. It also gives them equitable access and participation to wider audiences, across diverse communities (Loo, 2009). Development journalism, like conventional journalism, does not depend on official press releases, even though the journalists concerned would need to peruse them carefully for an objective evaluation of a scheme under scrutiny. The former is a step ahead of the latter because a

development journalist is a participant observer of any given programme. The journalist concerned not only lives and interacts with the villagers but also watches, say, the execution of a scheme, from a ringside view and as they (the villagers) experience. With the practical insight a development journalist gains, he/she would be able to make a fair and dispassionate analysis of the scheme. It is for this reason that a development journalist is said to have the power and capacity to influence the decision-making process.

Development journalism does not simply cover news stories about rural India. While the issue of reporting rural India is a major component, development journalism per se is a lot more. Essentially, it is a form of journalism that covers news about socio-economic issues that are often neglected by the mainstream media, highlighting these issues and helping find solutions for them to promote growth and development. Conventional journalism, however, has a very sharp focus on the major happenings of the time, on keeping up with breaking news as it happens. In the process, many important issues get neglected, which is where development journalism comes in. Compared with conventional journalism, development journalism is about more than just chasing a particular story. It focusses on an issue, reports about it, and then returns to it to keep track of the progress.

Development journalism is often equated with social activism. There is indeed a subtle distinction between the two. In a developing country like India, where most people are blinded by the glory of the growth story, there is an imperative need for an activist kind of development journalism to open people's eyes to the problems still lurking in the shadows. Unfortunately, development journalism has not received the attention it deserved either by the print or the electronic media in the country. Thanks to the Chhatera experiment spearheaded by Mr B.G. Verghese, the then Editor-in-Chief of The Hindustan Times in the sixties, the print media had amply demonstrated how a newspaper's resolve and pro-active role can help transform an underdeveloped village in Haryana close to New Delhi and improve the quality of life of the people in many spheres of activity (Verghese, 2010). Sadly, no newspaper has hitherto replicated or carried forward an experiment of that dimension elsewhere. Part of the problem lies in the typical mindset of the newspaper editors, including the mandarins of the marketing department. Experience suggests that even when reporters, after due clearance, do stories on development, they are either spiked or kept in the queue for future use on a lean day.

**Relationship between change and social order :**

This brings us to the second key difference between the two approaches, which concerns the relationship between social change and social order. The environment for change approach always focuses on social changes that entail fundamental alterations to the existing social order – the replacement of traditional with modern societies, the shift from authoritarianism to democracy, etc. In contrast, the agent of change approach tackles changes that can hold diverse relationships with social order, and can either contribute to its dismantling or to its reproduction. Work concerned with the involvement of the media in socialization (e.g. Rosengren, 1994) provides a case in point. Socialization is, above all, a process by which a society reproduces its established rules, norms and hierarchies by means of passing them on to new generations, and it has been widely accepted that the media constitute a key socialization agent. From the perspective of individuals concerned, socialization is clearly a process of change, which involves than change. The roles, statuses and modes of behaviour can change from generation to generation, and these changes may constitute part of a more fundamental process of change, but this is by no means necessary. A similar argument can be developed in relation to changes initiated by the effects of campaigns during routine elections; while such campaigns do have capacity to provoke changes among voters, and these changes can eventually lead to more profound social shifts, they can also end up consolidating the status quo. It is of course possible to envisage the media playing a role in socializing youth into a radically new social order, as for instance after a major political upheaval such as the advent of communist rule in post-World War Two Eastern Europe. However, existing research and theorizing on media and socialization – perhaps because of being conducted in the context of relatively stable societies of the Global North in the post-World War Two decades – tends to emphasize the conformist role of the media (McQuail, 2005: 494). Indeed, many of the classic theories on media effects, including those that seek to move beyond short-term effects and theorize the cumulative effects of communication over long term – such as Noelle-Neumann’s spiral of silence (1974) or Gerbner’s (1998) cultivation theory – emphasize the involvement of the media in reproducing the status quo or at best in fostering incremental change, rather than initiating a fundamental transformation. As such, they clearly differ from work in the environment for change category. a transition from childhood to adulthood and entails the gradual adoption of social roles, statuses and appropriate modes of behaviour associated with each. From the perspective of society, however, processes of socialization tend to result in stability and continuity rather.

**Role in Society:**

Whether we realise it or not but Social media has a great impact on society. Social media sites have taken over our lives. In my opinion it has a positive impact. It has definitely made us closer with the relatives, friends and other people who are residing in other countries. It is a place where we can contact anyone around the world at any time. We can also share elements of our life, from what we enjoy to photos of ourselves and those in our lives. It is like being a part of that person's world, even though distance keeps us apart. But not all consequences of this technology are good ones. It has allowed us to hide behind screens and limited our social interaction face to face. Nowadays, people have so many members on their Facebook friends list but less number of people whom they see on a semi-regular basis. Social media has an enormous impact on each and every institution of our society. Even politics, culture, economics condition also gets influenced by the social media.

### **Television and Social Change:**

Television was seen as a catalyst of social change and national development, sensitizing society about social justice, educating the population and developing and uplifting its human resources (Acharya, 1987:90,117). Television at present has occupied an important position in homes and research studies have pointed out that perception of the television messages, images and ideas shape the entire social system. The present out reach of television has created awareness and appreciation of the socio-cultural ethos of our different regions. Television has contributed to breaking the social barriers and inculcation of scientific temper in our masses. Studies have shown that exposure to media leads to the appreciation of social and cultural ethos. For any social change to take place flow of information is of prime importance. It increases the understanding of the people regarding the issues and develops common feeling for the need for social change. Information bridges the gap of understanding between the people and helps them to unite for the cause. Television has done this job by contributing to the information explosion Devi, Meena (2009, p-166,167).

Television has profound impact on our Indian society. It has occupied an important position in Indian households and therefore it is bound to make an impact on the individual and the society as well. Television in India is developing fast as the major source of enlightenment, leisure and infotainment. Television has been strongly influencing the social lives of Indian women since its advent in India. It has strongly affected their attitudes and emotions. Television has played a vital role in changing the personalities of Indian women by improving their thinking and

understanding abilities. Television as a mass media has created awareness among Indian women about their privileges and rights. Television has established itself the most powerful medium of communication both among educated and uneducated women. Though, it has affected the relations within the family, yet its effective role in moulding the personalities of women could not be denied.

**Conclusion :**

Television has played a prominent role in the social lives of Indian women. It has proved as the major source of learning and entertainment for both educated and uneducated Indian women. It has created mostly positive impact with few negative impacts as well. It is prominently seen growing dependency of Indian women on television has many social effects in their lives and thus leading Indian women on the path of progression and development. Television as a mass media has really helped in emerging into the new economic patterns that are responsible for making women acquire a new status and a new social stature. Thus, a powerful fact is created that television as medium of mass communication has brought a social change in Indian women in a positive manner.

**References :**

- Gisbert, p. "fundamental of sociology" orient black swan, new delhi, 2011
- Srinivas melkote and v.chandrasekhar "communication gap in development" rawat publication new delhi, 1992
- Keval j. kumar "mass communication in india" jayco books, Mumbai, 2004
- Acharya, r.n. , television in india, mass publication, 1987
- Saxena, g. television in india – changes and challenges, vikas publishing house pvt. Limited, new delhi (1996)
- Devi, meena radio and television journalism, alfa publications, new delhi (2009)
- Choudhary.r., role of media in society, mehra offset press, new delhi (2010)
- Prasad k. communication, modernization and social development, b.r.publishing corporation, delhi (2002)

## **Training and Role of Media in Information & Education System**

**Malaykumar Shaileshbhai Maniar, Research Scholar, Department of Computer Science. Madhav University, Abu Road, Rajasthan.**

### **ABSTRACT :-**

This paper is demonstrating the connection between the media and instruction. It contains the job and significance of media in giving training, rustic instruction and for ecological mindfulness. It additionally discusses the utilization of media in study hall and in the showing learning process. This paper is speaking to the broad and outrageous utilization of media in instruction substance and its social effect upon society in light of its innate capacity to arrive at huge number of open.

Keywords:

Instruction, Media, social effect, natural mindfulness

### **INTRODUCTION:-**

Training is the way toward learning and knowing, which is not limited to our school reading material. It is an all encompassing procedure also, proceeds through our life. Indeed, even the customary happenings also, occasions around us instruct us, in either way. It would not be an embellishment to state that the presence of individuals is unbeneficial without training. An informed individual can change the world, as he/she is overflowing with certainty and guaranteed of making the privilege moves. It Makes Better Citizens, Ensures A Productive Future, Opens New Vistas, Spreads Awareness, Helps In Basic leadership, Bolsters Confidence.

The term media is gotten from Medium, which implies bearer or mode. Media means a thing explicitly planned to contact a huge crowd or watchers. The term was first utilized with the coming of papers and magazines. Notwithstanding, with the progression of time, the term widened by the innovations of radio, TV, films and Internet. On the planet of today, media has become nearly as important as nourishment and apparel. The facts demonstrate that media is assuming an extraordinary job in fortifying the general public. Its obligation is to illuminate, instruct also, engage the individuals. It encourages us to know current circumstance around the globe. The media has a solid social also, social effect upon society. In light of its intrinsic capacity to arrive at huge number of open, it is generally used to pass on message to fabricate popular conclusion and

mindfulness.

The job of media in instruction is apparent today by the number of PC labs, TVs and libraries that have become some portion of educational program in many schools today. Media comes in various structures and each structure influences the way understudies learn and decipher data. Media has brought the world closer (globalization) with the goal that now understudies from various colleges in various pieces of the world are associated through a minor web association. In the midst of the data unrest broad communications has gotten such a gigantic piece of our lives.

## **2. ROLE OF MASS MEDIA IN PROVIDING INFORMATION & EDUCATION**

Broad communications :-

TV programs, web websites, feature-length films, papers, music tapes and CDs, magazines, announcements, radio projects: basically, a device/innovation which is utilized by somebody to transmit a message to an enormous outer crowd is called broad communications.

John Dewey expressed that instruction couldn't be restricted inside instructor and educated without social condition. So broad communications is one such intense power in the social condition of training. Through present day electronic procedures and advancements, broad communications demonstrate that training is, extremely far reaching not restricted to four dividers of the study hall.

Truly, broad communications are the instructive mechanism for the mass furthermore, mass instruction. Regardless of position, shading, geological, sociological, conservative assorted varieties mass media demonstrate as a significant methods for the instruction to all. Humanity gets a lot of data from the across the board broad communications for example paper, TV, radio, magazines, diaries, films, and so forth. It is evaluated that mass media may substitute the genuine study hall educating in future.

## **3. ELEMENTS OF MASS MEDIA :-**

### **1. Giving Information :**

These media help in dispersing data for the mass. Individuals obtain distinctive information rapidly.

### **2. Giving professional data :**

Media help in giving professional and expert data to a bigger gathering of the network.



3. Spreading mindfulness and metro obligation :

Individuals can know about various issues of the general public and their job in changing society through broad communications. Individuals know their privileges and obligations for the country unmistakably.

4. **Instructive projects:**

Mass Media help in forming suitable habit for different programmes and they utilize their leisure time in a productive way. It also influences the behavior of the people through different programmes.

5. Job as a non-formal organization:

Presently in a progressed society broad communications are not treated as casual offices of training. They are called non-formal organizations due to its wide inclusion of instructive things in a precise way. It is seen that these media can substitute the homeroom educating in future.

In this way, broad communications are the fundamental methods for teaching the society. These are the least expensive and speediest methods for the Instruction for the individuals. The effect and inspiration is snappy through broad communications. The educator must utilize the instructive media and strategies successfully in the study hall.

4. **BROAD COMMUNICATIONS FOR RUSTIC TRAINING AND ECOLOGICAL MINDFULNESS**

Broad communications and print media and its utilization play a significant job for the advancement of country instruction. Different structures of broad communications, for example, TV, radio, convenient video cameras, intelligent video, PC and print media (news papers, magazines notices, and flyers) can be utilized for the advancement of country instruction. Entryway darshan is broadcasting the most recent data on farming instruction and rustic advancement through electronic media, covering greater part of country populace. The discoveries of different investigations expressed that effect of TV was more on little ranchers and unskilled people. They viewed the agrarian projects and embraced the prescribed practices. A greater part of the ranchers saw Television programs for training.

Horticulture is the pillar of the Indian economy and around half of the Indian populace still gets their work legitimately from farming. A large portion of India's poor live in provincial regions and

are occupied with horticulture. Atmosphere change and nourishment security have become consuming issues in the world. Proceeded with deforestation is a significant test for woods and vocation and one of the significant reasons for natural debasement in India can be ascribed to fast development of populace, high is antagonistically influencing the common assets and condition. The developing patterns of populace and subsequent interest for nourishment, vitality and lodging have extensively changed land - use rehearses and seriously corrupted timberland territory just as condition. These remember pressure for land and woods, loss of biodiversity, rising interest for vitality, a worldwide temperature alteration, environmental change, water shortage and contamination. For farming advancement, information and data on ranch advancements, strategies also, rehearses should be bestowed to the ranchers at the privilege time. Broad communications (electronic and print media) are playing important job in making natural mindfulness and spread of new farming innovations among the rustic individuals. Distinctive data apparatuses like radio, TV and news paper are spreading mindfulness identified with environmental change and condition assurance among the rustic individuals at the quicker rate than individual contact. The creation and circulation of pieces of literature, for example, book, magazines, paper and pamphlet may help in move of new data's and advances while radio and TV are the significant instruments for dispersal of brisk data.

#### 5. **THE ROLE OF SOCIAL MEDIA IN INFORMATION & EDUCATION LIFE:**

Nowadays we are living in the quick creating society which consistently offers its occupants an extraordinary number of new conceivable outcomes. Prevalently, these one of a kind chances concern the progression of online networking that have discernibly penetrated the cutting edge training world. Truth be told, it is certainly not a mystery that most of educators and teachers profoundly welcome the intensity of these devices which lies in the capacity to draw in, spur just as to include the understudies into profound examination and reasonable discourse.

As a rule, the expression "web based life" infers the quantity of exercises that incorporate mingling and systems administration on the web through words, pictures and recordings. Somewhat, it is a two way exchange which unites individuals to find what's more, share some data, interests just as thoughts. As a matter of fact, internet based life can run from social bookmarking, where all clients get an opportunity to share their Online libraries of connections and interface with one another's rundowns inside a positive online network, to online coordinated effort spaces.

#### 6. **EXECUTION OF SOCIAL MEDIA INTO INSTRUCTION LIFE:**

These days, numerous instructive foundations are starting to grasp web-based social networking into their regular day to day existence. It is a well known reality that Twitter and Facebook are viewed as the quickest methods for discovering data that may be of incredible esteem for all understudies. Amazingly, these sites can be effectively utilized for making a talk in the homeroom. Strangely, it is conceivable to make a visit room that can be inserted later to some blog and booked to open at a determined time. As a matter of fact, all instructors can without much of stretch draw new stories from any of these online sources and the understudies can set up any inquiries to build up the further discourse of the recently downloaded article. Talking about different web journals, they can be used to energize imaginative composing and to enhance language structure aptitudes. In this manner, the teachers here are free to propose their prerequisites for composing ventures that are to be satisfied by the understudies inside certain cutoff times. All in all, probably the greatest resource of each online networking device lies in uniting the understudies of all ages to assist them with a wide range of assignments, beginning with the schoolwork and completing with various examines. It is worth referencing that such marvel as geo-labeling has an extraordinary future point of view in instruction life, inferable from the reality that it very well may be utilized to target and discover essential information about the places that are being examined. Likewise, it has been logically demonstrated that internet based life can help the understudies in settling their commitment emergency. In reality, the absence of commitment has become the fundamental purpose behind understudies' ejection both from the course and school. For this situation, online networking connects with them into close correspondence and Coordinated effort with their teachers so the examining process is appropriately kept up.

#### 7. THE USE OF MEDIA IN TEACHING – LEARNING PROCEDURE:

Learning is a procedure to obtain information. It needs hard work and now and then will make understudies baffled and get exhausted, with the goal that they lose their consideration regarding an exercise. In this case, the utilization of media in instructing learning process is expected to stand out for students and to make teaching learning Exercises all the more intriguing and furthermore viable. The utilization of media in educating learning process is certainly not another thing. Numerous instructors realize that media will be useful.

Media give understudies something new, however not the entirety of educators Realize how to execute it effectively, so once in a while media upset learning process as opposed to helping understudies in learning process. This circumstance causes an issue. The utilization of media is

addressing whether it truly helps teaching learning exercises or not. In light of that supposition, the author needs to discover the reality of the utilization of media in instructing learning process, regardless of whether media can help educating learning process or not. By perusing this article, perusers will get a genuine encounter of the utilization of media, which can help learning process. Additionally, they will likewise know a few obstructions that may emerge from the utilization of media, how to conquer them, and detail case of how to lead instructing learning process by utilizing media, particularly globe what's more, map. This article will give a meeting of an instructor's involvement with actualizing media for instructing social thinks about.

The utilization of media in educating learning process has moreover a few preferences. Media could raise the understudies' advantage of the exercise and media is critical to lead understudies' consideration. Media increment understudies' obligation to control their very own learning. In a nutshell, we can say that the utilization of media in educating learning movement is acceptable.

#### 8. THE IMPORTANCE OF MEDIA IN THE CLASSROOM:

Media in the study hall connect with understudies in learning and give a more extravagant encounter. Media are helpful apparatuses for delineating an exercise, enabling understudies to see instances of what they are realizing. Intelligent media, for example, Smart Sheets enable understudies to move things on a screen for illustrative poses. Understudies see media as energizing learning helps, making getting the hang of engaging and less repetitive, as per the report "Advantages and Risks of Media and Technology in the Classroom "from the UCLA Office of Instructional Development.

##### 8.1 Claim to Multiple Learning Styles:-

Media advance to visual, sound-related and sensation students. Understudies can watch a motion picture, tune in to music or collaborate with advanced media on an intelligent Smart Board. Successful instructors don't depend on showing understudies in only one style however, utilize an assortment of styles to arrive at the best number of understudies. Giving a rich learning experience through study hall media keeps understudies engaged and occupied with learning.

##### 8.2 Makes an Authentic Learning Experience:-

Utilizing papers, leaflets, request for employment structures and news communicates gives valid chances to understudies to pick up utilizing genuine media. This strategy reproduces genuine encounters in which understudies must peruse, assess and translate data dependent on things that they need in their day by day lives. At the point when understudies use objects from the

genuine world, they can see the association between what they learn in school and how they can utilize the information as a citizen.

### 8.3 Reinforces Critical-Thinking Skills :-

Educators can utilize media to sharpen basic reasoning aptitudes. Understudies can expound on a tune, translate a motion picture or translate a news communicate. Educators can utilize the media to pose examining inquiries and encourage discourses that broaden outside fundamental ability to grasp questions. Instructors can likewise make extends in which understudies build up their very own media, utilizing homeroom media as a model. This hands-on movement provokes understudies to plan media, utilizing their own inventiveness and elucidations from study hall media.

### 8.4 Instructs Students to Use Media

Utilizing media in the homeroom shows understudies how to utilize furthermore, care for assets to facilitate their training. Understudies not just figure out how to utilize the Internet, a word reference or a paper for data, however they likewise figure out how to mind for and ensure the things they use, as indicated by the Center for Media Literacy. Understudies can likewise figure out how to decide the estimation of media and learn techniques to add to society, delivering their very own media.

## 9. CONCLUSION:

The media has the intensity of instructing individuals, the great and the awful. Since it influence the eyes, the ears and the brain all the while nothing can beat the impact of the media. The media in the propelled society ought to play out a honorable strategic edifying individuals and dishearten partisan, shared and troublesome patterns.

Media combination is reliably alluded to as a generally new wonder in instruction. Albeit complete media combination isn't yet typical in homerooms all through the nation, media's utilization in the study hall, much like that of innovation, is apparently old cap Although "motion picture day in the homeroom" has moved from slides and projectors to DVDs and YouTube because of rapidly changing innovations in the 21st century, media use in the homeroom stays common none the less .Hardly a nation on the planet is saved debate in training, however when one looks behind the occasionally anarchic scenes, there is a part about which to be idealistic and cheerful.

Generally, the broad communications and instruction have delighted in a love-despise relationship. On one hand TV and papers especially, have given broad and amazingly helpful instruction content. On the other, in any case, their newsrooms never appear to dither when discussion pops up.

The intensity of media is so broad and Colossal; it tends to be utilized to teach individuals with next to no cost. Media today is to illuminate the individuals about the most recent occurring around them and the world. They spread all parts of our advantage like climate, legislative issues, war, wellbeing, fund, science, style, music, and so on. The requirement for more and more news has developed into production of committed TV and radio channels and magazines. Individuals can tune in, watch and peruse most recent news at whatever point and any place they need.

**REFERENCES :-**

- [1] Cates, W. M. (1995). The technology of educational restructuring: planning for change in teacher education. *Computers in the Schools*, 11(4), 1-22.
- [2] Change, J., & Moores, T., & Smith, D. K. (2005). Prepare your mind for learning.
- [3] *Communications of the ACM*, 48(9), 115-118.
- [4] Clark, R. E. (1994). Media will never influence learning. *Educational Technology Research and Development*, 42(2), 21-29.
- [5] Clark, R. E. (1992). Media use in education. In M.C. Alkin (Ed.), *Encyclopedia of Educational Research* (pp.805-814). New York: Macmillan.
- [6] *Educational Research* (pp.805-814). New York: Macmillan.
- [7] Clark, R. E. (1983). Reconsidering research on learning with media. *Review of Educational Research*, 53(4), 445-459.
- [8] Crick, R. D., & Wilson, K. (2005). Being a learner: a virtue for the 21st century. *British Journal of Educational Studies*, 53(3), 359-374.
- [9] Jonassen, D. H., & Carr, C., & Yueh, H. P. (1998). Computers as mind tools for engaging learners in critical thinking. *Tech Trends*, 43(2), 24-32.

# The Role of Mass Media in the Development of English Language Skills

George, RK, Ph D Student, School of Education, Gujarat University

## Abstract

This study deals with the role of mass media in the development of English language skills among the students of Special English Class in Ankur School. The mass media covered were radio, television, magazines, newspapers and the internet. The descriptive method of research was used since it pertains to the prevailing conditions. To gather pertinent data, a set of questionnaire composed of five parts was administered to the respondents. The data obtained from the respondents were tabulated and treated statistically using percentage, ranking and weighted average. The analyses of the data generated the following results: the respondents were frequently exposed to the radio and television and sometimes to newspapers, the internet and magazines. In the print, internet and broadcast media, the respondents preferred the lifestyle section, musical program, news program, news magazine, and text-based and voiced-based chat. Listening, speaking, reading and writing skills were all highly developed through the exposure of the respondents to various forms of mass media. The respondents, in general, encountered slightly serious problems regarding the use of the various forms of mass media in the development of language skills. As for the measures that may be implemented to enhance language skills development through the mass media, the respondents strongly recommended that teachers should require students to read magazines and newspapers and make a synthesis paper on the articles that they read.

**Keywords:** Mass Media, Development of Language Skills, News Program and News Magazine

## Introduction

In a developing country such as India, use of the English language should be enhanced among students. The language skills (listening, speaking, reading and writing in English) must be developed in the youth, who will sooner or later be the leaders of the nation, particularly among the students of teacher training institutions who will become trainers of future generations. Measures

should be implemented to improve the language skills of these students especially those who major or specialize in English.

Exposure to mass media plays a vital role in the formation of language learning habits and skills and influences people. Mass media have the entire population as an audience and this fact makes their social importance obviously apparent. Because of questionable exposure of students to modern mass media and the awareness of the deficiency of these students in listening, speaking, reading and writing, the researcher was prompted to study the role of mass media in the development of these skills.

#### Objectives of the Study

This study aimed to assess the role of mass media in the development of language skills among the students of Special English Class in Ankur School.

Specifically, this study sought to achieve the following objectives:

1. To determine the extent of exposure of the student respondents to the different forms of mass media such as radio, newspaper, television, internet and magazine;
2. To identify the preferences of the respondents in terms of types of radio programs, types of television programs, types of magazine, sections of the newspapers, and educational sources on the internet useful for communication;
3. To determine the specific skills developed among the students upon their exposure to mass media in relation to their listening, speaking, reading, and writing;
4. To reveal the problems encountered by the students in the development of language skills.
5. To determine the measures proposed to enhance language skills development through the mass media.

#### Related Literature and Studies

English is a second language in India, and many books have been written about the language particularly on grammar. Some are also written about the different language skills: listening, speaking, reading and writing for effective communication. The English language form the foundation for effective communication which depends upon a person's ability to construct meaning through reading, listening and viewing. These skills are essential to the health of democracy and quality of culture and have become ever more important since the advent of modern communication media. Sadeghi (2007) stressed that lexicon and grammar are necessary elements for comprehension (the foundation for appreciation of thematic meaning and response in literature)



because comprehension is a part of the interplay between the readers linguistic knowledge, the writer, the text and the context. Student use and develop important skills as they read and think about topics, themes and issues in various subject areas. An effective reader is one who can comprehend new contexts. If they see themselves and others in texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society.

According to American Heritage Dictionary (2000), mass media is a means of public communication reaching a large audience through the television, radio and newspaper. Some media houses in India offer educational services to students. Specifically, the IGNOU has programs on English language besides other educational services. Senn and Skinner (2002) stated that students should also choose their own research topics, books and projects of personal interest in the independent reading course, which alternates with creative writing. The more students read and write the more likely they will be able to develop an essential understanding of the power of their written word. Not only books have been written about the importance of developing English language skills, but also many studies have been conducted. The researchers encountered some of these studies and included those which are relevant to the present study.

Study conducted by Livingstone and Bovill (2001) showed that adolescents all over the world now spend more and more time consuming entertainment media, including television, the internet, popular music, movies and videogames with media consumption estimated between 6-8 hours per day for children age 8 to 18 in the United States and other developed nations in Europe and Asia. With the advent of the New Media (Internet), the government is faced with the challenge of how it can be used to enhance national development.

In the study on the television, Colorado (2007) said that television can be another good way for English language learners to learn new words and improve their overall English skills. And it is best when television is used in moderation, and when shows are appropriate for young audiences. Carlson (2006) added that film and television distribution systems have massively expanded the range of programming choices available, intensifying the recognition that media have meaningful effects on values, attitudes and beliefs, learning and social behaviour of the children.

Methodology

Instrument

The study made use of the survey questionnaire as the major instrument and an observation guide as research techniques. The questionnaire devised by the researcher was tailored from the problems of the investigation. Salient factors that formed the entire questionnaire were supported by literature readings and by the academic faculty of school.

#### Validation

The survey questionnaire was validated by small network of the teachers of English Languages in terms of form, content and readability of items before it was tried out among prospective students of Special English Class.

#### Procedure

The researcher requested permission from the school authorities to conduct the investigation and administered the questionnaires among intended respondents. There was a 100 percent turn-out of accomplished survey instruments both from the students that responded to the questionnaire and from the teachers that responded to the observation guide. The respondents were observed by their respective instructors in English in addition to observations conducted by the researcher during direct encounters with them. The list of observations from the instructors and the researcher was consolidated and used to verify findings revealed in the questionnaire.

#### Respondents of the study

Table 1. Distribution of respondents

Class	Boys		Girls		Total	
	No	%	No	%	No	%
IX	2	10	14	21.87	16	19.04
X	5	25	9	14.06	14	16.67
XI	6	30	16	25	22	26.19
XII	7	35	25	39.06	32	38.09
Total	20	100	64	99.99	84	99.99

There were twenty (20) boys and sixty-four (64) girls that formed a total of eighty-four (84) students across the four-year levels who served as respondents in the investigation. The respondents were all enrolled in the Special English Class in the school year 2018-2019.

#### Presentation and Interpretation of Data

This paper presents and interprets data gathered from 84 respondents who were the students of Special English Class in Ankur School. The data were presented in tabular form and interpreted following the sequence of the specific problems raised in the study.

Extent to which Students of Special English Class are exposed to different forms of mass media  
 Mass media play an important role in the development of attitudes, values and language skills of an individual. The daily exposure to television familiarizes people with celebrities they look up to as models in speaking and gradually imitate them including gestures and their enunciation. Indeed, various forms of mass media contribute in one way or another to the development of the language skills. The table 2 shows that the student-respondents were frequently exposed to radio and television which received the weighted average of 3.78 and 4.11, respectively.

Table 2. Extent of respondent's exposure to different forms of mass media

Forms of Mass Media	Mean	Description	Rank
Television	4.11	Frequently	1
Radio	3.78	Frequently	2
Newspaper	2.89	Sometimes	3
Magazine	2.75	Sometimes	4
Internet	2.73	Sometimes	5
Total Mean	3.25	Sometimes	6

The respondents were not exposed too much to magazines because of its cost. Obviously, students are more exposed to television as being reflected in the table because they would not just be able to hear the voice of persons involved in a program but also to see them on screen.

Respondents' preferences on sections/types of mass media

The preferences of the respondents in terms of the types of radio and television program as well as the sections of the newspapers, types of magazines and educational resources/useful tools for communication on the internet were also considered by the researcher. Their preferences might have a bearing on the effort of mass media in the development of language skills.

Newspapers. The respondents' preferences on the various sections of the newspaper are indicated in table 3.

Table 3. Respondents' preferences on different sections of the newspaper

Section	Frequency	Percentage	Rank
---------	-----------	------------	------

Lifestyle Section	50	59.52	1
Feature Section	45	53.57	2
News Section	41	48.8	3.5
Editorial Section	41	48.8	3.5
Sports Section	38	45.23	5
Business Section	22	26.19	6
Classified Ad. Section	15	17.85	7

As indicated, 59.52 percent of the respondents preferred the lifestyle section. Newspapers help to improve reading habits, knowledge, and awareness. They can be part of good study habits for students in any area of specialization (Kumar, Singh and Siddigui, 2011).

Radio. The information regarding the respondents' preferences on the various radio programs are revealed in table 4.

The table reveals that 85.71 of the respondents favoured musical programs of Radio Mirchi/FM. Second in rank was newscast, such as BBC which was selected by 55 or 65.47 percent of respondents. Fifty-one (51) or 60.71 percent of the respondents opted to listen to soap opera.

Table 4. Respondents' preferences on types of radio program

Radio Programme	Frequency	Percentage	Rank
Musical Program	72	85.71	1
Newscast (BBC)	55	65.47	2
Soap Opera	51	60.71	3
Public Services	26	30.95	4
Special Program (interviews & Debates)	24	28.57	5.5
Sports (Cricket)	24	28.57	5.5

These data show that the respondents were fond of listening to musical programs.

Television. The data on respondent's preferences on the various types of television programs are presented in table 5.

Table 5. Respondent's preferences on types of television program

Television Program	Frequency	Percentage	Rank
News	50	59.52	1
Educational Show	48	57.14	2
Game shows	41	48.8	3

Drama	32	38.09	4
Entertainment	31	36.9	5
Cartoons	25	29.76	6
Talk-shows	15	17.85	7
Sports	10	11.9	8

Based on the data reflected in the table, 59.52 percent of the respondents favoured news. The respondents were fond of watching news on television since they considered news as an important assistance in their studies providing the day-to-day information on events that happen in one's life and of the country.

Magazine. The data on the preferences of the respondents regarding the types of magazines they read are indicated in table 6. The table showed that there were 69 or 82.14 percent of respondents who preferred to read news magazine. On the other hand, women's interest was chosen by 53 or 63.09 percent of respondents. Men's Interest magazine was one with 40.47 percent or 34 respondents.

Table 6. Respondents' preferences on types of magazine

Types of Magazine	Frequency	Percentage	Rank
News magazine	69	82.14	1
Women's Interest	53	63.09	2
Business Magazine	48	57.14	3.5
Special Field Magazine	48	57.14	3.5
Men's Interest	34	40.47	5

These data convey that 48 respondents favoured business and special field over other types of magazines.

Table 7. Respondent preferences on educational resources/useful tools for communication on the Internet

Educational Resource/useful tools for communication	Frequency	Percentage	Rank
Text/Voice based chat	75	83.28	1
Journals/Databases	55	65.47	1

Emails	53	63.09	2
WWW	51	60.71	3
Information retrieval	48	57.14	4
Online Newspapers	42	50	5
Remote Access	40	47.61	6
File Transfer	26	30.95	7

Table 7 shows that the respondents are more interested in text-based and voiced-based chat than any other educational and useful tools for communication on the internet. Further, it is time to encourage students to visit educational sites, especially on English language.

Language skills developed from exposure to different forms of mass media

It is presupposed that exposure of an individual to various forms of mass media help in the development of language skills. Tables 8-11 give the information on the language skills developed by respondents from their exposure to different forms of mass media. These skills include listening, speaking, reading and writing skills.

Listening. It is reflected in table 8 that in listening skills, “Improve listening comprehension” ranked first which garnered a weighted average of 3.96 and was described as highly developed.

Table 8. Listening skills developed

Skills	Mean	Description	Rank
Improve Listening Comprehension	3.96	Highly Developed	1
Understand, Evaluation, make decisions, and formulate opinion	3.89	Highly Developed	2
Identify and associate sounds with meanings	3.84	Highly Developed	3
Perceive the correct pronunciation of words	3.76	Highly Developed	4
Discriminate between sounds and words	3.69	Highly Developed	5
Stimulate imagination	3.63	Highly Developed	6
Use my auditory memory	3.58	Highly Developed	7

The result reveal that their listening comprehension was highly developed through listening to the radio. The educational radio seems to be advantageous for many reasons since students are able to listen to experts on subjects through the educational radio broadcast.

Speaking. Table 9 contains data on speaking skills which were developed among respondents.

Table 9. Speaking skills developed

Skills	Mean	Description	Rank
Make Proper pauses in speaking	3.77	Highly Developed	1
Produce vowel and consonant sounds accurately and automatically	3.75	Highly Developed	2
Speak with proper stress in words, phrases and sentences	3.63	Highly Developed	3
Use a pleasant tone of voice	3.59	Highly Developed	4
Correct my regional defect	3.51	Highly Developed	5
Improve my enunciation and articulation	3.46	Developed	6

The result reveal that when respondents listen over the radio and watch television, they usually hear, see how people speak and react and later on imitated them to ensure that their pronunciation is correct. By listening, watching and imitating how hosts of programs speak, they trained themselves in proper speaking and enabled themselves to produce sound pleasantly.

Reading. The summary data on reading skills developed through exposure to various forms of mass media is shown in table 10.

Reading Skills	Mean	Description	Rank
Analyse the structure of words	3.86	Highly Developed	1.5
Use context clues in discovering meaning of unfamiliar words	3.86	Highly Developed	1.5
Get main idea of passage	3.76	Highly Developed	3
Identify the figures of speech	3.73	Highly Developed	4
Associate word with a number of idea	3.66	Highly Developed	5.5
Learn the meanings of idioms and to use them	3.66	Highly Developed	5.5
Make generalization	3.61	Highly Developed	7
Note details within the passage	3.45	Developed	8

Mass media is also believed to help improve the areas on, “Analyse the structure of words” and “Use context clues in discovering meanings of unfamiliar words” and was ranked 1.5 with an average of 3.86 and described as highly developed.

Writing. In table 11, the data on the writing skills developed among respondents through their exposure to mass media is summarized.

Table 11. Writing skills developed

Writing Skill	Mean	Description	Rank
Spell words correctly	4.07	Highly developed	1
Use the capital letter correctly	4.07	Highly developed	2
Use punctuation marks correctly	3.9	Highly developed	3
Write a paragraph with correct indentation and margins	3.84	Highly developed	4
Organise and construct paragraphs by thoughts	3.69	Highly developed	5
Use words that are generally in current use	3.66	Highly developed	6
Use fresh and original figures of speech	3.59	Highly developed	7

The same results were drawn for the areas “spell words correctly” and “use capital letters correctly” as the first in rank with a weighted average of 4.07 and were determined as highly developed.

#### Problems encountered by respondents in the use of various forms of mass media

The respondents were asked on the problems they encountered on the use of the various forms of mass media such as radio, television, newspapers and magazines. The data obtained from the responses of respondents are indicated.

#### Problems in the use of radio

Table 12 presents the data concerning the respondent’s problems in the use of radio. The respondents ranked first the problem on “I cannot choose the radio program I like” which yielded a weighted average of 2.33. All problems concerning the use of radio were interpreted as slightly serious based on their weighted average. Last in rank was “I have some hearing defects” that received a weighted average of 1.88.

TABLE 12. Problems encountered by respondents in use of radio.

Problem	Mean	Description	Rank
I cannot choose the radio I like	2.3	Slightly Serious	1
There is no radio at home	2.25	Slightly Serious	2
I have no time to listen	2.21	Slightly Serious	3
I am not interested	2.2	Slightly Serious	4
I cannot understand easily	2.1	Slightly Serious	5
I have some hearing defects	1.88	Slightly Serious	6

The result revealed that most of the respondents do not have their radio at home and boarding house and accepted that they could not choose the radio program they liked.



### Problems in the use of television

The data on the problems encountered by respondents in the use of television are indicated in table 13.

Table 13. Problems in use of television

Problem	Mean	Description	Rank
I cannot choose the television program I like	2.21	Slightly Serious	1
There is no television at home	2.13	Slightly Serious	2
I am not interest	2.1	Slightly Serious	3
I cannot understand easily	2	Slightly Serious	4
I have some visual and hearing defects	1.78	Slightly Serious	5

All problems were interpreted as slightly serious.

### Problems in use of newspapers

In table 14, the data on the problem encountered on the use of newspapers are reflected.

Table 14. Problems encountered by respondents on use of newspapers

Problem	Mean	Description	Rank
I have no time to read	2.2	Slightly serious	1
I cannot buy newspaper	2.2	Slightly serious	2
I cannot understand easily	2.1	Slightly serious	3
I am not interested	2.07	Slightly serious	4
I have some visual defects	1.08	Slightly serious	5

The data implied that on the use of newspapers, time to read is a problem among respondents because of their studies and domestic tasks which they give priority over reading newspapers.

Table 15. Problems encountered by respondents on use of the internet

Problem	Mean	Description	Rank
Expensive	2.33	Slightly Serious	1
Addicting	2.25	Slightly Serious	2
Easy access to pornographic material	2.21	Slightly Serious	3
Mishandling can destroy one's personality	2.2	Slightly Serious	4
Forget to eat	2.13	Slightly Serious	5
Distracting studies	2.1	Slightly Serious	6
Lunch time is spent for the NET causing	2.0	Slightly Serious	7

neglect of other things

Bad information can be acquired	1.88	Slightly Serious	8
Creates dependency and laziness	1.78	Slightly Serious	9

It can be gleaned from the table that using the internet is expensive on the part of the students and it is also addictive especially when it has become part of one's daily routine.

Problems in the use of magazine

Table 16 shows the data on the problems encountered by respondents on the use of magazines. It reveals that the identified problems were described as slightly serious.

Table 16. Problems encountered by the respondents in use of magazine

Problems	Mean	Description	Rank
We have very limited magazines at home	2.29	Slightly Serious	1
I cannot buy magazines	2.28	Slightly Serious	2
I have not time to read	2.01	Slightly Serious	3
I am not interested	2	Slightly Serious	4
I cannot understand easily	1.8	Slightly Serious	5
I have some visual defects	1.78	Slightly Serious	6

The results revealed that respondents were not fond of buying magazines because of their cost and their time was focused on their studies.

Suggested measures that may enhance development of language skills through mass media

The foregoing problems identified with various forms of mass media which were perceived by respondents as slightly serious indicate some constraints for a continual development of language skills. However, wise use of prescribed media programs and segments can control the most obvious cause of problem on cost of accessibility so that such constraints can be outweighed by the identified benefits on the development of language skills. Hence, table 17 shows the suggested measures that may enhance development of respondents' language skills through mass media.

Table 17. Suggested measures that may enhance language skills development through mass media

Measures	Mean	Description	Rank
Teachers should require students to read newspapers and magazines and react to what they read	4.04	Strongly recommended	1
The use of mass media should be made part of every unit in	3.89	Strongly	2

the syllabus		recommended	
Increase the supply of TV, Radio, Tape-recorder, and film strips in instructional material	3.78	Strongly recommended	3.5
Schools should establish linkages with the broadcast media and publications	3.78	Strongly recommended	3.5
Students should be required to listen to radio program and make reaction to it	3.55	Strongly recommended	5
Students should be required to submit a project taken from a certain form of mass media	3.53	Strongly recommended	6
Students should be required to make report of what they read.	3.52	Strongly recommended	7
Invite regularly resource person/s experts on the various types of a mass media.	3.48	Recommended	8
Students should be given assignments whose answers can be taken from Mass Media	3.47	Recommended	9
Students should be required to share at least one item a day	3.44	Recommended	10

As shown in the table, the measures that may be considered in enhancing the development of language skills are “the teacher should require students to read newspapers and magazines and react to what they read”, was ranked first with a weighted average of 4.04; followed by “the use of mass media should be made a part of every unit in the syllabus” with the weighted average of 3.89;

#### Conclusion

The issue of media resources is vital in learning. This study has proved that individuals can be encouraged to learn through resources that they can find in their environments. And in the light of the findings of the study, the following conclusions were drawn:

1. The students of special English class in school have access and frequent exposure to all forms of mass media.
2. The use of mass media among the respondents revolve around lifestyle issues, musical programs, news programs, news magazine and text-based and voice-based chat.
3. The respondents considered their exposure to different forms of mass media as very helpful in developing their communicative skills.

4. The access and use of the various forms of mass media among students create slightly serious problems.
5. The student respondents are optimistic about the implementation of necessary measures that further enhance their language skills.

#### Recommendations

Based on the findings of the study, the following recommendations are hereby presented:

1. The evident access of students to various forms of media should be used as a vehicle for maximizing the development of listening, speaking, reading and writing skills.
2. Syllabi in selected English subjects must contain lessons and developmental activities derived from programs on radio and television and relevant articles from magazines, newspapers and internet.

- Anderson, D. R., & Collins, P. A. (1988). *The Impact on Children's Education: Television's influence on cognitive development*. Washington, D. C.: U.S. Department of Education.
- Buckley, Marilyn F. (1992). "Focus on Research: We listen a Book a Day; We speak a Book a week; Learning from Walter Loban." *Language Arts* .
- Colorado, Colorin. (2007). Using Children's Television to Learn Literary and Language.
- Cooper, Pamela J. (1995). *Communication for Classroom Teachers*, (5th ed.) Scottsdale, Ariz: Gorsuch Scarisbrick.
- Cabansag, John N(2011).*The Role of Mass Media in the Development of English Language Skills among AB English Students of Isabela State University, Philippines*
- Galvin, Kathleen M. & Cassandra B. (1994). *Person to Person: An introduction to Speech Communication*, (5th ed.) Lincolnwood, III: National Textbook Company.
- Hobbs, Renee. (1996). Expanding the concept of literacy. In Robert Kubey (Ed.). *Media Literacy in the Information Age*. New Brunswick, NY: Transaction Press.
- Lorch, E. & Sanchez, R. P. (1997). Children's memory for televised events. In P.W. van den Broek, P. J. Bauer, & T. Boung (Eds.), *Developmental spans in event comprehension and representation: Bridging fictional and actual events* (pp. 271-291). Mahwah, NJ: Erlbaum.
- Oyinlove, G. O. & I. O. Adeleye (2011) Impact of the Media on the Senior Secondary School Students Performance in Speech Work in English Language. 8, ( 4 )

- Rahmah Hashim & Becker, G. E.(2001). Internet Malaysia. nBangi (Malaysia): Department of Communication, UKM
- Sadeghi, K. (2007). The Key for Successful Reader-Writer Interaction: Factors Affecting Reading Comprehension in L2 revisited. *Asian EFL Journal*.

## Media as a catalyst for Social Change

Vani Pranav Kumar Bhatt (Phd-2nd year)

- Introduction
- Theme
- Conclusion

Is media a catalyst of social change?

**Vedic period** (1500BC-600BC) shows the process of communication and its intermingled chemistry with science as (SADHARANIKARAN and SARVASAMAJIKARAN with SAHRIDAYA) common compassionate emotion through the process of generalization of news and messages transmission, through verbal- mouth to mouth method, written method with signs and symbols in the form of manuscript and wireless transmission of data by Rishi Munis. The Vedic literature canvass is so vast that it may need billions of terabytes to get it on any form of media as data.

**Media is** conceptually defined as ‘Telecast send out in all directions by radio or television on a speech or news’. Here, *Operational Definition of Broadcast Media* is electronically mediated instrument used to spread information or the media particularly used to bring change in habits, communication ,views ,beliefs, opinion and thoughts of people that brings *mass Social change* regarding human nature, social institutions, social behaviors or social relations at large that impact culture and *perspectives* regarding every aspects of transformation is to be considered

.Media as a vehicle for development communication can affect culture and future of a person as well as country and as a powerful catalyst has the potential to create and solve problems by spreading awareness and motivation for social transformation in a larger interest of humanity should be checked from time to time.

**The Questions arises:** Should we not consider media a catalyst of social change or we have to accept that media has a very Significant relation with social change? This study would try to know and understand the concept, scope and impact of media as a powerful catalyst to educate, entertain, share information and to learn the skills to use media in better way in the common interest to eliminate the negative impact of media and insensible use of media by creating awareness, demonstrating how powerful tool it is to use it without authority and responsibility as a global citizen at any stage of human growth and development for any country to make or mar world and try to find out some applicable solutions to discouraged the misuse of media as a catalyst of social change to make world a happy home to live for every livings.. In addition to Financial Constraint and Time constraint constantly upcoming inventions and technology

updates and increasing numbers of platforms of new media and users the study is limited to data available till date of submission of research paper only.

### **Media researchers say;**

“The media plays a significant role in transforming society as a vehicle for development of communications, media has the potential to create awareness and motivation for social development and change by promoting both individual and communal interests in a society”. (Forbes, 2006) The Irish Times (Thursday, Sep 27,2018) reports :” Nearly two third of young people (64%) view social media platforms like Twitter, You Tube and Face Book as an essential part of bringing about social change according to new research from independent educational UK charity”. The Demos Report-“Plugged in: ‘Youth Engagement through social media found that 55percent of 35 to 50 year olds felt the same way about online activism while young woman were almost twice as likely as young men to campaign via social media”. Additionally social media appears to be vital to those who use it to communicate with campaign groups or charities: 50percent of young people who use it for this purpose do so on a daily basis. Trolling 7% used Face Book or Twitter to communicate directly with a politician or political party in the last 12 months.

(Source: <https://uniprojectmaterials.com>) It implies that two third of the world population is connected with various kinds of media directly. Keeping this in mind, let’s check out what other factors can be the catalyst for social change except this vehicle of mass communication before we come to any conclusion.

### **The other factors of the social change:**

Some of the factors other than power and impact of media on individual as a person and society as a whole are responsible for social change can be described under some heads : **Physical environment** as climate, storms, soil erosion, earthquakes, floods, droughts force people to move to different places and to reestablish their living style, habits and work **Demographic – biological factor** as population analysis shows that there is a direct relationship between population and economic social and cultural variables like poverty ,illiteracy, ill-health, family structure, forms of marriage, work etc because population and poverty are related with each other in terms of health and size of the family and for the country too as densely populated country

cannot provide luxuries to all the citizens compared to less populated country. **Cultural factor** as religious doctrine, moral values and beliefs, social relationship and ideas spread by different religious Gurus because social institutions cannot live on life shells within which life is extinct, **Ideational factor** shows social change with development of science and secularization of thoughts (in the sense they do separate from religious or spiritual connection and make worldly or unspiritual )that have impact on modern outlook and people change their customs and habits leaving far behind their traditional age old authority .**Economic factor** as urbanization, Industrialization, change in traditional systems of production with technology and new inventions divide families from rural and urban areas and **Political factor** implies change in ruling parties, change in law and order, amendments in constitutional laws regarding child marriage, remarriage, widow marriage ,divorce ,law of inheritance, succession, untouchability etc bring drastic social changes and the list includes all laws. How do all these factors spread to mass? The answer is simple: through various tools of communication i.e. media. It further emphasizes the powerful authority of media as an instrument of mass communication for individuals, companies and Government.

**Role of Welfare Government in the public interest:**

Government plays an important role in the life of a common people and media is the mouth of Government to convey the messages to mass in each and every field of human interest. In democratic countries, especially where private sector too plays an important role in the lives of population, since the beginning of traditional print media before independence in India the freedom of press for private publications remains a controversial subject of debate and discussion till date of new electronic media and age of internet even after Independence where every person is a journalist in the sense that he spreads his thoughts, views and opinions on every event local or global.

In 1960, if you were a civil rights worker and you needed to get some urgent news out to the rest of the world, you would likely head straight for a telephone. If you're a civil right activist in 2015 and you need to some news out, your first move to choose a social media platform, (Bijan Stephen in Wired) and now in the call of time is for Future **Crisis and measurement Summit 2020 to be arranged.**



**Impact created by today's media:** Let's consider some of the example:

**Face book**, the social media network has a third of the earth's population as active users i.e. two billion monthly.(2004 Interview on CBC with Mark Zuckerberg) face book has its largest user base in India with 279 million users as of July 2019 according to Statistics. Airways Flight 1549 took off from LaGuardia Airport in New York and stuck a flock of birds on the way up.

**One small Tweet** suddenly changed the whole world's attention and 155 passengers on board were landed safe successfully make an aviation history named "**Miracle on the Hudson (media as a savior)**).

**You Tube** is a massive entertainment Hub has the largest social media networks on the planet and more that 1.5 billion people log in every month to be viral hits. 3.4 million People were talking about

**Ellen's selfie** firstly state that no photographer is employed and secondly it has come to be a staple of how photos are taken and shared across social media as an opportunity of expression to everybody.

NASA's year in space is one of the most influential social media campaigns of 2016shows wildly powerful ability of social media to document the human condition and watched comfortably over the globe by millions of people to experience space first hand, see **media as a tool to educate mass**.

Since 2014, largely due to social media, the ALS Association has raised more than \$115 million for research towards Lou Gehrig's disease. Within 15 days of the campaign taking off the ALS Association has received \$15 million in donations from 307,600 new, first time donor. The Ice Bucket Challenge can help to act as a guide or **blue print for achieving viral success via social Media**.

Black lives Matter has become one of the largest in the social media history. **The Has tag** Black Lives Matter used more than 12 million times Twitter Has tag around a social cause. It is an incredibly powerful example how a social media Has tag **ignite action in the real world** and be tied directly to a major movement.

In India too political leaders use social media to generate various campaign like clean India inwardly and outwardly to educate and explain critical stages of transformation and issues of countries through debate and discussion on Television shows.

Researchers at the University of Washington examined more than three million tweets, Giga bites of You Tube content and thousands of **blog posts** and found that social media played a **central role in shaping political debates** in the Arab Spring. People who shared interest in democracy built extensive social networks and organized political action. Social media became a **critical part of the toolkit for greater freedom**. Social media carried a cascade of messages about freedom and democracy across North Africa and the Middle East and helped raise expectations for the political uprising. **Community support during world Tragedies;** Social media can mean the difference between a few minutes or even a few seconds, and in unforeseen often desperate situations, a few seconds can mean the world. Moments after the tragic events in Brussels, friends and family members turned to Facebook and Twitter for information regarding anyone they might have known to be involved. Following the Boston Marathon bombings, one quarter of Americans looked to face book, Twitter and other social media sites for information, even read **news papers and magazines** online, according to the Pew Research Center. Boston community members offered complete strangers a warm bed, food and a shower when roads and hotels were closed via a simple **Google Doc.Social media** also provides essential communication channels to Paris in 2015 and helped to give many people a feeling of comfort, of solidarity and a solace knowing that they would not have been to face this alone. It acted as a support system even though we were all thousands of miles apart. One of the biggest strengths of social media is the speed at which it can disseminate important information to a **large number of people in a very short time**. After a 7.0 earthquake hit Haiti in 2010, non –profits and relief groups used social media to mobilize rescue efforts and support the community in various ways (and the same when India-Gujarat faced earthquake in 26 th January 2001) According to a CNN report, social media –Twitter specifically- became a **pivotal tool in the fundraising** efforts that raised millions of dollars in aid for the country by and the use of social media helped to raise more than \$8billion in natural disaster relief. The earthquake and Tsunami in Japan (2011), Hurricane Irene (2011), super stormy Sandy (2012) Earthquake in Nepal (2015) and fire in the forest of Australia (2019) are examples of the power of instant communication. During Sandy

10,000 Instagram photos, Has tag sandy were uploaded per second, many compete with geo-tagged locations!

Social media provides real time, first person information so that people and organizations can make informed decisions about where to focus their efforts. New media is only 20 years young and the majority of growth and innovation has happened over the last few years. As the world population continues to increase, communities become more connected and the internet becomes available for more and more cities around the world, we will undoubtedly witness a deeper integration of social media into our everyday lives. It's a time to celebrate positive impact on our lives whenever we can. Let's not take this incredible tool for granted! 20 more years of powerful wonderful and world changing social media history and beyond marketers of social media and its impact on economy poll Google says Tiktok.

**To conclude,** Print media is studied under readership, studies of circulation, management rank level and usability of website is also a growing area for studies. From the view point of readers they read to entertain themselves, to kill leisure time, to keep themselves updated with whatever going on around the globe ,sometimes to relax and to relieve tensions of routine life and to find out what the other peoples 'views about things that are important as well as beneficial to themselves. Thurlow and Milo (1993) researched that only 3% of the students of campus read daily news papers. It might decrease to a significant level in 2020 due to social media as if people read, they read on electronic media mostly. Readership research serves to determine who reads a publication, what items are read and what gratifications the readers get from their choice. Circulation studies examine the various aspects of the delivery and pricing systems. Management studies look at the management structure and the impact of consolidation of ownership on news paper and magazine content and studies.

Phil Lo Casco (2012) says: ...Changes in broadcasting can happen in a matter of minutes...we are now competing with stations from around the world in addition to local competitions.

Electronic media research is a multimillion dollar business that continually changes because of the advancements in technology and improved research methods in two ways as rating and non rating research. Ratings are the most visible form of research used in broadcasting as well as the most influential in the decision making process. Non rating approaches as focus groups, music research, image studies and program testing are used frequently to collect data. Media owner and

news producers now realized that marketing programming, sales and decisions regarding any socio-economic or political campaign is to be carried out to acquire public support and constant research is an inevitable home work for every individual to be successful on social media through communication in whatever field they choose. Research in communication and social media can be used to solve the problem as time demand.

Examining the public relationship with media and the impact of internet is becoming a major issue to keep constant dog watch over the globe from all the perspectives and to cure the diseases before it hurts humanity or harm the natural and manmade resources with destructive nuclear mental set ups.

---

#### References:

##### Books:

\* Media and Society //9Critical Perspectives by Graeme Burton Rawat Publication Delhi

\* Mass Communication in India by Keval J.Kumar Jaico Publishing House Delhi

\*Mass Media Research by Roger D. Wimmer & Joseph R. Dominick Cengage Learning Delhi

##### Web sites:

\*<https://www.google.com>

\*<https://www.uniprojectmaterials.com>

\* <https://www.irishtimes.com>

\*<https://nealschaffer.com>

\*<https://prnewsonline.com>

Blog Post by James M. Lindsay (20/12/2018)

# લોકશાહી દેશમાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા:લોકમતના વિશેષ સંદર્ભમાં

**Dr.Diptiba K. Gohil, Assistant Professor, Political Science, School of humanities and social sciences, Dr.Babasaheb Ambedkar Open University, Ahmedabad.**

ભારત સંસદીય લોકશાહી ધરાવતો વિશ્વનો સૌથી મોટો લોકશાહી દેશ છે. સમવાયતંત્રી માળખું, સળંગ અને એકીકૃત ન્યાયતંત્ર, લેખિત બંધારણનોસ્વીકાર,મૂળભૂતઅધિકારોને બંધારણમાં સ્થાન અને રક્ષણની ખાત્રીએ ભારતના બંધારણની વિશિષ્ટ લાક્ષણિકતાઓ છે. લોકશાહી દેશમાં લોકમતનું ઘણું મહત્વ છે. પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા લોકમતના સંદર્ભે અગત્યની છે. લોકોનું રાજકીયકરણ અને સામાજિકરણ કરવામાં, લોકમત ઉભો કરવામાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા કેવી છે? અને કેવી હોવી જોઈએ? લોકોને રાજકીય ગતિવિધીઓથી, સરકારની નીતિઓથી, વિકાસની યોજનાઓથી વાકેફ કરીને લોકોનો મત ઉભો કરવામાં તેની અસરકારક ભૂમિકા છે.

આજના આધુનિક સમયમાં ભારત જેવા લોકશાહી દેશમાં કે જ્યાં શિક્ષણ, બેરોજગારી, ગરીબી જેવા પ્રશ્નો પાયાના અને અગત્યના છે ત્યાં પ્રચાર પ્રસારના માધ્યમો થકી લોકમત ઉભો કરવામાં આવે છે. ઘણીવાર સરકાર તરફી કે સરકાર વિરુદ્ધ લોકમત ઉભો કરવામાં તેનો આશરો લેવાય છે. લોકોનો ઘણીવાર મતબેંક તરીકે પણ ઉપયોગ થાય છે. પ્રચાર-પ્રસારના માધ્યમોની તટસ્થતા અને પ્રમાણિકતાએ આજના સમયનો સૌથી મોટો પડકાર છે.

- લોકમત એટલે શું?

સામાન્ય રીતે લોકો દ્વારા વ્યક્ત થતો મત કે અભિપ્રાય એટલે લોકમત. લોકશાહીમાં લોકમત એ પ્રાણવાયુ સમાન છે. રાજકીય પક્ષો માટે ઓક્સિજન સમાન ગણાવી શકાય એવો લોકમત ઉભો કરવામાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા સવિશેષ હોય છે. લોકમત ધારે તો એવો જુવાળ ઉભો કરી શકે છે કે તે ધારે તે રાજકીય પક્ષને સત્તા સ્થાને લાવી શકે છે અને ધારે તે રાજકીય પક્ષને સત્તા સ્થાનેથી દુર કરી શકે છે. લોકોને સ્પર્શતી બાબતોમાં સરકારની ગતિવિધીઓ, રાજકારણની બાબતો અને ગતિશીલતામાં લોકમતની ભૂમિકા અગત્યની છે. લોકમત ઉભો કરવામાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા ઘણીવાર ખુબજ હકારાત્મક તો ઘણીવાર નકારાત્મક પણ બનતી હોય છે. લોકમત તર્ક સંગત હોય તે ખુબ જ આવશ્યક છે. અસરકારક લોકમત દ્વારા લોકશાહીને વધુ સુદ્રઢ બનાવી શકાય.

- લોકશાહી અને લોકમત

લોકશાહીના વિકાસમાં તેને ટકાવવામાં તેનું સંવર્ધન કરવામાં લોકમત પાયાની બાબત છે. લોકમતમાં લોકોની ઈચ્છા અભિવ્યક્ત થતી હોવાથી તે તાર્કિક અને બુદ્ધિગમ્ય હોય તે પાયાની આવશ્યકતા, જરૂરિયાત અને

અનિવાર્યતા છે. સંચાર માધ્યમો ઘણીવાર સત્તાધારી કે રાજકીય પક્ષની કઠપૂતળી બનીને લોકમત ઉભો કરવાનો પ્રયત્ન કરે છે. એટલું જ નહિ તે જાળવવા અને ટકાવવા પણ એટલા જ પ્રયત્નશીલ હોય છે.

- અસરકારક લોકમતનીપૂર્વશરતો

1. પ્રજામાં લોકશાહીકરણની ભાવના કેળવાયેલી હોય.
2. લોકશાહીને જીવનરીતિ તરીકે સ્વીકારવામાં આવી હોય.
3. લોકોનું રાજકીયકરણ યોગ્ય રીતે થયેલું હોય.
4. પ્રજામાં ઐક્યની ભાવના
5. લોકમત ઉભો કરવામાં અગત્યની ભૂમિકા ભજવતા પ્રચાર-પ્રસારના માધ્યમોનોવિવેકપૂર્ણ ઉપયોગ કરવાની સૂઝ

- લોકમત ઘડનારા સાધનો

1. કેન્દ્ર કક્ષાએ- લોકસભા અને રાજ્યસભા
2. રાજ્ય-કક્ષાએ વિધાનસભા અને વિધાન પરિષદ.
3. સત્તાધારી પક્ષ, વિરોધપક્ષો અને રાજકીય પક્ષો
4. હિત જૂથો અને દાબ જૂથો
5. સામયિકો, પુસ્તકોચોપાનિયા વગેરે લિખિત સંચારના માધ્યમો
6. રેડિયો, ટેલીવીઝન વગેરે દ્રશ્ય-શ્રાવ્ય માધ્યમો
7. સભા અને સરઘસો
8. શૈક્ષણિક અને બિન શૈક્ષણિક સંસ્થાઓ
9. સંગઠનો અને સંપ્રદાયો
10. સોશ્યલમીડિયાના માધ્યમો ખાસ કરીને મોબાઈલ, ઈમેલ, ફેસબુક, વોટ્સએપ, ટ્વિટર, બ્લોગ વગેરે આધુનિક ઉપકરણો

- લોકશાહી દેશમાં પ્રચાર-પ્રસારના માધ્યમોની મુશ્કેલીઓ

રાજકીય યુનૌતી

સામાજિક યુનૌતી

સાંસ્કૃતિક યુનૌતી

- સૂચનો

1. આચાર સંહિતાનું પાલન
2. નાગરિક સમાજની રચના
3. લોકોની સ્વયંભુ જાગૃતિ
4. રાજકીય પક્ષોની ભૂમિકા

5. સરકારની ભૂમિકા અને જવાબદારી
6. પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા

સામાજિક સમસ્યાઓના ઉકેલમાં, રાજકીય જાગૃતિ લાવવામાં પ્રચાર-પ્રસારના માધ્યમોની ભૂમિકા જવાબદારી ધણી બધી છે. રાષ્ટ્રીય એકતા, રાષ્ટ્ર હિત તથા અખંડીતતા જાળવવામાં તથા રાષ્ટ્રના નિર્માણમાં આ માધ્યમો પોતાનો અસરકારક પ્રભાવ પાડે છે. નાગરિક સમાજની રચનામાં આ માધ્યમોને યોગ્ય મોકળાશ મળે તે પાયાની શરત છે. આ સાથે સાથે આ માધ્યમોની પણ એ જવાબદારી છે કે તે પ્રમાણિક, તટસ્થ રહીને નિરપેક્ષ રીતે પોતાનું કાર્ય કરે. લોકશાહીમાં લોકમત ઉભો કરવામાં પ્રચાર-પ્રસારના માધ્યમોનો સિંહ ફાળો છે તે વાત નિર્વિવાદ છે.

કી વર્ડ: લોકશાહી, રાજકીયકરણ, સામાજીકરણ, લોકમત, નાગરિકસમાજ, અચાર સંહિતા

- સંદર્ભ સૂચી

1. ભટ્ટી રમણીક, 'સમૂહ પ્રત્યાયનનું સમાજશાસ્ત્ર', યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય અમદાવાદ, પ્રથમ આવૃત્તિ, 2004.
2. મહેતા ચંદ્રકાંત, 'મીડિયા અને આચાર -સંહિતા', ગુર્જર ગ્રંથ રત્ન કાર્યાલય, અમદાવાદ. પ્રથમ આવૃત્તિ 2005.
3. ગુપ્તા ઓમ, 'મીડિયા ઓર સમાજ', કનિષ્કા પબ્લિશર્સ, ડિસ્ટ્રીબ્યૂટર્સ, નई દિલ્લી, પ્રથમ સંસ્કરણ, 2002.
4. બિષ્ટ પંકજ, ભૂપેન સિંહ, 'મીડિયા બાજાર ઓર લોકતંત્ર', શિલ્પાયન, દિલ્લી, 2012.

# Effectiveness of Media in Improving English language

ગોહિલ હિતેશભાઈ કાંતિભાઈ, પીએચ.ડી. સ્કોલર, શિક્ષણ વિભાગ, ગુજરાત યુનિવર્સિટી, અમદાવાદ.

અંગ્રેજી ભાષા સુધારવામાં મીડિયાની અસરકરકતા (Effectiveness of Media in Improving English language)

(Key Words : મીડિયા, શિક્ષણ, અસરકરકતા)

સારાંશ :

અંગ્રેજી એ સમયની જરૂરિયાત છે. આજે અંગ્રેજીનું મહત્વ નકારી શકાય નહીં. ભાષા હંમેશાં ખૂબ મહત્વપૂર્ણ હોય છે, કારણ કે તે વાતચીતનું માધ્યમ છે. જો કોઈ સ્થાનની ભાષા ન બોલી શકે, તો અન્ય લોકો સાથે વાતચીત કરવી ખૂબ મુશ્કેલ પડે છે. વાતચીત એ રોજિંદા જીવન માટેનું એક સાધન છે અને દરેક જણ તેનો ઉપયોગ દરરોજ કરે છે. અંગ્રેજી એ વિશ્વની સૌથી વધુ વ્યાપક ભાષિત ભાષા છે, અને જો કોઈને તે કેવી રીતે બોલવું તે જાણે છે, તો તે સંચારનું એક અમૂલ્ય સાધન હશે.

એકવીસમી સદીમાં મીડિયા એ શિક્ષણ ક્ષેત્રમાં ખૂબ જ મહત્વપૂર્ણ ભૂમિકા ભજવે છે. મીડિયા વ્યાપક પાઠ્ય કાર્ય કરે છે કારણ કે મીડિયાની શક્તિ એટલી વ્યાપક અને વિશાળ છે કે તેનો ઉપયોગ લોકોને શિક્ષિત કરવા માટે થઈ શકે છે. ખૂબ ઓછા ખર્ચથી શિક્ષણ દ્વારા એક જ સમયે 1000 લોકોને શીખવવામાં આવી શકે છે. મીડિયાના વિવિધ પ્રકારથી શિક્ષણમાં ઘણો ફાયદો થઈ રહ્યો છે, આજે શિક્ષણના વિવિધ વિડિયો ટ્યૂટ્યૂબ પર ઉપલબ્ધ મળે છે, વર્ગખંડમાં વિવિધ ટેકનોલોજીનો ઉપયોગ થવા લાગ્યો છે, આજે વિવિધ શાળામાં વર્ગખંડ પણ સ્માર્ટ ક્લાસ બન્યા છે, આમ મીડિયાના વિવિધ માધ્યમોનો શિક્ષણમાં ઉપયોગ થવા લાગ્યો છે. આ બાબતને ધ્યાન લઈને સંશોધકે અંગ્રેજી ભાષા સુધારણા માટે મીડિયાની અસરકરકતા તપાસવાના હેતુથી સંશોધકે વડોદરા જિલ્લાની ગુજરાતી માધ્યમની શાળા પસંદ કરી તેમાં નિયંત્રિત જુથ અને પ્રાયોગિક જુથ એમ બે જૂથમાં વિભાજન કરી સંશોધકે ધોરણ 9ના અંગ્રેજી વિષયના વિવિધ એકમો લઈને તેમાં નિયંત્રિત જૂથને પરંપરાગત રીતે તેમજ પ્રાયોગિક જૂથને વિવિધ માધ્યમોનો ઉપયોગ કરીને અધ્યયન કરવવામાં આવ્યું, આ પ્રયોગના અંતે બંને જુથ પાસે સંશોધકે તૈયાર કરેલ સિદ્ધિ કસોટી ધ્યાને માહિતી એકત્રિત કરવામાં આવી અને મેળવેલ આકાશકીય માહિતીના આધારે ટી મૂલ્ય શોધવામાં આવ્યું. આમ મેળવેલ ટી મૂલ્યનું અર્થઘટન કરી તારણ જાણવા મળ્યું કે પ્રાયોગિક જૂથને વિવિધ માધ્યમોનો ઉપયોગ કરીને અધ્યયન કરવવાથી તેમની સિદ્ધિમાં નિયંત્રિત જુથ કરતાં વધુ સકારાત્મક અસર જોવા મળી, વિદ્યાર્થીઓ વર્ગખંડમાં ઉપયોગ થતાં વિવિધ માધ્યમોથી એકાગ્રહતા તેમજ તેઓને અધ્યયનમાં રસ લે છે.

અંગ્રેજી ભાષા સુધારવામાં મીડિયાની અસરકરકતા (Effectiveness of Media in Improving English language)



પ્રસ્તાવના :

એકવીસમી સદીમાં નવી તકનીકીઓ શિક્ષણના ક્ષેત્રમાં ક્રાંતિ લાવી રહી છે. કમ્પ્યુટર્સ, ઇન્ટરનેટ અને વિડિઓ જેવા ઉપકરણો કે જે થોડા વર્ષો પહેલા દૂરના દેખાતા હતા તે હવે સમુદાયના પ્રવેશદ્વાર પર છે. જેમ જેમ ટેકનોલોજી ગામડા સુધી પહોંચે છે, તેમ તેમ વધુને વધુ લોકો તેમના ઘરે શિક્ષણનો લાભ મેળવે છે. આજે મોટાભાગની શાળાઓમાં અભ્યાસક્રમનો ભાગ બની ગયેલા કમ્પ્યુટર લેબ, ટેલિવિઝન સેટ અને લાઇબ્રેરીઓની સંખ્યા દ્વારા શિક્ષણમાં મીડિયાની ભૂમિકા સ્પષ્ટ જોવા મળે છે. મીડિયા વિવિધ સ્વરૂપોમાં આવે છે અને દરેક સ્વરૂપ વિદ્યાર્થીઓની માહિતી શીખવાની અને અર્થઘટન કરવાની રીતને અસર કરે છે. મીડિયા વિશ્વને નજીક લાવી રહ્યું છે (વૈશ્વિકરણ) જેથી હવે વિશ્વના વિવિધ ભાગોમાં વિવિધ યુનિવર્સિટીઓના વિદ્યાર્થીઓ ઇન્ટરનેટ દ્વારા જોડાયેલા છે. માહિતીની આ ક્રાંતિ વચ્ચે માસ મીડિયા આપણા જીવનનો મહત્વનો ભાગ બની ગયો છે.

અંગ્રેજી એ સમયની જરૂરિયાત છે. આજે અંગ્રેજીનું મહત્વ નકારી શકાય નહીં. ભાષા હંમેશાં ખૂબ મહત્વપૂર્ણ હોય છે, કારણ કે તે વાતચીતનું માધ્યમ છે. જો કોઈ સ્થાનની ભાષા ન બોલી શકે, તો અન્ય લોકો સાથે વાતચીત કરવી ખૂબ મુશ્કેલ હશે. વાતચીત એ રોજિંદા જીવન માટેનું એક સાધન છે અને દરેક જણ તેનો ઉપયોગ દરરોજ કરે છે. અંગ્રેજી એ વિશ્વની સૌથી વધુ વ્યાપક ભાષિત ભાષા છે, અને જો કોઈને તે કેવી રીતે બોલવું તે જાણે છે, તો તે સંચારનું એક અમૂલ્ય સાધન હશે.

એકવીસમી સદીમાં મીડિયા એ શિક્ષણ ક્ષેત્રમાં ખૂબ જ મહત્વપૂર્ણ ભૂમિકા ભજવે છે. મીડિયા વ્યાપક પાઠ્યે કાર્ય કરે છે કારણ કે મીડિયાની શક્તિ એટલી વ્યાપક અને વિશાળ છે કે તેનો ઉપયોગ લોકોને શિક્ષિત કરવા માટે થઈ શકે છે. ખૂબ ઓછા ખર્ચથી શિક્ષણ દ્વારા એક જ સમયે 1000 લોકોને શીખવવામાં આવી શકે છે. મીડિયાના વિવિધ પ્રકારથી શિક્ષણમાં ઘણો ફાયદો થઈ રહ્યો છે, આજે શિક્ષણના વિવિધ વિડિયો યૂટ્યૂબ પર ઉપલબ્ધ મળે છે, વર્ગખંડમાં વિવિધ ટેકનોલોજીનો ઉપયોગ થવા લાગ્યો છે, આજે વિવિધ શાળામાં વર્ગખંડ પણ સ્માર્ટ ક્લાસ બન્યા છે, આમ મીડિયાના વિવિધ માધ્યમોનો શિક્ષણમાં ઉપયોગ થવા લાગ્યો છે.

સમસ્યા વિધાન :

“અંગ્રેજી ભાષા સુધારવામાં મીડિયાની અસરકરકતા”

હેતુઓ :

આ અભ્યાસના મુખ્ય હેતુઓ નીચે મુજબ છે

- ધોરણ 9 ના વિદ્યાર્થીઓ પર મીડિયાની અસરકરકતા તપાસવા માટે સિધ્ધી કસોટીની રચના કરવી
- ધોરણ 9 ના વિદ્યાર્થીઓ મીડિયાની અસરકરકતા તપાસવા માટે તેની પ્રાયોગિક જુથ પર અજમાયશ કરવી
- ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓ-છોકરીઓના મીડિયાની અસરકરકતા તપાસવા અંતર્ગત લીઘેલ સિધ્ધી કસોટીના પ્રાપ્તાંકો સદર્ભે તુલના કરવી
- ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓના મીડિયાની અસરકરકતા તપાસવા અંતર્ગત લીઘેલ સિધ્ધી કસોટીના પ્રાપ્તાંકો સદર્ભે તુલના કરવી.

- ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથની અને નિયંત્રિત જૂથની છોકરીઓના મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકો સંદર્ભે તુલના કરવી.

ઉત્કલ્પનાઓ :

આ અભ્યાસના મુખ્ય હેતુઓ નીચે મુજબ છે.

HO<sub>1</sub> ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓ-છોકરીઓ પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય

HO<sub>2</sub> ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓના પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય

HO<sub>3</sub> ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથની અને નિયંત્રિત જૂથની છોકરીઓના મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય

પદ્ધતિ :

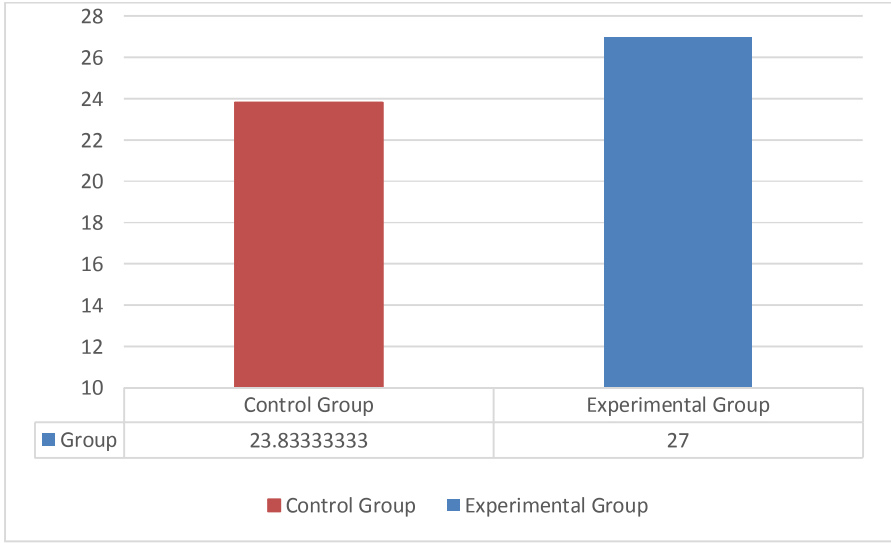
આ અભ્યાસમાં સંશોધકે અંગ્રેજી ભાષા સુધારણા માટે મીડિયાની અસરકારકતા તપાસવાના હેતુથી વડોદરા જિલ્લાની ગુજરાતી માધ્યમની શાળા પસંદ કરી તેમાં નિયંત્રિત જુથ અને પ્રાયોગિક જુથ એમ બે જૂથમાં વિભાજન કરી સંશોધકે ધોરણ 9ના અંગ્રેજી વિષયના વિવિધ એકમો લઈને તેમાં નિયંત્રિત જૂથને પરંપરાગત રીતે તેમજ પ્રાયોગિક જૂથને વિવિધ મધ્યમોનો ઉપયોગ કરીને અધ્યયન કરવવામાં આવ્યું, આ પ્રયોગના અંતે બંને જુથ પાસે સંશોધકે તૈયાર કરેલ સિદ્ધિ કસોટી ધ્યાને માહિતી એકત્રિત કરવામાં આવી અને મેળવેલ આકાશકીય માહિતીના આધારે ટી મૂલ્ય શોધવામાં આવ્યું હતું.

અર્થઘટન-પૃથક્કરણ :

HO<sub>1</sub> ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓ-છોકરીઓ પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય.

નિયંત્રિત જુથ અને પ્રાયોગિક જુથના પ્રાપ્તાંકો, સરાસરી, પ્રમાણ વિચલન અને t મૂલ્ય દર્શાવતી સારણી અને આલેખ

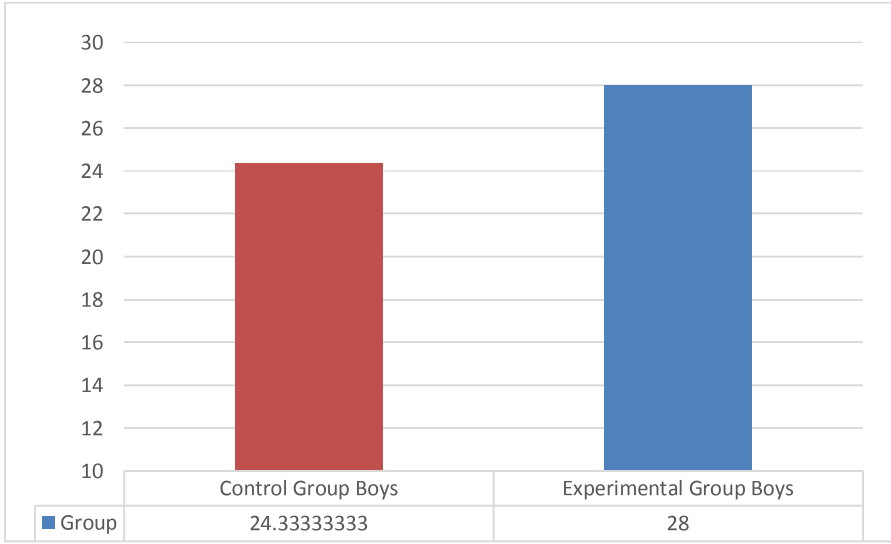
ક્રમ	જુથ	સંખ્યા	સરાસરી	પ્રમાણ વિચલન	પ્રમાણ ભૂલ	SED	t Value
HO <sub>1</sub>	નિયંત્રિત જુથ	30	23.83333	10.9023	3.166667	0.872417	3.629763
	પ્રાયોગિક જુથ	30	27	11.93103			



અહીં,  $t$  મૂલ્ય 3.629763 મળે છે માટે 0.05 કક્ષાએ સાર્થક તફાવત જોવા મળે છે. તેથી શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થતો નથી. ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓ-છોકરીઓના મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળે છે. અહીં નિયંત્રિત જૂથના વિદ્યાર્થીઓનો સરાસરી આંક 23.833333 અને પ્રાયોગિક જૂથનો સરાસરી આંક 27 જોવા મળે છે આમ પ્રાયોગિક જૂથના છોકરા-છોકરીઓનો સરાસરી આંક નિયંત્રિત જુથના છોકરા-છોકરીઓ કરતાં અધુ જોવા મળે છે તેથી કહી શકાય કે મીડિયાની અંગ્રેજી ભાષા સુધારવામાં પરંપરાગત પધ્ધતિ કરતાં હકારાત્મક અસર જોવા મળે છે

$HO_2$  ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓ પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય નિયંત્રિત જુથના છોકરાઓ અને પ્રાયોગિક જુથના છોકરાઓના પ્રાપ્તાંકો, સરાસરી, પ્રમાણ વિચલન અને  $t$  મૂલ્ય દર્શાવતી સારણી અને આલેખ

ક્રમ	જુથ	સંખ્યા	સરાસરી	પ્રમાણ વિચલન	પ્રમાણ ભૂલ	SED	t Value
$HO_2$	નિયંત્રિત જુથના છોકરાઓ	15	24.333333	16.09524	3.666667	1.413091	2.594785
	પ્રાયોગિક જુથના છોકરાઓ	15	28	13.85714			

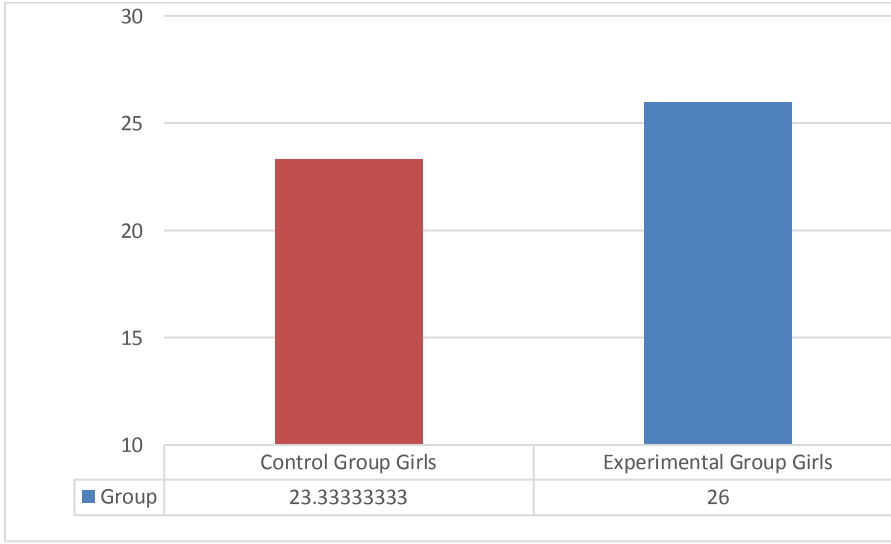


અહીં,  $t$  મૂલ્ય 2.594785 મળે છે માટે 0.05 કક્ષાએ સાર્થક તફાવત જોવા મળે છે. તેથી શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થતો નથી. ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરાઓના પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળે છે. અહીં નિયંત્રિત જૂથના છોકરાઓનો સરાસરી આંક 24.333333 અને પ્રાયોગિક જૂથનો સરાસરી આંક 28 જોવા મળે છે આમ પ્રાયોગિક જૂથના છોકરાઓનો સરાસરી આંક નિયંત્રિત જૂથ કરતાં વધુ જોવા મળે છે તેથી કહી શકાય કે મીડિયાની અંગ્રેજી ભાષા સુધારવામાં પરંપરાગત પદ્ધતિ કરતાં હકારાત્મક અસર જોવા મળે છે

$HO_3$  ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથની અને નિયંત્રિત જૂથની છોકરીઓના મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય

નિયંત્રિત જૂથના છોકરીઓ અને પ્રાયોગિક જૂથના છોકરીઓના પ્રાપ્તાંકો, સરાસરી, પ્રમાણ વિચલન અને  $t$  મૂલ્ય દર્શાવતી સારણી અને આલેખ

ક્રમ	જૂથ	સંખ્યા	સરાસરી	પ્રમાણ વિચલન	પ્રમાણ ભૂલ	SED	t Value
$HO_3$	નિયંત્રિત જૂથના છોકરીઓ	15	23.333333	5.952381	2.666667	0.988826	2.696799
	પ્રાયોગિક જૂથના છોકરીઓ	15	26	8.714286			



અહીં,  $t$  મૂલ્ય 2.696799 મળે છે માટે 0.05 કક્ષાએ સાર્થક તફાવત જોવા મળે છે. તેથી શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થતો નથી. ધોરણ 9 ના વિદ્યાર્થીઓના પ્રાયોગિક જૂથના અને નિયંત્રિત જૂથના છોકરીઓના પર મીડિયાની અસરકારકતા તપાસવા અંતર્ગત લીધેલ સિધ્ધી કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળે છે. અહીં નિયંત્રિત જૂથના છોકરીઓનો સરાસરી આંક 23.3333333 અને પ્રાયોગિક જૂથનો સરાસરી આંક 26 જોવા મળે છે આમ અહીં પ્રાયોગિક જુથના છોકરાઓનો સરાસરી આંક નિયંત્રિત જુથ કરતાં વધુ જોવા મળે છે તેથી કહી શકાય કે મીડિયાની અંગ્રેજી ભાષા સુધારવામાં પરંપરાગત પદ્ધતિ કરતા હકારાત્મક અસર જોવા મળે છે.

તારણો :

- મીડિયાની નવીનતા એ વિદ્યાર્થીઓ માટે આકર્ષક બને છે.
- વર્ગના વાતાવરણમાં પરિવર્તન પ્રદાન કરે છે દાણે થાય સ્કીનીંગ ફિલ્મસ્ટ્રિપ અથવા ફિલ્મ કોઈ જ્યારે .ત., ત્યારે વિદ્યાર્થીઓ વાતો કરે છે, પ્રશ્ન કરે છે અને વર્ગખંડની બહારની જેમ મુક્તપણે ટિપ્પણી કરે છે સુખદ આ . છે આપે ફાળો મોટો ભણવામાં વાતાવરણ કુદરતી અને
- ઓડિઓવિઝ્યુઅલ- મીડિયા તુલનાત્મક રીતે સમજવા માટે સરળ છે જેથી તેમાં તેઓ વાર્તાલાપ કરતા વધારે રસ લે છે.
- મીડિયા ઘણી રીતે વિદ્યાર્થીની રુચિને ઉત્તેજિત કરીને તેના શિક્ષણને પ્રોત્સાહન આપે છે.
- ઓડિઓ છે બનાવે અર્થપૂર્ણ અનુભવને વિદ્યાર્થીના વિઝ્યુઅલ-જેનાથી ઓડિઓ સામગ્રી વિઝ્યુઅલ-વિભાવનાત્મક વિચારસરણી માટે નક્કર આધાર પૂરો પાડે છે તેઓ અર્થપૂર્ણ ખ્યાલોને જન્મ આપે છે.
- ચાર્ટ ચિત્ર દ્વારા વ્યાકરણ જેવા મુદ્દા શીખડાવવા ઘણા અસરકારક નીવળે છે.

સંદર્ભ :

1. Sharma M (2007). Teaching of English (1<sup>st</sup> Ed.) Ahmedabad; Akshar Publication
2. Raval N.V. & Others (2008). Methods of Teaching English (Rev. Ed.) Ahmedabad; Nirav Prakashan

3. શુક્લ સતિષપ્રકાશ(2017), ICT ની વિવેચનાત્મક સમાજ, ક્ષિતિ પબ્લિકેશન
4. મીતા આર રાજપુરા : અન્ડર ગ્રેજ્યુએટ હોમ સાયન્સના વિદ્યાર્થીઓ માટે પર્યાવરણ શિક્ષણના અધ્યાપનમાં મીડિયાની અસરકારકતાનો અભ્યાસ, સૌરાષ્ટ્ર યુનિવર્સિટી
5. પ્રીતિ : એડ્યુકેશન અને રોલ ઓફ મીડિયા ઇન એડ્યુકેશન સિસ્ટમ, યુનિવર્સિટી ઓફ દિલ્લી

# વિજ્ઞાનલક્ષી પ્રત્યાયન અને આપણાં પાઠ્યપુસ્તકો

Gautam Parmar

## Abstract

વિજ્ઞાન વિષય એક બદલાવ લાવનારો વિષય છે અને નવી શોધનો વિષય ગણવામાં આવે છે. ભારતમાં અભ્યાસક્રમની રૂપરેખા NCERT નક્કી કરે છે. આ પછી હિંદી કે અંગ્રેજી ભાષાના વિષયનું ગુજરાતીમાં ભાષામાં અનુવાદ કરીને વિદ્યાર્થીઓ માટે અભ્યાસક્રમ તૈયાર કરવામાં આવે છે. આ સંશોધનપત્રમાં મુખ્યત્વે વિજ્ઞાન વિષય કેટલો વ્યવહારુ છે તેને લઈને અભ્યાસ કરવામાં આવ્યો છે. શું કોઈ વિદ્યાર્થી શિક્ષકની મદદ વિના ગુજરાતી માધ્યમના પાઠ્યપુસ્તકને વાંચીને સમજી શકે છે? તે અંગે આ સંશોધનપત્રમાં ભાર મૂકવામાં આવ્યો છે. આ સિવાય જે શિક્ષણ વિદ્યાર્થી વિજ્ઞાન વિષયમાંથી મેળવે છે તેનો ઉપયોગ દરરોજની ભાષામાં કે વ્યવહારમાં કરી શકે છે કે તે અંગે સંશોધનપત્ર રજૂ કરવામાં આવ્યું છે. આમ આ સંશોધનપત્ર ખ્યાલ આપે છે કે શું આપણાં વિજ્ઞાન વિષયના પાઠ્યપુસ્તકોના જ્ઞાનને વ્યવહારુ કે રોજબરોજની ભાષામાં ઉપયોગમાં લાવી શકાય છે કે નહીં. ઉદાહરણ તરીકે ગુજરાતી ભાષાના વિજ્ઞાન વિષયના ધોરણ 6ના પાઠ્યપુસ્તકમાં 'રૂધિર' શબ્દનો ઉપયોગ કરવામાં આવે છે. આ બાજુ વિવિધ માધ્યમોમાં રૂધિરના બદલે 'લોહી' શબ્દ વપરાય છે. આવા ઘણાંબધાં શબ્દોને લઈને સંશોધકે સંશોધનકાર્ય કર્યું છે.

આ સંશોધનપત્રમાં ગુજરાતી માધ્યમના ધોરણ 6ના વિજ્ઞાનના વિષયને લઈને ખ્યાલ આપે છે. જેમાં સંશોધકે ફોક્સ ગ્રૂપ ડિસ્કશન(FGD), માહિતીનું વિશ્લેષણ(Content Analysis) અને ગહન મુલાકાત(Interview)નો ઉપયોગ કરીને સંશોધનકાર્ય રજૂ કર્યું છે. વિદ્યાર્થીઓ, શિક્ષકો પાસેથી આ સંશોધન વિષયને લઈને માહિતી મેળવવામાં આવી છે.

સંશોધનપત્રમાં તારણો મળ્યા કે વિદ્યાર્થીઓ પાઠ્યપુસ્તકની ભાષાના બદલે પોતાના રોજિંદી બોલચાલની ભાષામાં જ ઉત્તરો પરીક્ષામાં લખે છે. આ સિવાય ભાષાન અધરી લાગવાથી લીધે વિદ્યાર્થીઓ વિજ્ઞાનલક્ષી પ્રત્યાયન કરી શકતાં નથી અને તેના લીધે વિજ્ઞાન વિષયનું જ્ઞાન વ્યવહારમાં લાવી શકાતું નથી. આ સમસ્યા સંશોધકે સંશોધનકાર્ય બાદ ભલામણ પણ રજૂ કરી છે તેમાં વિજ્ઞાન વિષયના ભાષાંતરને લઈને ખાસ ધ્યાન રાખવું જરૂરી છે. જ્યારે અંગ્રેજી ભાષામાંથી ગુજરાતી ભાષામાં ભાષાંતર કરવામાં આવે ત્યારે માત્ર અનુવાદકો જ નહીં પણ વિષય નિષ્ણાંતોની હાજરી આવશ્યક કરવી જોઈએ. આમ આ સંશોધનપત્ર વિજ્ઞાનનું પ્રત્યાયન અને પાઠ્યપુસ્તકો અંગે ચિંતાર આપે છે.

Keywords : Science Communication, Science Textbooks, Media Education

સંશોધન વિષયની પસંદગી

'વિજ્ઞાનલક્ષી પ્રત્યાયન અને આપણાં પાઠ્યપુસ્તકો' વિષયની પસંદ કરવામાં આવી છે. આ સંશોધનકાર્ય ગુજરાતી ભાષાના ધોરણ 6ના વિજ્ઞાન વિષયના પર આધારીત છે. જેમાં વિદ્યાર્થીઓને વિજ્ઞાન વિષયના પ્રત્યાયનને લઈને કોઈ તકલીફ છે કે નહીં તે અંગે જાણકારી મેળવવાનો પ્રયત્ન કરવામાં આવ્યો છે. ગુજરાતી

ભાષામાં ધોરણ 5 સુધીના વિષયને પર્યાવરણ તરીકે ઓળખવામાં આવે છે. ધોરણ 6થી વિજ્ઞાન શબ્દનો ઉપયોગ કરવામાં આવે છે. આ સંશોધન વિષયમાં વિજ્ઞાન વિષયના જ્ઞાનની વ્યવહારું ઉપયોગિતા છે કે તે અંગે ચકાસણી કરવામાં આવી છે. ધારો કે કોઈ વિજ્ઞાન વિષયનો શબ્દ છે કે રૂઢિર પણ લોકબોલીમાં લોહી જ શબ્દ છે. રૂઢિર શબ્દ પાઠ્યપુસ્તકોમાં ઉપયોગી છે જ્યારે લોહી શબ્દએ બોલચાલની ભાષામાં ઉપયોગી છે. આમ આ સંશોધનકાર્યમાં વિદ્યાર્થીઓ, શિક્ષકોના મંતવ્યો લેવામાં આવ્યા છે.

સંશોધનના હેતુઓ

વિજ્ઞાનલક્ષી પ્રત્યાયન અને આપણાં પાઠ્યપુસ્તકો (ગુજરાતી માધ્યમના ધોરણ 6ના વિષયના સંદર્ભમાં) આ સંશોધન વિષયના હેતુઓ નીચે મુજબ છે.

1. આપણાં પાઠ્યપુસ્તકોની ભાષા વ્યવહારું છે કે નહીં તે અંગે જાણકારી મેળવવી.
2. વિજ્ઞાન વિષય વિદ્યાર્થીઓને ભાષાની દ્રષ્ટિએ અઘરો લાગે છે કે નહીં તેના વિશે જાણવું.

સંશોધનની મર્યાદાઓ

1. આ સંશોધનકાર્ય માત્ર ગુજરાતી માધ્યમના ધોરણ 6ના વિજ્ઞાન વિષયના પર જ આધારિત છે.
2. આ સંશોધનકાર્ય ગુજરાતી ભાષાના વિજ્ઞાન વિષય પૂરતું જ છે.

સંદર્ભ સાહિત્યની સમીક્ષા

પાઠ્યપુસ્તકનો ઉપયોગ કોઈપણ વિષયને સારી રીતે સમજવા માટે થાય છે. પાઠ્યપુસ્તકના માધ્યમથી કોઈપણ વિષયના સત્ય અને તેની પદ્ધતિને જાણી શકાય છે. પાઠ્યપુસ્તકોમાં ક્યારેક પૂરો પણ મુકવામાં આવે છે અને તેના દ્વારા જ્ઞાનની ચકાસણી પણ થતી હોય છે. આ સંશોધનકાર્યમાં ગુજરાતી માધ્યમના ધોરણ 6ના વિજ્ઞાન વિષયના પાઠ્યપુસ્તકની પસંદગી કરવામાં આવી છે. પાઠ્યપુસ્તકોને નિષ્ણાંતોની મદદથી તૈયાર કરવામાં આવે છે. શિક્ષકો પણ પાઠ્યપુસ્તકની મદદથી વિદ્યાર્થીઓને ભણાવે છે.

પાઠ્યપુસ્તકો માત્ર તથ્યોની જાણકારી નથી આપતા પણ તે વિદ્યાર્થીના જીવનના મૂલ્યો અને તેના વર્તન પર પણ અસર કરે છે. ખાસ કરીને વિજ્ઞાન વિષયના પાઠ્યપુસ્તકો વિદ્યાર્થીઓને વિજ્ઞાન અંગે જાણકારી આપે છે. ભારતમાં પાઠ્યપુસ્તકો કેવી રીતે બનાવવા અને તેનું પારુપ કેવું હશે તે અંગે National Curriculum Framework<sup>7</sup> નક્કી કરવામાં આવ્યું છે. જેમાં માર્ગદર્શન આપવામાં આવ્યું છે કે પાઠ્યપુસ્તકોના નિર્માણ આ કઈ કઈ બાબતોનું ધ્યાન રાખવું જોઈએ.

NCFના ધ્યેય

- ✓ શિક્ષણના બદલાતા માળખા સાથે પાઠ્યપુસ્તકોમાં સુધારો કરવો.
- ✓ વિદ્યાર્થીઓનો સર્વાંગી વિકાસ તે અંગે ધ્યાન રાખવું.
- ✓ શિક્ષણને સરળ બનીને વિદ્યાર્થીઓ સમક્ષ પ્રસ્તુત કરવામાં આવે તેનું ધ્યાન રાખવું.
- ✓ ભારતના સંવિધાન અને દેશની અખંડિતતા જળવાઈ રહે તેને ધ્યાનમાં રાખીને વિદ્યાર્થીઓને શિક્ષણ આપવું.

<sup>7</sup> National Curriculum Work, 2005, Government Of India



ગુજરાતમાં NCERTના પાઠ્યપુસ્તકોનું ભાષાંતર કરવાનું કામ ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ દ્વારા કરવામાં આવે છે. આ સિવાય ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદની સ્થાપના પણ ગાંધીનગર ખાતે કરવામાં આવી છે.

સંશોધનની પદ્ધતિ

‘વિજ્ઞાનલક્ષી પ્રત્યાયન અને આપણાં પાઠ્યપુસ્તકો’ (ગુજરાતી માધ્યમના ધોરણ 6ના વિજ્ઞાન વિષયના સંદર્ભમાં) ધોરણ 6ના વિદ્યાર્થીઓ અને શિક્ષકો પાસેથી માહિતી મેળવવામાં આવી છે. આ માટે સંશોધકે નીચની દર્શાવેલી પદ્ધતિનો ઉપયોગ કર્યો છે.

1. ફોક્સ ગ્રુપ ડિસ્કશન(FGD)

વિદ્યાર્થીઓ પાસેથી માહિતી મેળવવા માટે સંશોધનકાર્યમાં ફોક્સ ગ્રુપ ડિસ્કશન સંશોધન પદ્ધતિનો ઉપયોગ કરવામાં આવ્યો છે. આ સંશોધનકાર્યમાં 70 વિદ્યાર્થી પાસેથી જાણકારી મેળવવામાં આવી છે. સંશોધકે શાળામાં ધોરણના 6ના વિદ્યાર્થી-વિદ્યાર્થિના જૂથ બનાવીને તેમની પાસેથી સવાલોના જવાબ મેળવ્યા.

2. ગહન મુલાકાત

ગહન મુલાકાત વડે 10 જેટલાં શિક્ષણ વિભાગના નિષ્ણાંતો પાસેથી ટેલિફોનિક ઈન્ટરવ્યૂના માધ્યમથી આ વિષયને લઈને માહિતી એકત્ર કરવામાં આવી. આ સંશોધનકાર્યમાં વિજ્ઞાન વિષય ભણાવે છે તે શિક્ષકો પાસેથી માહિતી મેળવવામાં આવી અને તેના આધારે એકત્રીકરણ કરવામાં આવ્યું. આમ વિષય નિષ્ણાંતોનો મત પણ આ સંશોધન વિષયમાં સામેલ કરવામાં આવ્યો છે. આ સિવાય પાઠ્યપુસ્તકોમાંથી એવા શબ્દોની તારવણી સંશોધકે કરી હતી અને તેના આધારે પણ તારણો સંશોધનકાર્યમાં સામેલ કરવામાં આવ્યા.

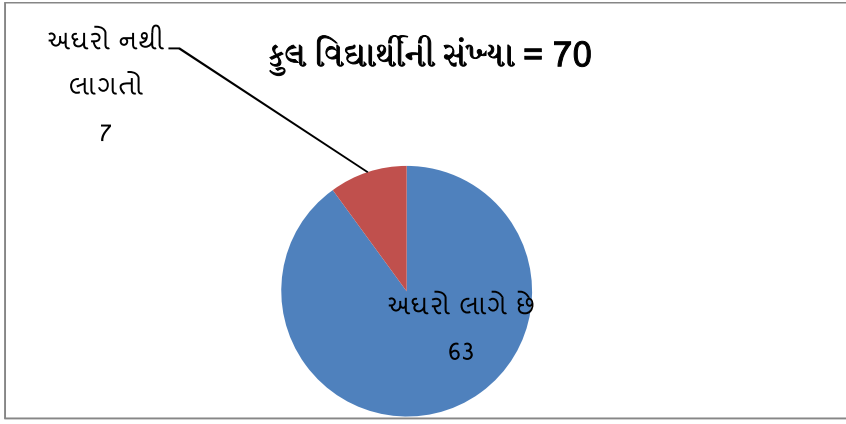
તારણો

સંશોધકે પોતાના સંશોધનકાર્યમાં વિષયને લઈને 70 વિદ્યાર્થીઓ સાથે FGD પ્રયુક્તિથી મુલાકાત કરી, વિજ્ઞાન વિષયના પાઠ્યપુસ્તકના તમામ એકમનું વિશ્લેષણ કર્યું અને 10 વિષય નિષ્ણાંતોના ટેલિફોનિક ઈન્ટરવ્યૂ બાદ નીચેના તારણો પહોંચી શકાયું છે.

- વિદ્યાર્થીઓ પાસેથી જાણવા મળ્યું કે વિજ્ઞાન વિષયના પાઠ્યપુસ્તકમાં આપવામાં આવેલા શબ્દો લાંબા સમય સુધી યાદ રહેતાં નથી. પરીક્ષામાં પણ વિદ્યાર્થીઓ પાઠ્યપુસ્તકના શબ્દોને અવગણીને પોતાની રીતે લખવાનો પ્રયાસ કરે છે. આમ તેઓને વિજ્ઞાન વિષય ભાષાની દ્રષ્ટિએ અઘરો લાગે છે.
- જાણો કેટલાં વિદ્યાર્થીને વિજ્ઞાન વિષય ભાષાની દ્રષ્ટિએ અઘરો લાગે છે તેનો જવાબ

<sup>8</sup> NCERT- National Council For Teacher Education

<sup>9</sup> FGD- Focus Group Discussion



- સંશોધનકાર્યમાં જાણી શકાયું કે વિજ્ઞાન વિષયના અમુક શબ્દો છે તે વિદ્યાર્થીઓને યાદ રહેતા નથી અને તેની વ્યવહારિક રોજિંદા જીવનમાં ઉપયોગીતા નહિવત છે.
- વિજ્ઞાન વિષયમાં વિદ્યાર્થીઓને પ્રેક્ટીકલ, પ્રયોગો સાથેનું શિક્ષણ પસંદ છે.
- શિક્ષકો પાસેથી જાણકારી મળી કે વિદ્યાર્થીઓ વિજ્ઞાન વિષયના શબ્દોને માત્ર પરીક્ષા પૂરતાં જ યાદ રાખે છે. આ પરીક્ષા બાદ તે ભૂલી જાય છે અને તેની રોજિંદા જીવનમાં ઉપયોગીતા નહિવત છે.
- સામાન્ય રીતે એક વિષય તરીકે જ અન્ય વિષય કરતાં 70 વિદ્યાર્થીઓમાંથી 45 વિદ્યાર્થીઓને વિજ્ઞાન વિષય અધરો લાગતો નથી, 21 વિદ્યાર્થીને આ વિષય અધરો લાગે છે જ્યારે 4 વિદ્યાર્થીઓ કોઈ સ્પષ્ટ જવાબ આપ્યો નથી.
- વિજ્ઞાન વિષય ભાષાંતર કરીને ગુજરાતીમાં તૈયાર કરવામાં આવે છે. આમ દેશની એનસીઈઆરટીના અભ્યાસક્રમનો અનુવાદ કરાઈ છે. જેના લીધે એક ભાષામાંથી બીજી ભાષામાં અનુવાદની અસર પણ પાઠ્યપુસ્તકમાં દેખાઈ છે તેવું શિક્ષકો પાસેથી જાણી શકાયું.
- 70 વિદ્યાર્થીઓમાંથી 63 વિદ્યાર્થીઓ પરીક્ષામાં જવાબ લખતી વખતે પાઠ્યપુસ્તકની ભાષાનો ઉપયોગ કરતાં નથી અને પોતાની રીતે જવાબો લખે છે.

#### પરિશિષ્ટ (Appendices)

NCERT – National Council Of Education Research And Training

NCTE- National Council For Teacher Education

GSBST – Gujarat State Board Of School Textbooks

FGD- Focus Group Discussion

# ગ્રામ્ય વિકાસમાં પ્રસાર પ્રચાર માધ્યમોનો ફાળો

ડો. પ્રભાવંતી જી. શેરઠિયા, અર્થશાસ્ત્ર વિભાગ, શ્રી બીપી બ્રહ્મભટ્ટ આર્ટ્સ એન્ડ એમ. એચ. ગુરૂ કોમર્સ કોલેજ, ઊંઝા.

ભારતીય સમાજ પ્રાચીન સમયથી ગ્રામ્ય આધારિત રહેલ છે. વર્તમાન સમયમાં પણ દેશની મોટાભાગની વસતી ગામડાંઓમાં વસે છે, જેનો મુખ્ય વ્યવસાય ખેતી અને પશુપાલન છે. માટે આજે 21 મી સદીમાં પણ ભારતને ખેતીપ્રધાન દેશ તરીકે જ સ્વીકારવામાં આવે છે. તેથી ગ્રામ્ય વિકાસનો સંપૂર્ણ આધાર ખેતીક્ષેત્ર પર રહેલો છે. જો દેશનાં ગ્રામ્ય વિસ્તારને આબાદ કરવો હોય તો સૌથી પહેલા ખેતીક્ષેત્રની કાચાપલટ કરવી પડે, જેનાં માટે દેશમાં આયોજનકાળની શરૂઆતથી જ ગ્રામ્ય વિસ્તાર અને ખેતીક્ષેત્રનાં વિકાસ માટે અનેકવિધ પ્રયાસો થઈ રહ્યાં છે. જેનાં પરિણામે આજે ગામડાંઓનો સતત વિકાસ થઈ રહ્યો છે. જેની પાછળ અનેક પરિબલો ભાગ ભજવે છે, જેમાં પ્રસાર પ્રચાર માધ્યમોનો ફાળો અગત્યનો છે.

દાયકાઓ પહેલાં દેશનાં ગામડાંઓમાં વર્તમાનપત્રો અને રેડિયો મુખ્ય પ્રસાર અને પ્રચાર માટેનાં સાધનો હતાં, ત્યારે કોઈ એક ગામમાં ગણ્યાગાઠ્યા ઘરોમાં જ આ સાધનો ઉપલબ્ધ હતાં અને તેનો પ્રભાવ પણ જનમાનસ ઉપર સિમિત હતો. લોકો મનોરંજન માટે ખાસ કરીને રેડિયોનો ઉપયોગ કરતા અને સમાચારોથી વાકેફ થવા માટે વર્તમાનપત્રોનો ઉપયોગ કરતા. આ માધ્યમો દ્વારા ગ્રામ્ય વિસ્તારોમાં ખેતીવાડીને લગતા અને ગામડાંઓની અન્ય બાબતોને આવરી લેતા સમાચાર મળતા. જેના દ્વારા લોકો અક્ષરજ્ઞાન વિનાના હોવા છતાં પણ સાંભળીને અથવા એકબીજા સાથે વાતચીત કરીને સમાચારોનો ફેલાવો કરતા. પરંતુ પરિવર્તન એ સંસારનો નિયમ છે તે નિયમને આધિન ગામડાંઓનાં પ્રચાર પ્રચારના માધ્યમોમાં પણ પરિવર્તન આવ્યું અને ટેલીવિઝનની શરૂઆત થઈ, જેનાં કારણે લોકો જાહેરાતો જોઈને અને સાંભળીને પણ સાંપ્રત પ્રવાહો સાથે જોડાવા લાગ્યા અને છેલ્લા કેટલાંક સમયથી કોમ્પ્યુટર, ઇન્ટરનેટ અને મોબાઇલ ફોનનો આવિષ્કાર થયો જેનાં કારણે તો ગ્રામ્ય સમાજ જડમૂળથી પરિવર્તિત થયો.

માનવીએ જ્યારથી પોતાની ભાવનાઓ અને લાગણીઓને વ્યક્ત કરવા માટેનાં પ્રયત્નો કર્યા ત્યારથી સંદેશાઓની આપ લે કરવાનું શરૂ કર્યું, તેમાંથી પ્રસાર પ્રચાર માધ્યમોનો જન્મ થયો. આ માધ્યમો દ્વારા વર્તમાન જીવનમાં બનતી રોજબરોજની ઘટનાઓની માહિતી આપવાનું, માહિતીનું વિશ્લેષણ અને સમીક્ષા કરવાનું કાર્ય કરવામાં આવે છે. જેને સમાજનાં લોકો સમાચારનાં રૂપમાં ઓળખે છે. દિનપ્રતિદિન બદલાતા જતાં વિશ્વનાં રૂપરંગનું ચિત્ર જનતા સમક્ષ રજૂ કરવા અને જનતાની જિજ્ઞાસાવૃત્તિને સંતોષવા માટેની મહત્વની ભૂમિકા પ્રસાર પ્રચાર માધ્યમો ભજવે છે.

પ્રસાર પ્રચાર માધ્યમો શબ્દો અને ભાષાના સમન્વયથી લોકોમાં જાગૃતિ લાવવાનું કાર્ય કરે છે, તે સમાચારોની સાથે સાથે લોકોને વર્તમાન પરિસ્થિતિ, પ્રવાહો, ફેશન, ટેકનોલોજી વગેરેથી સંપૂર્ણપણે માહિતગાર કરે છે અને સમાજનાં જુદા જુદા વર્ગોને મનોરંજન પણ પુરૂ પાડે છે.

પ્રસાર પ્રચાર માધ્યમો કોને કહેવાય?

પ્રસાર પ્રચાર માધ્યમ એટલે વ્યક્તિનાં વિચારો કે અભિપ્રાયોનાં આદાન પ્રદાન માટેનાં સાધનો, જેનાં દ્વારા કોઈ પણ વ્યક્તિ પોતાનાં મનનાં વિચારો બીજી વ્યક્તિ કે સમાજ સુધી પહોંચાડી શકે છે.

પ્રસાર પ્રચાર માધ્યમોમાં રેડિયો, ટેલિવિઝન, સિનેમા, ઇન્ટરનેટ, મોબાઇલ, કોમ્પ્યુટર જેવાં વિજ્ઞાણ માધ્યમો, વર્તમાનપત્રો, સામાયિકો, પુસ્તકો જેવાં મુદ્રણ માધ્યમો અને ભવાઇ, કઠપુતળી, લોકગીત, લોકનૃત્ય, લોકકથા, નાટક જેવાં લોકમાધ્યમોનો સમાવેશ થાય છે. આ બધાં માધ્યમો માનવ સમાજનાં સમગ્ર વિચાર માળખાને બદલી નાખવાની શક્તિ ધરાવે છે. લોકોની માન્યતાઓ અને વલણો બદલવામાં આ માધ્યમો ખૂબ જ મોટો ફાળો આપે છે.

ઇ.સ. 1780માં આપણાં દેશમાં વર્તમાનપત્ર “બંગાલ ગેઝેટ” ની શરૂઆત થઇ જેનો તંત્રી એક અંગ્રેજ હતો, જે દેશનું સૌથી પહેલું પ્રસાર પ્રચાર માટેનું લેખિત માધ્યમ હતું. ગુજરાતી ભાષાનું સૌ પ્રથમ વર્તમાન પત્ર “મુંબઇ સમાચાર” 1822 માં શરૂ થયું અને ધીમે ધીમે તેનો ફેલાવો વધતો ગયો. સમય જતાં બીજા ઘણાં વર્તમાનપત્રો શરૂ થયાં અને તેનો ક્રમશઃ વિકાસ થયો. બીજા પ્રસાર પ્રચારના માધ્યમો તરીકે ભારતમાં રેડિયોની શરૂઆત થઇ. સમય જતાં નાના ગામડાંઓમાં પણ વર્તમાનપત્રો અને રેડિયો પહોંચી ગયા હતાં એવાં સમયે દેશમાં ટેલીવિઝનનું આગમન થયું, જેનાં કારણે પ્રજાને દ્રશ્ય શ્રાવ્ય માધ્યમો દ્વારા સમાચારો, વાર્તાઓ, નવલકથાઓ, પ્રસંગકથાઓ, બોધકથાઓ વગેરેની વિશાળ શ્રેણી મળવાનું શરૂ થયું. ત્યાર બાદ કોમ્પ્યુટરનું આગમન થયું અને અંતે દેશમાં સમૂળગા પરિવર્તનમાં સિંહફાળો આપનાર ઇન્ટરનેટ અને મોબાઇલનો આવિષ્કાર થયો, જેનાંથી ગ્રામ્ય વિસ્તારો અને ખેતીક્ષેત્ર પણ બાકાત રહી શક્યા નહીં.

ભારતમાં ગ્રામ્ય વિસ્તાર માટે સૌ પ્રથમ કૃષિપત્ર “કૃષિસુધાર” નામનું આગ્રામાંથી શરૂ થયું. 1938માં બિહાર સરકારે “ગાંવ” નામનું સામાયિક શરૂ કર્યું. બિનસરકારી ક્ષેત્રે “સેવાસંગ્રામ” અને “કૃષક જગત” શરૂ થયા પરંતુ તે સમયે આ દિશામાં પૂરતો વિકાસ થઇ શક્યો નહીં. પરંતુ ભારતમાં આઝાદી પછી ખેતીક્ષેત્રે અને ગ્રામ્ય વિકાસ માટે સાચા અર્થમાં પ્રસાર પ્રચાર માધ્યમોનો વિકાસ થયો. દેશમાં “ઇકાર” અને “ઇચારી” જેવી સંસ્થાઓ શરૂ થઇ અને “ખેતી” નામનું સામાયિક શરૂ થયું. આજે દેશમાં ખેતીને લગતા 250 જેટલા સમાચાર પત્રો બહાર પડે છે.

એક અભ્યાસનાં તારણ પ્રમાણે દેશનાં ત્રણ મોટા વર્તમાનપત્રોમાં ખેતીક્ષેત્રનાં સમાચારો માટે “ઇન્ડિયન એક્સપ્રેસ” કુલ સમાચારનાં 2.23 ટકા, “ટાઇમ્સ ઓફ ઇન્ડિયા” 3.53 ટકા અને “હિન્દુસ્તાન ટાઇમ્સ” 3.34 ટકા જગ્યા ફાળવવામાં આવે છે. આ આંકડાઓ પરથી સ્પષ્ટ થાય છે કે દેશમાં હજુ પણ ખેતીક્ષેત્રનાં સમાચારનો વ્યાપ વધારવાની ખૂબ જ આવશ્યકતા છે. કેટલીક જગ્યાએ ખેતી અને ગામડાંઓ માટેનાં જિલ્લાપત્રો શરૂ કરવા માટેના પ્રયોગો થયા છે. પરંતુ તેનો ફેલાવો ગ્રામ્ય વિસ્તારોમાં વધતો નથી, જેના માટે અનેકવિધ કારણો જવાબદાર છે.

ગામડાંઓનાં વિકાસ માટે ખાસ કરીને ખેડૂતોને આધુનિક ખેતપદ્ધતિઓની જાણકારી આપવી જોઇએ, અન્ય સમાન્ય લોકોને ખેતીનાં પ્રવાહોથી માહિતગાર કરવા જોઇએ અને ખેડૂતોની અને ખેતીક્ષેત્રની તેમજ

ગામડાંઓની મુશ્કેલીઓ સરકાર સુધી પહોંચાડવા માટે પ્રસાર પ્રચાર માધ્યમો મહત્વનો ફાળો આપે છે. આ ઉપરાંત નવી ટેકનોલોજીને ખેતર અને ગ્રામ્ય વિસ્તાર સુધી પહોંચાડવાની ભગીરથ કામગીરી પણ આ માધ્યમોનાં સહારાથી જ શક્ય બનેલ છે. દેશમાં રાજ્ય અને કેન્દ્ર કક્ષાએ અનેક સંસ્થાઓ જુદા જુદા સંશોધનો કરે છે. જેમકે, ગુજરાતમાં કૃષિ યુનિવર્સિટીઓની સ્થાપના કરીને ખેતીક્ષેત્ર માટે સંશોધનો કરવામાં આવે છે, તેને સાચા અર્થમાં અમલમાં મુકીને ગ્રામ્ય વિકાસ સિદ્ધ કરવો જોઈએ.

વિલ્બર શ્રામે વિવિધ દેશોનો અભ્યાસ કરીને સાબિત કર્યું કે રેડિયો, ઓડિયો કેસેટ, ફિલ્મ પબ્લિસિટી, આઈ એમ.એમ. અને સોળ એમ.એમ. નું પ્રોજેક્ટર, સ્લાઇડ પ્રોજેક્ટર વગેરે દ્વારા લોકો પાસે જઈને પ્રત્યક્ષ રીતે નિદર્શન કરવાનું હોય ત્યાં સ્લાઇડ, ફોટોગ્રાફ્સ, આકૃતિઓ વગેરે ઉપયોગી થાય છે. ખેતીના પાકની કોઈ નવી જાત વિશે વાત કરવી હોય તો તેનું વાવેતર કેરી રીતે કરવું, તેનો ઉછેર કેમ કરવો, ખાતર ક્યુ અને ક્યારે વાપરવું, જંતુનાશક દવા કેવી રીતે, ક્યારે અને કેટલી છાંટવી, કાપણી કેમ કરવી વગેરે બાબતોની ચર્ચા કરીને ચિત્રો બતાવીને, ઓડિયો વિડિયો દ્વારા સંભળાવીને કે દેખાડવાથી વધુ અસરકારક બની શકે છે.

દેશમાં આકાશવાણીનાં કાર્યક્રમોમાં ખેતીક્ષેત્રનાં નિષ્ણાંતો દ્વારા રોજ સવારે “કૃષિ માહિતી” અંતર્ગત રોજ રોજ ખેતરમાં કરવાનાં મોસમ અનુસાર ખેતી કામોની માહિતી આપવામાં આવે છે. રોજ બપોરે “ખેતીની વાત” કે “ગ્રામ ભારતી” જેવાં કાર્યક્રમો દ્વારા ખેતીને લગતાં વિષયો પર ચર્ચા કરવામાં આવે છે અને રોજ સાંજે “ખેડૂત મંડળ” કે “ગામનો ચોરો” જેવાં કાર્યક્રમમાં ખેતી, પશુપાલન, આનુસંગિક વિષયો અને ગ્રામ વિકાસનાં વિષયોનો સમાવેશ કરવામાં આવે છે. કાર્યક્રમ સાંભળીને માર્ગદર્શન માટે પ્રશ્નો લખીને આકાશવાણી પર મોકલવામાં આવે છે. જેમાં પ્રશ્નોત્તરી, મુલાકાત, સંવાદ, નાટક, વાર્તાલાપ વગેરે દ્વારા તેનું નિરાકરણ પણ કરવામાં આવે છે. જેનાં દ્વારા ગ્રામ્ય વિકાસ અને ખેતીક્ષેત્રનાં વિકાસ માટેનું માર્ગદર્શન મળી રહે છે. આમ આકાશવાણીનું કૃષિ પ્રસારણ, કૃષિ નિષ્ણાંતો અને ખેડૂતો વચ્ચે “ટુ વે ટ્રાફિક” જેવું છે.

ત્યાર પછીનાં પ્રસાર પ્રચાર માધ્યમ તરીકે ટેલીવિઝનમાં પણ ખેતીને અને ગામડાંને લગતા કાર્યક્રમો અને જાહેરખબરો દ્વારા લોક માનસ પર અસરકારક પ્રભાવ પાડવામાં આવે છે. જેમાં જાહેરખબરો અને કાર્યક્રમો એટલાં બધા આકર્ષિત બનાવીને રજુ કરવામાં આવે છે કે રેડિયો અને વર્તમાન પત્રોની તુલનાએ ટેલીવિઝન દ્વારા થતી રજુઆતો ખૂબ જ અસરકારક નીવડી છે.

આજે ગ્રામ્ય કક્ષાએ મોબાઇલ ફોન અને ઇન્ટરનેટનો ફેલાવો એટલો બધો વધી ગયેલ છે કે લગભગ દરેક ખેડૂત પાસે આ સુવિધા ઉપલબ્ધ છે, ત્યારે ગામડાંઓની કાચાપલટ કરવા માટે તેનો બહોળો ઉપયોગ કરી શકાય તેમ છે. કારણ કે આજે સ્થાનિક, રાષ્ટ્રીય કે આંતરરાષ્ટ્રીય કોઈ પણ સમાચાર જેવાં કે, ઓસ્ટ્રેલિયાનો દાવાનળ, ઇરાન અમેરિકા વચ્ચેની તગંદીલી, વિદેશમાં થતી હિમવર્ષા, ચીનમાં ફેલાયેલ કોરોનાં વાયરસ જેવાં આંતરરાષ્ટ્રીય સમાચારો હોય કે ભારતનું મંગળયાન મીશન, કલમ 370 નાબુદી, રામ જન્મભૂમિનો ચુકાદો, સર્જીકલ સ્ટ્રાઇક કે દોષિતોને ફાસીની સજા જેવાં રાષ્ટ્રીય સમાચારો હોય તે ખૂબ જ ઝડપથી લોકોનાં વિશાળ સમૂહ કે જે ભારતનાં છેવાડાનાં ગામડાંઓમાં વસે છે તેનાં સુધી પહોંચી જાય છે.

આ જ રીતે ગ્રામ્ય વિસ્તારનાં ઉત્કર્ષ માટેની અને ખેતીક્ષેત્રનાં વિકાસ માટેની કોઇ પણ યોજના સરકાર દ્વારા અમલમાં મુકવામાં આવે તો તે ખૂબ જ ઓછા સમયમાં સાચા અર્થમાં જરૂરિયાત વાળા લોકો સુધી પહોંચી જાય છે. આ ઉપરાંત ખેતીક્ષેત્રે ટેકનોલોજીકલ પરિવર્તનો જેવાં કે દેશનાં કોઇ પણ વિસ્તારમાં કે વિદેશોમાં વિકસાવાયેલ અને અમલમાં મુકાયેલ નવાં યંત્રો, બિયારણ, ખાતર, જંતુનાશક દવાઓ, ખેતીનાં પાકો, ખેતી કરવાની પદ્ધતિ વગેરે જુદા જુદા પ્રસાર પ્રચારનાં માધ્યમો તથા સોશ્યલ મિડિયાનાં માધ્યમોથી ઓડિયો, વિડિયો દ્વારા ખૂબ જ ઝડપથી ખેતરો સુધી પહોંચી રહ્યાં છે. જેનાં કારણે ખેતીક્ષેત્રનો અને ગ્રામ્ય વિસ્તારોનો ઝડપથી વિકાસ થઇ રહ્યો છે.

આ ઉપરાંત ગ્રામ્ય કક્ષાએ પરંપરાગત રૂઢીઓમાં પરિવર્તન કરવા માટે, નવી ફેશન અપનાવવા માટે, સમાજનાં રીતરીવાજો બદલવા માટે, નવા ઉપકરણોનો વપરાશ અને વ્યાપ વધારવા માટે પણ પ્રસાર પ્રચારનાં માધ્યમોએ અગત્યની ભૂમિકા ભજવી છે.

અંતે તારણ નીકળે છે કે દેશનાં ગ્રામ્ય વિસ્તારમાં નાની મોટી તમામ ઘટનાઓને ઝડપથી ગામડાંઓ સુધી ફેલાવીને લોકોનું જનમાનસ બદલવામાં, લોકોનાં અભિપ્રાયો બદલીને, નવી ટેકનોલોજીને ઝડપથી અપનાવીને, ખેતીક્ષેત્રે નવિનતાનું આરોપણ કરવામાં અને આવક મેળવવાની જુદી જુદી પદ્ધતિઓથી માહિતગાર થઇને તેને અમલમાં મુકીને રહેણીકરણીમાં બદલાવ લાવીને ગ્રામ્ય લોકોનાં જીવનધોરણમાં સુધારો કરવામાં પ્રસાર પ્રચાર માધ્યમોનો સિંહફાળો રહ્યો છે.

સંદર્ભ સૂચિ:

- (1) પત્રકારત્વ પર્વ (ડો. યાસીન દલાલ), ગુર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, વર્ષ - 2009
- (2) સાહિત્યરંગી પત્રકારત્વ (ડો. અમીતા ઠાકોર), નવભારત સાહિત્ય મંદિર, મુંબઇ, વર્ષ - 1998
- (3) સાહિત્ય અને પત્રકારત્વ (કુમારપાળ દેસાઇ), ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ, વર્ષ - 1980
- (4) પત્રકારત્વની વિકાસ રેખા (વિષ્ણુ પંડયા), નવભારત સાહિત્ય મંદિર, અમદાવાદ, વર્ષ - 1991

# Role of Media in nation building: with reference to Indian independence movement - (રાષ્ટ્ર નિર્માણમાં મીડિયા ની ભૂમિકા: ભારતીય સ્વતંત્રતા ચળવળના સંદર્ભમાં)

Dr. Sanjay Patel, Assistant Professor in Sociology, Dr. Babasaheb Ambedkar Open University, Ahmedabad.

## Abstract

પ્રસ્તુત લેખમાં બ્રિટીશ ભારત સમયે મહાત્મા ગાંધી દ્વારા જે સમાચાર જેવા કે યંગ ઇન્ડિયા, નવજીવન, હરિજન બંધુ જેવા સમાચાર પત્રો દ્વારા ભારત દેશ ને આઝાદ કરવા માટે જે કઈ વિચારો ભારત ના લોકો સમક્ષ મુકતા તેનાથી સ્વતંત્રતા આંદોલન ને વેગ મળતો અને કોઈ પણ જાત ની હિંસક ક્રાંતિ વગરના આંદોલનથી સ્વતંત્રતા મેળવવા માટેની તાલાવેલી લોકોમાં જગાવતા, આમ દેશને આઝાદ કરવા અને સાથે-સાથે ગરીબી, અસ્પૃશ્યતા નિવારણ જેવા કાર્યક્રમો ચલાવી એકતા અને અખંડિતતા ટકાવી રાખવા માટેના સામાજિક આંદોલનો દ્વારા દેશને એક કરવામાં મહત્વની ભૂમિકા ભજવી.

**Key words:** રાષ્ટ્રપિતા મહાત્મા ગાંધીજીના યંગ ઇન્ડિયા, નવજીવન, હરિજન બંધુ સમાચાર પત્રો

- ગાંધીજી માત્ર સ્વતંત્ર સેનાનીજ નહિ પરંતુ એક સારા પત્રકારપણ

દેશને આઝાદી અપાવવામાં મહત્વનો ભાગ ભજવનાર રાષ્ટ્રપિતા મહાત્મા ગાંધી માત્ર સ્વાતંત્ર્ય સેનાની જ ન હતા પરંતુ એક સારા પત્રકાર અને લેખક ઉપરાંત તંત્રી પણ હતા જે અનેક લોકોને આજે ખ્યાલ પણ નહિ હોય માત્ર ૧૯ વર્ષની ઉંમરે સપ્ટેમ્બર ૧૮૮૮માં જયારે મોહનદાસ ગાંધીએ લંડનમાં પ્રથમ વખત પગ મુક્યો ત્યારે તેમણે પ્રથમવાર જ અખબાર વાંચ્યું હતું અને ત્યારે જ તેઓ સમજી ગયા હતા કે, ચોથી જાગીર એવી અખબારની તાકાત શું છે અને તેથી તેમણે લંડનમાં ડેઇલી ટેલીગ્રાફ, ડેઇલી ન્યુઝ અને પાલ મેલ ગેઝેટ જેવા અખબારોમાં કોલમ લખવાનું શરૂ કરીને ફીલાન્સ જર્નાલીઝમની શરૂઆત કરી હતી. ૧૮૯૦માં ઈંગ્લેન્ડમાં સરદાદાભાઈનવરોજીએ ઇન્ડિયા નામનું પત્ર શરૂ કર્યું અને ગાંધીજી આ પત્રના આફ્રીકાના ડર્બન અને જહોનીસબર્ગ જેવા વિસ્તારના તંત્રી બન્યા હતા.

લંડનથી ભારત આવ્યા બાદ વકીલ તરીકેની કારકીર્દી બનાવવા તરફ આગળ ધપતા મોહનદાસને એક કેસ લડવા આફ્રીકાની પેટ્ટી દાદા અબ્દુલ્લાહ એન્ડ કુ. એ તેમને ડર્બન બોલાવ્યા હતા અને આથી તેઓ કેસ લડવા ત્યાં ગયા ત્યારે ત્યાંની રાજકીય પરિસ્થિતિએ ગાંધીજીને જાગૃત પત્રકાર બનાવ્યા. ત્યાં રહેતા ભારતીયો ઉપર કાળા કાયદા હોવાથી લડત આપવા પોતાનું પત્ર શરૂ કરવાની ઇચ્છા ઇન્ટરનેશનલ પ્રિન્ટીંગ પ્રેસ વાળા મદનજીત વ્યવહારીકને જણાવી હતી. મદનજીતે અઠવાડીક શરૂ કરવા મોહનદાસને પ્રોત્સાહીત કર્યા અને ૪ જુન ૧૯૦૩ના 'ઇન્ડિયન ઓપીનીયન'નો પહેલો અંક બહાર પડ્યો જેનો પહેલો તંત્રી લેખ 'અવરસેલ્લ' ગાંધીજીએ લખ્યો હતો.

ડર્બનથી ભારત અવ્યા બાદ ગાંધીજીએ હિન્દુસ્તાન તથા અન્ય પત્રોમાં પોતાના વિચારો પ્રગટ કરતા લેખ લખ્યા હતા. તે સમયે યુધ્ધ સમાપ્ત થયા પછી કીમીનલ લો માં મહત્વના ફેરફાર થયા ત્યારે તેના વિરોધમાં ગાંધીજીએ ફેબ્રુઆરી ૧૯૧૯ના તેમના તંત્રીપદે અનરજીસ્ટર્ડ એવું ‘સત્યાગ્રહ’ નામનું અઠવાડિયા છાપું શરૂ કર્યું તે દર સોમવારે પ્રસિધ્ધ થતું અને ૧ પૈસો તેની કીમત હતી જેમાં તેઓ ઇન્ડિયન પ્રેસ એક્ટ વિરુદ્ધ પણ લખતા એ સમયે પ્રથમ વિશ્વાવયુધ્ધના કારણે નાના-મોટા ગુજરાતી વેપારીઓ માલામાલ થઇ ગયા હતા ત્યારે મુંબઇમાં ગુજરાતી યુવાનોની ટુકડીએ હોમરૂલ લીગ સંચાલીત ‘યંગ ઇન્ડિયા’ નામની અંગ્રેજી અઠવાડિક શરૂ કર્યું હતું અને ગાંધીજીને તેના તંત્રી બનાવાયા હતા. તંત્રી બન્યા પછી ગાંધીજીએ તેને અર્ધસાપ્તાહીક બનાવ્યું હતું તે ઉપરાંત ગુજરાતી માસિક પણ અઠવાડિક ચાલુ થયું. આમ ગાંધીજી આઝાદીની લડતમાં સ્વતંત્ર સેનાનીજ નહિ પરંતુ એક સારા પત્રકાર બની દેશને આઝાદ કરવામાં મહત્વની ભૂમિકા ભજવી.

- ગાંધીજીનું ‘નવજીવન’: ગુજરાતી પત્રકારત્વનું સીમાચિહ્ન

ગાંધીજીના તંત્રીપદ હેઠળ ‘નવજીવન’નો પહેલો અંક સપ્ટેમ્બર ૭, ૧૯૧૯ના રોજ પ્રગટ થયો હતો . ૧૯૩૨માં તેનું પ્રકાશન આટોપાયું ત્યાં સુધીમાં તે ગાંધીજીના અનેક પ્રયોગોનું સાક્ષી અને લોકો સુધી તેમની વાત પહોંચાડવાનું માધ્યમ બન્યું .ગાંધીજીનાં જોમવંતાં છતાં ઉશ્કેરણીજનક નહીં, વિચારપ્રેરક છતાં ગળચઢાં ચિંતનખોર નહીં એવાં લખાણો ‘નવજીવન’ માટે લખાયાં .અસહકારની ચળવળ અને ખિલાફત આંદોલનથી માંડીને દાંડીફૂલ જેવી દેશને ઉપરતળે કરનારી અનેક ઘટનાઓ ‘નવજીવન’ના પાને ઝીલાઈ .ગાંધીજીની લેખનશૈલી ઘડાઈ અને શીલમાંથી શૈલી શી રીતે નીપજી શકે તેનું ઉત્તમ ઉદાહરણ બની .ગાંધીજી ઉપરાંત મહાદેવભાઈ દેસાઈ, કાકાસાહેબ કાલેલકર, સ્વામી આનંદ જેવા ગાંધીયુગના ઉત્તમ કોટિના ગદ્યકારોની કલમનો લાભ ‘નવજીવન’ થકી ગુજરાતી વાચકોને મળ્યો . ગાંધીજીએ અસહકારની ચળવળ ઉપરાંત તેમના પ્રિય વિષયો હિંદુ-મુસલમાન એકતા અને અસ્પૃશ્યતાના વિરોધ માટે ‘નવજીવન’માં પાનાં ભરીને લખ્યું, માહિતી આપી, રોષભર્યાં કે ટીકાત્મક પત્રોમાંથી ગરમી અને કડવાશ ગાળીને, તેમાંથી ચર્યવાલાયક મુદ્દા વિશે લંબાણથી ચર્યા કરી . ‘નવજીવન’ ફક્ત ગાંધીવિચારનું જ નહીં, જાણે દેશમાં પ્રસરેલી નવી આબોહવાનું મુખપત્ર બની રહ્યું.

- યંગ ઇન્ડિયાનું સુકાન

ગાંધીજીની આગેવાની રાષ્ટ્રીય સ્તરે નવા યુગનાં એંધાણ આપી રહી હતી. તે પારખીને ઈંદુલાલની મિત્રમંડળીએ પહેલાં ગાંધીજીને અંગ્રેજી સામયિક ‘યંગ ઇન્ડિયા’નું સુકાન સોંપ્યું. ગાંધીજીએ ફક્ત સામયિકના નામમાંથી જ ‘સત્ય’ની બાદબાકી કરી હતી. બાકી બધી રીતે સામયિક સત્યનિષ્ઠ રહ્યું અને ગાંધીજીના સત્યના પ્રયોગોનું માધ્યમ બન્યું: તેમણે કરેલા પ્રયોગોનું અને તેમણે આત્મકથાના સ્વરૂપમાં આલેખેલા ‘સત્યના પ્રયોગો’નું પણ, કેમ કે તેમની જગવિખ્યાત આત્મકથાનાં પ્રકરણો ‘નવજીવન’માં હપ્તાવાર છપાતાં હતાં. સામયિકની લેખનસામગ્રીની જવાબદારી ગાંધીજીની હતી, પણ તંત્રીની કામગીરી ઈંદુલાલે ઉપાડવી એવું ઠર્યું



હતું. આજે પણ ગાંધીઆશ્રમના gandhiheritageportal.org પર ઉપલબ્ધ ‘નવજીવન’ના લગભગ તમામ અંકોમાંથી પહેલો અંક જોતાં, તેમાં વાંચવા મળે છે

- હરિજન સામાયિક

હરિજન પત્રનો પ્રથમ અંક ૧૧ ફેબ્રુઆરી ૧૯૩૩ના રોજ આર્યભુષણ પ્રેસ પુનાથી બહાર પડ્યો હતો હરિજનના પ્રથમ અંકની દસ હજાર નકલો છાપવામાં આવી હતી જેમાં અનુશુચિત જાતિઓ ઉપર ટાગોરના બંગાળી કાવ્યોનો અંગ્રેજી અનુવાદ છપાયો હતો. પ્રથમ અંકનો અગ્ર લેખ અસ્પૃશ્યતાના પ્રશ્નો ઉપર લખાયો હતો. આ સામાયાર પત્ર માં સૌથી વધુ અસ્પૃશ્યતાની સમસ્યા ઉપરજ સૌથી વધુ ચર્ચા થતી.

- ઉપસંહાર:

આમ ઉપરોક્ત બાબતોને જોતા રાષ્ટ્રીય સ્વતંત્રતાની ચળવળમાં આવા સામાયાર પત્રોજો ના હોત તો તે સમયે છેવાડાના માનવી સુધી આઝાદીની ચળવળની જ્યોત જગાવી શકાઈ ના હોત આમ દેશની સમસ્યાઓને ઉજાગર કરવામાં અને દેશને એક કરવામાં મહાત્મા ગાંધીજી ના આ સામાયાર પત્રોનું અનેરું મહત્વ છે.

સંદર્ભ સાહિત્ય:-

- <http://sandesh.com/gandhiji-renewal-gujarat/>
- Sandesh.com/ગાંધીજી-માત્ર-સ્વાતંત્ર/
- <https://www.gandhiheritageportal.org/>
- [http://kalpeshkapu.blogspot.com/2018/03/blog-post\\_9.html](http://kalpeshkapu.blogspot.com/2018/03/blog-post_9.html)

## Education in Emerging Indian Society

એસ ગુપ્તા અને જે.સી અગ્રવાલ, Shipra Publications

ડો. એમ.કે. પટેલ, પ્રા.કમલેશભાઈ એન ગોહિલ, Published by : અમોલ પ્રકાશન

ડો. પ્રતિમા ત્રિપાઠી, અગ્રવાલ પબ્લિકેશન્સ

### પ્રવેશ

સંસ્કૃતિના અર્થ અને સંકલ્પનાઓ માટે વિવિધ મંતવ્યો પ્રકટ થાય છે ખાસ કરીને ભૌગોલિક વિસ્તારો પ્રમાણે જુદી જુદી સંસ્કૃતિઓનું નિર્માણ થાય છે. આપણે જ્યારે ગંગા-જમનાની સંસ્કૃતિની વાત કરીએ છીએ ત્યારે ગંગા-જમના નદીઓ જે વિસ્તારમાંથી વહે છે કે જેની આબોહવા અને ભૂરચના સમાન છે તે વિસ્તારના લોકોની સંસ્કૃતિની વાત કરીએ છીએ. ભારતના લોકોની સંસ્કૃતિ ગંગા-જમના સંસ્કૃતિથી અલગ છે તે આપણે જાણીએ છીએ મનુષ્ય અન્ય જીવોથી વિશિષ્ટ તથા મહત્વપૂર્ણ છે. કારણ કે તે બુદ્ધિ- સપન્ન છે. અને આત્મ- પ્રકાશન એ વિવિધ પ્રકારોથી અવગત છે. મનુષ્યની એક વિશેષતા એ છે કે તે વિચારોનું આદાન-પ્રદાન કરે છે ક્રોધ, ઉલ્લાસ, પ્રેમ વગેરે તે ભાવો વ્યક્ત કરવા માટે મનુષ્ય હાવ-ભાવ સાથે ભાષાનો પ્રયોગ કરે છે વર્તમાન સમાજમાં જાગૃતતા લાવવા માટે મિડિયાની મહત્વપૂર્ણ ભૂમિકા છે. મિડિયાનું મહત્વ એ છે કે વ્યક્તિગત જીવન ને લઈને રાષ્ટ્રીય અને આંતરરાષ્ટ્રીય સંબંધો અને સંવાદની સ્થાપના માટે મહત્વપૂર્ણ છે. મિડિયા દ્વારા આપણે દુરદુરની સૂચનાઓથી જાણકારી મેળવી શકીએ છીએ. લોકો અથવા વ્યક્તિઓનો સમૂહ અને સંચારનો અર્થ સૂચનાઓનો આદાન-પ્રદાન આંજલ ભાષા માં જનસંચાર ને mass media પણ કહેવામાં આવે છે.

જનસંચારની પરિભાષા : સંચાર ની સૂચના, આદર્શો અને અભિવૃત્તિઓનો એક વ્યક્તિ થી બીજા વ્યક્તિ સુધી સંદેશ મોકલવાની કલા છે.

સંચાર સૂચના વ્યક્ત અથવા અવ્યક્ત રૂપ થી સૂચનાઓનું પ્રેષણ અને સ્વીકરણ છે.

જનસંચાર ની વિશેષતાઓ :

(૧) જનસંચાર વર્તમાન સૂચના નું ક્રાંતિ પરિમાણ છે.(૨) જનસંચાર માં સૂચનાઓનું સંપ્રેષણ અને સ્વીકરણ કરવામાં આવે છે (૩) જનસંચાર સાધનો ની સૂચના પ્રેષણ માં ભૂમિકા મહત્વપૂર્ણ હોય છે.(૪) જનસંચાર ના સાધનો દ્વારા પ્રભાવી સંપ્રેષણ ની સ્થાપના કરવામાં આવે છે. (૫) જનસંચાર ના સાધનો દ્વારા ઓછા સમયમાં અને વ્યય ના સમૂહ જોડે સૂચનાઓ અને વિચારો નું આદાન-પ્રદાન કરવામાં આવે છે.(૬) જ્ઞાન અને સૂચનોઓનું મનોરંજન રીતે રજૂઆત કરે છે.(૭) જનસંચાર ના સાધનો દ્વારા મહત્વ શૈક્ષિક દ્રષ્ટિ થી પણ અત્યધિક છે.(૮) જનસંચાર સાધનો દ્વારા પ્રત્યેક આયુ, વર્ગ વગેરે વ્યક્તિઓ થી સંપર્ક સ્થાપિત કરવા માટે ઉપયોગી સૂચનો નું આદાનપ્રદાન કરવામાં આવે છે.

જનસંચાર નું મહત્વ :

(૧) એક સમય માં તથા ઓછા સમય વ્યય માં વિશાળ જનસમૂહ સુધી મોકવાનું સૂચનોઓનું સમ્પ્રેષણ. (૨) બધા પ્રકાર ની શિક્ષણ માટે સાધન મહત્વપૂર્ણ છે.(૩) સંવિધાન ધારા ૪૫ લક્ષ્ય ની પૂર્તિ માટે સહાયક (૪) જનસંચાર સાધનો દ્વારા સાંસ્કૃતિકતા આદાન પ્રદાન કરે છે (૫) શિક્ષણ ની ગુણવત્તા હેતુ ઉપયોગી (૬) જનસંચારના સાધનો દ્વારા દેશ-વિદેશ ની સૂચનાઓ, ઘટનાઓ અને જ્ઞાન-વિજ્ઞાનની પ્રગતિ ની જાણકારી અને લાભ મળે છે.(૭) જનસંચાર સાધનો દ્વારા કિસાનો સારી કૃષિ કરે તે માટે સારા ઉપાયોની જાણકારી બતાવવામાં આવે છે .(૮) સામાજિક મહત્વ ના વિષયો જેવા કે પોલીયો દવા ની બે બુંદ પીવું, બાળ-વિવાહ, દહેજ, વિધવા પુનવિવાહ, લિંગ ભેદભાવ, સંક્રામક રોગો થી બચાવ બિમારીઓના લક્ષણ તથા બચાવ, બાળકો તથા ગર્ભવતી મહિલાઓનું ખાન-પાન અને જોવા લાયક સંબંધિત કાર્યક્રમો લોકો સુધી પહોચવામાં આવે છે.જેથી લોકો માં જાગૃતતા આવે છે. (૯) રાષ્ટ્રીય આપત્તિઓ તથા પ્રાકૃતિક વિપત્તિઓ જ્યારે આવે છે ત્યારે સાધનો ના મદદથી દેશ-વિદેશ લોકો જાણકારી મેળવે છે અને સહાયતા પ્રદાન કરે છે.

#### જનસંચાર નું ક્ષેત્ર :

જનસંચાર સાધનોનું ક્ષેત્ર ઘણું વ્યાપક છે. મનુષ્ય જીવન,રાષ્ટ્ર, અંતરાષ્ટ્ર, સ્વાસ્થ્ય, કૃષિ, જ્ઞાન-વિજ્ઞાન, સુચના,મનોરંજન વગેરે બધા ક્ષેત્રો માં અગ્રણી ભૂમિકા ભજવી રહ્યા છે. તેમના ક્ષેત્ર નિમ્ન પ્રકાર છે. શૈક્ષણિક ક્ષેત્ર, મનોરંજન ક્ષેત્ર,રાષ્ટ્રીય ક્ષેત્ર, અંતરરાષ્ટ્રીય,સામાજિક ક્ષેત્ર, રાજકારણી ક્ષેત્ર,વિશ્વ-શાંતિ તથા એકતા, માનવતા તથા સદભાવ, જ્ઞાન-વિજ્ઞાન ,સ્વાસ્થ્ય તથા જાગૃતતા.

#### જનસંચાર સાધનો ના કાર્ય :

જનસંચાર સાધનો ના કાર્ય પણ તે ક્ષેત્રો નું વ્યાપકતા ના કારણ વિસ્તૃત તથા વ્યાપક છે જેને સંક્ષેપ માં નિમ્ન બિંદુના અંતર્ગત જોવા મળે છે.

(૧) જાગૃતતા લાવા માટે નું કાર્ય (૨) સુચના પ્રાપ્ત કરવાનું કાર્ય (૩) સાંસ્કૃતિક વિસ્તાર તથા સંરક્ષણ નું કાર્ય (૪) રાષ્ટ્રીયતા ની સાથે-સાથે આંતરરાષ્ટ્રીય ની ભાવના નો વિકાસ (૪) સુચનાઓ તથા વિચારો નું આદાનપ્રદાન (૫) વૈશ્વિકરણ ની પ્રવૃત્તિ માં વૃદ્ધિ નું કાર્ય (૬) જ્ઞાન ને મનોરંજન વ્યવસ્થા થી તથા પ્રત્યેક આયુ-વર્ગ ના અંતર્ગત સર્વગ્રાહી બનાવીને રજૂઆત કરવાની નું કાર્ય (૭) શિક્ષણના સાર્વભૌમિક તથા સુલભ બનાવવાનું કાર્ય

જનસંચાર ના અભિકરણો ની ભૂમિકા અત્યધિક મહત્વપૂર્ણ છે. જનસંચાર ના સાધનો ની સમાલોચનાત્મક ભૂમિકા ના સંદર્ભ માં પ્રચલિત વિશ્વાસો, સંસ્કૃતિયો,લિંગ વિશ્વાસો તથા તેની સદ્ઘાતા અને વિદ્યાલયી વાતાવરણ માં લિંગ સુદ્ઘતા હેતુ નિહિતાર્થ નું અધ્યયન કરવું અપેક્ષિત છે.

#### જનસંચાર ના સાધનો નું વર્ગીકરણ :

\* મુદ્રિત સાધન : સમાચાર પત્ર, પત્રિકાએ, પેમ્ફલેટ વગેરે

\* અમુદ્રિત સાધન / ઈલેક્ટ્રોનિક મિડિયા : દુરદર્શન, રેડિયો, ટેલીવિઝન,ફેક્સ વગેરે

૧. મુદ્રિત સાધન : મુદ્રિત જનસંચાર સાધનો ના પ્રયોગ વર્તમાન મેં અત્યધિક જોવા મળે છે. તેની પહોચ પ્રત્યેક ઘર તથા ક્ષેત્ર માં છે મુદ્રિત સાધન લિખિત હોય છે તેના પ્રયોગ ઘણા સમય થી ચાલી રહ્યો છે.અંગ્રેજી શાસન કાલ

માં રાષ્ટ્રીયતા કે ભાવ ડબાવ માટે મુદ્રિત સાધનો પર પાબંદી લગાડવામાં આવ્યું હતું. તેથી સૂચનોઓ તથા વિચારો આદાનપ્રદાન ન હોઈ શકે.સ્વતંત્રતા પછી અભિવ્યક્તિ ની સ્વતંત્રતા પ્રદાન કરવામાં આવ્યું. ૩૧ માર્ચ ઈ.સ ૨૦૦૯ સુધી ભારત માં કુલ ૭૩,૧૪૬ સમાચાર પત્ર-પત્રિકાઓનું પ્રકાશન થઈ ગયું હતું. મુદ્રિત સાધનો, વિશિષ્ટ : સમાચાર પત્રો દ્વારા જન- જાગૃકતા અને શિક્ષણ થી સંબંધિત સંસ્થાઓ નિમ્ન પ્રકાર છે.

- (૧) પ્રેસ ટ્રસ્ટ ઓફ ઇન્ડિયા
- (૨) યુનાઇટેડ ન્યુઝ ઓફ ઇન્ડિયા
- (૩) ભારતીય પ્રેસ પરિષદ
- (૪) પ્રકાશન વિભાગ
- (૫) ફોટો પ્રભાગ
- (૬) ભારતીય જનસંચાર સંસ્થાન
- (૭) જનસુચના અભિયાન

૨. અન્ય સાધન : જનસંચાર ના અમુક એવા સાધન છે જે મુદ્રિત પણ છે અને ન અમુદ્રિત છે અને ન ઈલેક્ટ્રોનિક તેના અંતર્ગત નાટ્યશાળાઓ, સમાજ કલ્યાણ સમિતિઓ, પ્રોઠ શિક્ષા કેન્દ્ર, યુવક કલ્યાણ સમિતિ, મહિલા સમિતિ વગેરે.

૩. અમુદ્રિત સાધન : નવીન તકનીકી ના અનુસાર સુચના તથા સંપ્રેષણ માટે નવા યંત્રો આવિષ્કાર થયું. જેના કારણ સંચાર સાધનો માં ક્રાંતિ આવી. ૨૧ મી સદી માં સુચના અને સંચાર ક્રાંતિ કહેવામાં આવતી તે સાધન થી એકજ સમય લાખો લોકો સુધી સૂચનાઓનું આદાનપ્રદાન કરવામાં આવતું. તે સાધન છે – રેડિયો, દુરદર્શન, ટેલીફોન, ઈંટરનેટ, ફેક્સ વગેરે.

જનસંચાર ના સાધનો આ પ્રમાણે છે – ચિત્ર તથા ફોટોગ્રાફી, સાહિત્ય, દુરદર્શન, ઈંટરનેટ , ટેલીફોન, ફેક્સ રેડિયો, કવિ સંમેલન, મુશાયરા વાર્તા, નાટક, લોકનૃત્ય, કઠપુતળી નું રમત, પ્રદર્શની, ફલાલેન બોર્ડ, પોસ્ટર, ચાર્ટ, ફ્લેશ કાર્ડ સંગ્રહાલય, પુસ્તકાલય તથા વાચનાલય વગેરે

૪. શૈક્ષણિક દ્રષ્ટિ થી પ્રભાવી જનસંચાર નું સાધન : વર્તમાન યુગ માં શિક્ષણ નું જનસંચાર સાધન માં પ્રયોગ પ્રભાવી, રુચિપૂર્ણ તથા સાર્વભૌમિક શિક્ષણ નું વિસ્તાર હેતુ કરવામાં આવે છે. શિક્ષા પ્રભાવી જનસંચાર સાધન આ પ્રમાણે છે : સમાચાર પત્ર, ચલચિત્ર પુસ્તકાલય તથા વાંચનલય, રેડિયો, દુરદર્શન, નાટક, પ્રદર્શની

**\*જનસંચાર સાધનો માં વિવેચનાત્મક ભૂમિકા :**

૧. જાગૃકતા અભિયાન દ્વારા
૨. લઘુ ફિલ્મો દ્વારા
૩. પ્રદર્શની આયોજન દ્વારા
૪. નાટકો તથા નુક્કડ નાટકો દ્વારા

\* જનસંચાર વિશેષ ભૂમિકા : વર્તમાન માં જનસંચાર સાધન ની ભૂમિકા એટલી અધિક મહત્વપૂર્ણ અને વ્યાપક થઇ ગઈ છે કે તે દેશ- દુનિયા ના પ્રત્યેક જગ્યા અને ખૂણે ખૂણે સમાચારો તરંત જ બધાની સામે આવી જાય છે. મનોરંજન સાથે સાથે લેગિક મુદ્દા પર જાગૃતતા ઉત્પન્ન કરવું. જનસંચાર સાધનો દ્વારા અંધવિશ્વાસો અને કુરિવાજો થી જન-સમૂહ જાગૃત કરાવવું. મહિલાઓની સશક્ત છવિ તથા રમત-ગમત રાજનીતિ, ચિકિત્સા શિક્ષણ સાહિત્ય, વિજ્ઞાન તકનીકી તથા સાંસ્કૃતિક વગેરે ક્ષેત્રો માં કરવામ આવેલ લોકો જાગૃત કરવામાં આવે છે. જેથી સ્વસ્થ લેગિક વિશ્વાસ નો વિકાસ થાય છે અને સમાજસેવા પ્રાપ્ત થાય છે.

\*જનસંચાર નું પ્રત્યાયન:

૧૮મી સદીના અંતથી શરૂ કરી આજ સુધી વિશ્વમાં અખબારો,સામયિકો જેવા મુદ્રિત માધ્યમોનો અવિરત વિકાસ થતો રહ્યો છે. વર્તમાન સમયમાં ટેલીવિઝન, ઈંટરનેટ મોબાઈલ ફોન જેવા સાધનોએ માહિતી અને મનોરંજન પ્રાપ્ત કરવાની ત્વરિત અબે અસરકારક સુવિધા પ્રાપ્ત કરી આપી છે. અખબાર, ફિલ્મો, રેડિયો, ટેલીવિઝન, ઈંટરનેટ,મોબાઈલ ફોન જેવા સમૂહ માધ્યમોને અંગ્રેજીમાં ‘માસ-મિડિયા’ તરીકે ઓળખવામાં આવે છે ગુજરાતીમાં આપણે તેને ‘પ્રત્યાયન’ ના માધ્યમો તરીકે પણ જાણીએ છીએ.આપણા સૌના સામાજિકીકરણ માટે માસ મિડિયા ની અસરકારક ભૂમિકા રહી છે. ટેલીવિઝનમાં આવતી સીરીયલો,ચલચિત્રો,સમાચાર તથા લોકસહિતમાં પ્રસિદ્ધ થતી જાહેરાતો સી-પુરુષ સંબંધો અને દરજ્જાની વાસ્તવિકતા રજૂ કરે છે. અને લિંગભેદ મીટાવવાનો સંદેશ પણ આપે છે.મુદ્રિત માધ્યમો સાક્ષર વ્યક્તિઓને અસર કરે છે જ્યારે દ્રશ્ય-શ્રાવ્ય માધ્યમો સાક્ષર, નિરક્ષર અને દૂર-દૂર નિવાસ કરતા લોકોને પણ અસર કરે છે.ટેલીવિઝનના કાર્યક્રમો મનોરંજન સાથે જ્ઞાન પણ આપે છે. ટેલીવિઝન દ્વારા રજૂ થયેલ માહિતી, પ્રસંગો, વર્તન-વ્યવહારો વગેરે ઘણા લાંબા સમય સુધી યાદ રહે છે બાળકો ટેલીવિઝનના કાર્યક્રમોથી વિશેષ પ્રભાવિત થાય છે.ટેલીવિઝન દ્વારા પ્રસારિત તત્તી જાહેરાતો વ્યક્તિઓને આધુનિક યુગ માં જુદી જુદી વસ્તુઓ અને સેવાઓ ગ્રાહક બનાવે છે.વર્તમાન સમયમાં ઈંટરનેટ અને સોશ્યલ મિડિયા પણ સામાજિકીકરણમાં મહત્વની ભૂમિકા ભજવે છે.માધ્યમો આપણને સમાજમાં રહેતા જુદા જુદા સમૂહો, સંસ્કૃતિઓ સમસ્યાઓ, પ્રક્રિયાઓ વગેરે અંગે માહિતી અને સમજ પુરા પાડે છે તે દ્વારા વ્યક્તિ પોતાની જાત ને સમજી શકે છે. તેના ભાવિ વર્તનો અને વ્યવહાર વિશે સભાનતા કેળવે છે.

સંસ્કૃતિ એટલે સામુહિક રીતે માનવબૌદ્ધિક સિદ્ધિઓનું પ્રગટીકરણ અને કળાનો સમુચ્ચય.

The arts and other manifestations of human intellectual achieve Ments regarded collectively.

વ્યાખ્યામાં જે ‘સામુહિક’ રીતે જણાવાયું છે તે સમૂહ કોઈ એક સમાન લાક્ષણિકતા ધરાવતા ભોગોલિક વિસ્તારની પ્રજાનું સુચન કરે છે પ્રાસ્તાવિકમાં જોયું તે પ્રમાણે મુખ્યત્વે ભોગોલિક કારણોએ અને તેમાં માનવકૃત પરિબળો ઉમેરતા જે તે ભોગોલિક વિસ્તારની પ્રજા પોતાની આગવી જીવનશૈલી તૈયાર કરતી હોય છે એના પોશાક,ઘરબાંધણી, ખોરાક, ભાષા, અને વાતચીતનો લહેકો,ધર્મ,ધાર્મિક રિવાજો, સામાજિક રિવાજો, ભાષાની લાક્ષણિકતા જેવી અનેક બાબતોમાં કોઈ એક વિસ્તારનો સમૂહ સામુહિક રીતે જરાક શીથીલ પણ સમાન રચના કરતો હોય છે. અનુભવો અને અવલોકનોની મદદથી તે અંગે તે બૌદ્ધિક રીતે વિચારતો હોય છે. વિજ્ઞાનને કારણે છેલ્લા ૪૦૦-૫૦૦ વર્ષ દરમિયાન એમાં પ્રયોગો ને પણ સ્થાન મળ્યું છે. સંસ્કૃતિ એ ધ્યેય છે. તે માનવજીવન

શૈલીમાં વર્તન-વ્યવહાર, પ્રવૃત્તિમાં વ્યક્ત થાય છે. તે શીખેલા અને શીખવામાં આવેલ વર્તનની ઢબ છે. અને અવિરત ચાલુ રહેતી છતાં પરિવર્તન પામતી માનવ મુલ્યોની સર્જનાત્મક વ્યવસ્થા છે. તે સ્ત્રી- પુરુષ ને જીવન જીવવાની પદ્ધતિ શીખવે છે. તે વ્યક્તિને પોતાના લિંગ પ્રમાણે વર્તનની પદ્ધતિઓ રીવાજ, નીતિ ભાષા, મુલ્યો, ધ્યેયો, વિચારો, કલા, સાહિત્ય, સંગીત, મનોરંજન વિજ્ઞાન, ધર્મ, વિચારસરણી વગેરે અમૂર્ત અને સાધ્ય સ્વરૂપ માનવઘટનાઓ શીખવે છે. સંસ્કૃતિ સાર્વત્રિક છે અને સંસ્કૃતિમાં અમુક તત્વો દરેક સમાજમાં જોવા મળે છે. સાર્વત્રિકતાની સાથોસાથ ભિન્નતા પણ જોવા મળે છે. જુદા જુદા સમાજની ભાષામાં, કુટુંબ પદ્ધતિમાં, લગ્ન પ્રકાર અને જીવનસાથી મેળવવાની પદ્ધતિમાં અંતલગ્ન અને બહિલગ્નના નિયમોમાં ધર્મ, નીતિ, સાહિત્ય સ્વરૂપ, કળા સ્વરૂપ, મિલકત, સંસ્થા વગેરેમાં તફાવત જોવા મળે છે. સંસ્કૃતિ સ્ત્રી-પુરુષના વર્તનની ઢબ નક્કી કરે છે. તે માનવ વર્તનને સંગઠિત સ્વરૂપ બક્ષે છે. લગ્નની પદ્ધતિ, ખાનપાનની પદ્ધતિ, કુટુંબજીવન અને બાળઉછેરની પદ્ધતિ, તાલીમ અને જ્ઞાન મેળવવાની પદ્ધતિઓ સમાજની પ્રણાલિકાઓ આગળ ધપાવે છે. એક પેઢીએ શીખેલી કે મેળવેલું સાહિત્ય, કલા, જ્ઞાન, મુલ્યો, નીતિ ધર્મનું જ્ઞાન બીજી પેઢીને વારસામાં આપે છે. માં-બાપ, વડીલ, મિત્રો વગેરે દ્વારા અનોપચારિક શિક્ષણ પદ્ધતિ દ્વારા યુવાનો વારસો મેળવે છે. વર્તમાનપત્રો, પુસ્તક, રેડિયો, સિનેમા, નાટક, શિખામણ, અનુકરણ વગેરે દ્વારા સંસ્કૃતિની પ્રેષણા થાય છે. જેમ જેમ બૌદ્ધિક વિકાસ થતો ગયો તેમ તેમ તે સમૂહની અનેકવિધ પ્રવૃત્તિઓમાં પરિવર્તન આવતા ગયા. બૌદ્ધિક વિકાસની સાથે સાંસ્કૃતિક પરિવર્તનો સંકળાયેલા છે. પરિવર્તનો સહિત સમૂહની જે અનેકવિધ પ્રવૃત્તિઓનો સમુચ્ચય થાય છે તે સંસ્કૃતિનો એક ભાગ બને છે. કળા માં સાહિત્યનો પણ સમાવેશ થાય છે સમજ જતા સાહિત્ય અને કળા સંસ્કૃતિની ધરોહર બની છે મોટાભાગની કળા સ્થાનિક, ભૌગોલિક અને સામાજિક પરિસ્થિતિનું પ્રતિબિંબ પાડે છે. વિશ્વમાં જ માત્ર નહિ, પરંતુ એક દેશમાં જુદાજુદા વિસ્તારોની પ્રજા એકબીજાના વિસ્તારમાં જાય છે, વ્યવહારો કરે છે અને કાયમી નિવાસ પણ કરે છે શાળા પોતે જ સંસ્કૃતિના બાહુલ્યનું કેન્દ્ર છે. કિશોરો અને કિશોરીઓ પોતાના કુટુંબ અને સમાજની સંસ્કૃતિને લઈને શાળામાં આવે છે. તેઓ ઉમરમાં નાના છે અને વિરોધ કરવાની શક્તિ, મતિ એમનામાં રહેતી નથી તેથી કોઈપણ પરંપરાગત પ્રવૃત્તિઓ થતી હોય અને તેની સંસ્કૃતિ વિરુદ્ધ તેમાં કોઈક બાબત હોય તો તેઓ તેનો વિરોધ કરતા નથી, કરી શકતા નથી. આમ છતાં એમની સંસ્કૃતિ ની થતી અવહેલનાને કારણે એમના મનપ્રદેશમાં રોષ તો આવે જ છે.

**\*સંસ્કૃતિ આધારિત પરંપરાગત પ્રવૃત્તિ:**

(૧) સ્વાતંત્ર્ય દિનની ઉજવણી : વિશ્વમાં ભારત એવો દેશ છે કે જેમાં સ્વતંત્રતાને લગતા બે દિવસો ૧૫ ઓગસ્ટ, ૨૬ જાન્યુઆરી ઉજવાય છે. સ્વાતંત્ર્ય દિનની ઉજવણી પ્રસંગે દેશના બધા જ વિસ્તારો અને તેમાંની બધી જ સંસ્કૃતિમાં ઉછરેલા આઝાદીના આશીર્વાદો આઝાદી મેળવવા માટે બલિદાનો આપ્યા હતા. એ ભાગ પર વધારે ભાર મુકાવો જોઈએ. સરહદના ગાંધીથી માંડી રાજીજી સુધી ઉત્તર-દક્ષિણ બધી જ સંસ્કૃતિના સ્વાતંત્ર્યવીરોએ ભાગ લીધો હતો તેના પર ભાર મુકવો જોઈએ. તા. ૨૬ જાન્યુઆરી એટલે કે પ્રજાસત્તાક દિનની ઉજવણીના મૂળમાં આપણું બંધારણ છે, કારણ કે તે દિવસે ભારતની જનતાએ બંધારણ સુપ્રત કર્યું હતું બંધારણ ની પ્રત્યેક જોગવાઈ

બહુસંસ્કૃતિવાદની સમર્થક છે. આથી, આ દિવસની ઉજવણી પ્રસંગે બંધારણનો સમગ્ર અભિગમ અને પ્રત્યેક સંસ્કૃતિને બિરદાવવાની ભલામણ કરતી જોગવાઈઓને વિદ્યાર્થીઓ સમજી શકે તે ભાષામાં રજૂ કરવી જોઈએ. ભારત દેશમાં સ્વતંત્ર દિનની ઉજવણીનું આયોજન જ્યારે કરવામાં આવે છે ત્યારે વિવિધ મંત્રીઓનું પ્રવચનો મીડિયા દ્વારા સંદેશ મળે છે

(૨) તહેવારોની ઉજવણી : દરેક સંસ્કૃતિમાં કોઈને કોઈ તહેવાર ઉજવવાનું સમાવિષ્ટ છે. આ ઉજવણીમાં જે અવૈજ્ઞાનિકતા હોય અને સંબંધિતોને નુકશાનકારક હોય તે તત્વો ગાળી નાખવાનું ઉજવણી પ્રસંગે શાળામાં વિદ્યાર્થીઓને સમજાવવું જોઈએ. આ સંદર્ભ છેલ્લા પાંચ- છ વર્ષથી સંખ્યાબંધ શાળાઓ પોતાના વિદ્યાર્થીઓને દિવાળીની ઉજવણી પ્રસંગે ફટાકડા નહિ ફોડવાની સૂચનો આપે છે. તે આ વૈજ્ઞાનિક અભિગમનો દાખલો છે. એ તત્વો ગાળી નાખ્યા પછી તહેવારોમાં લોકોના મિલન, આનંદની અભિવ્યક્તિ શુભેચ્છાઓ અને આર્શીવાદોનો વરસાદ, કલાકારીગીરીના પ્રદર્શનો વગેરે તો આવકાર્ય જ છે. કોઈપણ તહેવારની ઉજવણી પ્રસંગે શાળાએ તે જોવું જોઈએ કે તેને કોઈ વિસ્તાર, કોઈ કોમ કે કોઈ ધર્મ કે કોઈ જાતિનો રંગ ન ચઢી જાય. તેની ઉજવણી એવી રીતે થવી જોઈએ કે અન્ય સંસ્કૃતિના વિદ્યાર્થીઓ તેમાં હોંશે હોંશે ભાગ લે. દરેક સંસ્કૃતિના બાળકોને એ ખાતરી મળવી જોઈએ કે એમની સંસ્કૃતિનો તહેવાર ઉજવવાનો આવશે ત્યારે શાળા તે અચૂક ઉજવશે. ભારત દેશમાં વિવિધ તહેવારો ની ઉજવણી કરવામાં આવે છે ત્યારે ધાર્મિક સામયિકો, લેખો ચિત્ર, નાટક, ફિલ્મ વગેરે આપણે મીડિયા દ્વારા પ્રસાર કરવામાં આવે છે.

(૩) સ્પર્ધાઓ : શાળાઓ પોતાની અનુકૂળતા પ્રમાણે વક્રનૃત્ય, ગીત-સંગીત, રમતગમત વગેરે સ્પર્ધાઓ યોજે છે. આપણે જાણીએ છીએ કે દેશના વિવિધ વિસ્તારોની સંસ્કૃતિઓ પ્રમાણે કોઈ એક ગીત-સંગીતના પ્રકાર અને રમતગમતનું પ્રાધાન્ય હોય છે. પંજાબ, હરિયાણા તરફ કવ્વાલીઓ અને દક્ષિણ ભારતમાં શાસ્ત્રીય સંગીતનું પ્રાધાન્ય છે. આથી જ્યારે સ્પર્ધાઓ યોજાય ત્યારે દેશ અને દુનિયાની વિવિધ સંસ્કૃતિઓની મુખ્ય પ્રવૃત્તિઓને પણ કેન્દ્રમાં રાખીને સ્પર્ધાઓ યોજી શકાય. સ્પર્ધકોને તેનો પરિચય કરાવી શકાય અને જ્યારે સ્પર્ધા યોજાય ત્યારે શ્રોતાગણને પણ તેની ખૂબીઓ સમજાવી શકાય. આ પ્રકારની સ્પર્ધાઓ અચૂક બહુસંસ્કૃતિવાદને પોષે, કારણ કે સ્પર્ધક સ્પર્ધામાં પોતાનું શ્રેષ્ઠ કૌવત દાખવી જીતવા માંગે છે.

(૪) સાંસ્કૃતિક કાર્યક્રમ : શાળા પાસે બહુસંસ્કૃતિવાદને ઉત્તેજન આપવા માટે સૌથી અસરકારક કાર્યક્રમ હોય તો તે સાંસ્કૃતિક કાર્યક્રમ છે. ઘણી શાળા-મહાશાળાઓ નાવીન્ય માટે પણ દેશ અને દુનિયાની સંસ્કૃતિના પડઘા ઝીલતા ગીતો, સમૂહનૃત્યો, લોકનૃત્ય, શાસ્ત્રીય અને ફિલ્મી નૃત્યો વગેરે સમાવતી થઈ ગઈ છે. આ એક ખુબ સારું પરિવર્તન છે. એને વધારે ને વધારે આગળ ચલાવવું જોઈએ. ગુજરાતના વિદ્યાર્થીઓની વાત કરીએ તો એ ગરબાથી જેટલા પરિચિત છે એટલા જ ભાંગડાપરિચિત છે. મણીપુરના નૃત્યો અને લોકનૃત્ય ખુબ કળામય અને નજાકત ધરાવે છે. આવું જ પશ્ચિમ બંગાળના સંગીત માટે કહી શકાય. પશ્ચિમનું રોક અને પોપ સંગીત પણ ખુબ આનંદદાયી છે. આ બધું જ સાંસ્કૃતિક કાર્યક્રમમાં સમાવી શકાય. મીડિયા દ્વારા શાળા-કોલેજો કાર્યક્રમ થતાં હોય છે ત્યારે સમાચાર પત્ર દ્વારા પ્રસ્તુત કરવામાં આવે છે.

(૫) મહાપુરુષો અને સંતો જન્મ-પુણ્યતિથિ ઉજવણી : આપણે ત્યાં ગાંધીજી, નહેરુ અને સરદારની આવી ઉજવણી તો કરીએ છીએ. ઉપરાંત મહારાષ્ટ્રના ફૂલે, પશ્ચિમ,બંગાળના ચિતરંજનદાસ કે ઉત્તર ભારતના મૌલના અબ્દુલ કલામ આઝાદની પણ તિથિઓ ઉજવી શકાય. જે મહાપુરુષોએ બહુસંસ્કૃતિવાદને પોષ્યો હોય તેમની તિથિની ઉજવણી વધારે અસરકારક બને. વિવિધ સંપ્રદાયના સંતો અને ભારત દેશના મહાનપુરુષો દેશભક્તો વિશે સમાચાર પત્રો અને સામયિકોની પૂર્તિમાં માહિતી પ્રાપ્ત થાય છે.

(૬) રેલીઓ : આઝાદીની ચળવળથી આપણી પ્રજાને પ્રભાતફેરીના સંસ્કાર પડ્યા છે. વ્યસનમુક્તિ, રક્તદાન કે સૈનિકો માટે ફાળો ઉઘરાવવા ધ્વજરેલી જેવી અનેક રેલીઓ શાળાઓ પોતાની અનુકૂળતા પ્રમાણે કાઢે છે. તેમાં તૈયાર થતાં પ્લેકાર્ડ કે બોલવાના સુત્રોમાં વિવિધ સંસ્કૃતિવાળા લોકો ભાઈઓ અને બહેનો છે તેવા સંદેશા સમાવી શકાય. રેલીમાં વિવિધ વિસ્તારોના વિશિષ્ટ પહેરવેશોવાળા વિદ્યાર્થીઓને પણ તૈયાર કરી શકાય. પ્રાંત પ્રમાણે જે પણ જાગૃતિ લાવવા માટે ની રેલીઓ જેમ કે ઉતરાયણ સમય પક્ષી બચાવો,કારખાના થી હવા પ્રદૂષણ ,જળ પ્રદૂષણ,જમીન પ્રદૂષણ વગેરે બાબતો ઉલ્લેખ સમાચાર પત્રો અને ન્યુઝ ચેનલમાં કરવામાં આવે છે. દરેક શાળામાં મહેમાનોના પ્રવચનો ગોઠવાય છે. જેઓ બિનસાંપ્રદાયિકતામાં માનતા હોય, વિવિધ સંસ્કૃતિઓના અભ્યાસુ હોય અને સંસ્કૃતિ વચ્ચેના તાલમેલથી જ માનવ જાત સુખી, સંપન્ન અને આનંદી રહી શકે તેવું માનતા હોય તેમને આમંત્રણ આપવા જોઈએ વિષયો પણ બહુસંસ્કૃતિવાદને કેન્દ્રમાં રાખી ગોઠવવા જોઈએ. પ્રશ્નોત્તરી અવશ્ય રાખવી જોઈએ કે જેથી વિદ્યાર્થીઓ પ્રવચન સંભારવી વખતે ધ્યાનથી સાંભળે અને પ્રશ્નો પૂછીને પોતાની અણસમજ-ગેસમજ દૂર કરે. પ્રશ્નોત્તરીમાં શિક્ષકો અને અન્ય હાજર શ્રોતાઓ પણ ભાગ લઈ શકે.

(૮) રક્તદાન અને એવી અન્ય શિબિરો :રક્તદાનથી અન્ય કોઈકનો જાન બચાવી લેવાનું ઉમદા કાર્ય તો થાય જ છે. પરંતુ શિબિર શરૂ થાય તે પહેલા બધાનો જ લોહીનો રંગ લાલ છે અને સમાન વર્ગમાં આવતા હોય તો એકના શરીરનું લોહી બીજાના શરીરમાં દાખલ કરી શકાય છે. તેને કેન્દ્રમાં રાખીને અંતે બધા જ મનુષ્યો સમાન છે. તેમજ માત્ર સંસ્કૃતિને કારણે ભેદ ન પાડી શકાય તેવી સમજણ આપવી જોઈએ. એ જ પ્રમાણે રાષ્ટ્રીય સેવા યોજનાના શિબિરો પ્રસંગે પણ બહુસંસ્કૃતિવાદને સ્વયંસેવક વિદ્યાર્થીઓ સમક્ષ કરી શકાય છે. શહેરી વિસ્તારના વિદ્યાર્થીઓ ગ્રામવિસ્તારમાં શિબિરાર્થ જાય ત્યારે એમની શહેરી સંસ્કૃતિ અને ગ્રામ સંસ્કૃતિ વચ્ચેની તુલના અને બંને કેટલી પરસ્પર આધીન છે તે સમજાવી શકાય. જો શાળાઓમાં ચક્ષુદાન, દેહદાન જેવાના પત્રકો ભરવાનો કાર્યક્રમ અમલમાં મુકાય ત્યારે પણ મૂળમાં માનવ જાત એક જ તે સમજાવી શકાય. સમાચાર પત્રો માં જાહેરાત કરવામાં આવે છે.

(૯) શિક્ષકદિન : શાળામાં દિવસો તો ઘણા ઉજવાય છે. પરંતુ શિક્ષકદિનની ઉજવણી વિશેષ મહત્વ લઈ જાય છે તેમાં વળી આપણે એવો શિરસ્તો અપનાવ્યો છે. કે તે દિવસે વિદ્યાર્થીઓ વર્ગખંડમાં શિક્ષકની ભૂમિકા ભજવે. કહેવાય છે કે માણસ ત્યારે જ બરાબર ભણે છે. કે જ્યારે તેને ભણાવવાનું થાય. આ તક ઝડપી લેવા માટે વિદ્યાર્થીઓને બહુસંસ્કૃતિવાદ ને પોષતા વિષયાગ ભણાવવાનું જણાવવું જોઈએ. એણે બનાવવાનું થશે એટલે બહુસંસ્કૃતિવાદની ખૂબીઓ સાચા અર્થમાં સમજવાનું રાખશે. બાકીના વિદ્યાર્થીઓ પણ જો પૂર્વતૈયારી કરીને આવે



તો શિક્ષકદિનની ઉજવણીમાં બહુસંસ્કૃતિવાદની સમજ સાચા અંતમાં પેદા થશે. દરેક ક્ષેત્રની શાળાઓમાં શિક્ષણદિન ઉજવણી વિશે સમાચારપત્રોમાં માહિતી મળતી હોય છે.

ઉપસંહાર : વર્તમાન સમયમાં ટેલિવિઝન, ઇન્ટરનેટ, મોબાઈલ ફોન જેવા સાધનોએ માહિતી અને મનોરંજન પ્રાપ્ત કરવાની અસરકારક સુવિધા પ્રાપ્ત કરી આપે છે.ભારતીય સંસ્કૃતિમાં જ્ઞાતિ પ્રમાણે જુદા જુદા રીવાજો પ્રચલિત છે.મીડિયા તેમાં પરીવર્તન લાવે છે. ભારતીય સંસ્કૃતિના ઉચ્ચતમ મુલ્યોની પ્રવર્તમાન સમયમાં ઉપેક્ષા કરીને આજની નારીજાતીને સમાજમા મીડિયાના પ્રચાર દ્વારા સમાનતા મળી એવા અનેક ફાયદા મળે છે.

# સામાજિક પ્રશ્નોના નિરાકરણમાં પ્રસાર માધ્યમોનો ફાળો

SHITAL H VYAS, TEACHER, SHREE NANDKUVARBA KSHATRIYA KANYA VIDYALAY, ENGLISH MEDIUM SCHOOL BHAVNAGAR - 364002 (GUJARAT)

## (અ) પ્રસ્તાવના

આ શોધ નિબંધનો હેતુ સમાજિક પ્રશ્નોની ઓળખ અને તેના નિરાકરણમાં પ્રસાર માધ્યમોનો ફાળો દર્શાવવાનો છે. અત્યારના સમયમાં વિવિધ પ્રશ્નો જેવા કે શારિરીક પ્રશ્નો, માનસિક પ્રશ્નો, આર્થિક પ્રશ્નો, સમાજિક પ્રશ્નો વગેરે એ વિકટ સ્વરૂપ ધારણ કરેલ છે. આ બધા જ પ્રશ્નોમાં સમાજ ને સીધી રિતે અને વિપુલ પ્રમાણમાં અસર કરતા પ્રશ્ન એટલે સામાજિક પ્રશ્નો છે. સામાજિક પ્રશ્નો કે સમસ્યા એટલે કે જાતિય અસમાનતાની સમસ્યા, શિક્ષણદર સલમતિ સમસ્યા, રાજકીય સમસ્યા, તબિબ મહિતિ નો અભાવ, ગરીબી, બેરોજગારિ વગેરે અવરી લેવમા આવે છે. જે દિન પ્રતિદિન વિકટ સ્વરૂપ થતી જાય છે.

## (બ) વર્તમાન સમયની સામાજિક સમસ્યાઓ

### (1) જાતિય અસમાનતાની સમસ્યા

અત્યારના સમયમાં જાતિય અસમાનતાની સમસ્યા પ્રત્યક્ષ રીતે જોવામાં નથી આવતી. પરંતુ વ્યક્તિઓના વર્તન પરથી દિકરા અને દિકરી વચ્ચે ભેદભાવ જોવા મળે છે. સમાજમાં દિકરાને વધુ મહત્વ આપવામાં આવે છે અને દિકરિઓ ને અવગણવા માં આવે છે. જે અંગેના અનેક કારણો જોવા મળે છે. શિક્ષણનો વ્યાપ એ મહત્વનું કારણ છે જેના લિધે દિકરા અને દિકરી અંગેના ભેદભાવની સમાજ વ્યક્તિઓ સમજી શકતા નથી. આ સિવાય અન્ય કારણોમાં રૂઢિચુસ્ત સમાજ, સામાજિક ખ્યાલ, નાણાકીય પરિસ્થિતિ વગેરે છે.

આ સામાજિક સમસ્યાના નિવારણમાં પ્રસાર માધ્યમ ખૂબ જ ઉપયોગી સાબિત થઈ રહ્યું છે. જાતિય અસમાનતાના પ્રશ્નને હલ કરવા માટે રેડિયો, વર્તમાનપત્ર, ટેલિવિઝન પર વિવિધ માહિતી, કાર્યક્રમ પ્રસારિત કરવામાં આવે છે. તેમજ સરકાર દ્વારા પણ દિકરો - દિકરી એક સમાન જેવા સૂત્રો પ્રસારિત કરવામાં આવે છે. દિકરિઓને સમાન હક્ક મળે તેવિ સર્વશિક્ષા અભિયાન જેવા કાર્યક્રમ પણ શરૂ કરવામાં આવ્યા છે. અત્યાર ના ઇન્ટરનેટ યુગમાં દિકરિઓ બધા જ ક્ષેત્રમાં આવવા લાગી છે જેનું મુખ્ય કારણ માહિતી છે જે વિવિધ પ્રસાર માધ્યમોનો ફાળો છે.

### (2) શિક્ષણ દર

હાલના સમયમાં શિક્ષણ દર ધિમે ધિમે ઉંચો અવતો જાય છે. પહેલાના સમયમાં છોકરાઓ ને જ ફક્ત શિક્ષણ આપવામા આવતું હતું પરંતુ, સમય જતા જાતિય આસમાનતા દૂર થતા શિક્ષણ દર ઉંચો આવતો જાય છે. જેમા સૌથી વધુ ભારતમાં સાક્ષરતા દર કેરલમાં છે. ગામડાઓમાં પ્રાથમિક અભ્યાસ પૂરતી જ સુવિધાઓ આપવામાં આવતી હતી પરંતુ ધીમે ધીમે તેમા માધ્યમીક શાળાઓ અને અમુક તલુકાઓમાં ઉચ્ચ અભ્યાસની શાળા કોલેજો શરૂ કરવામાં આવી છે. તેમજ સરકાર તરફથી વાહન ભાડા માટે કન્સેસન, સ્કોલર્શિપ વગેરે સુવિધાઓ આપવામાં આવે છે. તેમજ SC, ST, OBC ના વિદ્યાર્થીઓ માટે પણ સરકાર તરફથી અનેક યોજનાઓ બહાર પાડવામા આવી

છે. જેનો વિધ્યાર્થીઓ દ્વારા લાભ લેવામા આવી રહ્યો છે, જેના કારણે પણ શિક્ષણનો દર ઉંચો આવ્યો છે. શિક્ષણ દર ઉંચો લાવવામાં પ્રસાર માધ્યમો દ્વારા ખૂબ અગત્યની ભૂમિકા ભજવવામાં આવી છે. યોજનાઓ ની માહિતી વર્તમાનપત્રો દ્વારા કે રેડિયો અથવા તો ટીવી દ્વારા માહિતી પ્રસારીત કરવામાં અવિ રહી છે. “સર્વ શિક્ષા અભિયાન”, “દિકરી ભણવો” તેમજ પ્રોઢ શિક્ષણ પણ આપવામાં આવી રહ્યુ છે. ઓનલાઇન ઈન્ટરનેટ દ્વારા પણ અલગ અલગ વિષયો તેમજ અલગ અલગ ભાષાઓ માટે શિક્ષણ આપવામા આવી રહ્યુ છે.

### (3) શિક્ષણ સલામતી, તબીબી માહિતીનો અભાવ

અત્યારના સમયમાં શિક્ષણ સલામતી તેમજ તબીબી માહિતીનો અભાવ જોવામા આવતો નથી પરંતુ તેમના રોગ તેમજ શિક્ષણ પ્રત્યેના જ્ઞાન દ્વારા સમજમાં આવે છે. ગુપ્ત રોગો અથવા તો ગંભીર બીમારીઓ માટે તેઓ સજાગ રહેતા નથી. પ્રસાર માધ્યમ દ્વારા તેમજ અમુક પ્રખ્યાત નેતા કે અભિનેતા અથવા તો કોઇ પ્રખ્યાત વ્યક્તિ દ્વારા તે રોગ વિશેની માહિતી આપવામા આવે છે જેના કારણે લોકો તેને સમજે અને એ માટેની માહિતી લે. ઉદાહરણ તરિખે પોલિયો. અમિતાભ બચ્ચન દ્વારા આ માટે ખુબ પ્રસાર અને પ્રચાર કરવા મા અવ્યો અને તેના સુત્ર દ્વારા “એક બુંદ જીંદગી કી” હાલમાં પોલિયોના કેસ જોવામા આવતા નથી. એજ રીતે HIV/AIDS માટે પણ ખુબ જ ઉપયોગી બની રહ્યુ છે. ખાસ કરીને નેશનલ ચેનલ દ્વારા ખૂબ જ પ્રસાર કરવા મા આવી રહ્યો છે. એજ રીતે શેલેસેમિયા, ટીબી વગેરે માટે પણ ખૂબ પ્રયત્ન કરવામાં આવી રહ્યા છે. શિક્ષણ માટે પણ જ્ઞાનનો ખૂબ જ અભાવ જોવા મળે છે પરંતુ પ્રસાર મધ્યમો દ્વારા તેમા અલગ અલગ પ્રકાર ની યોજનાઓ તેમજ શિક્ષણ પ્રત્યેની રુચિ તેમજ તેનુ જ્ઞાન કેળવવામા પણ મદદરૂપ બની રહી છે. જેમ કે અમીટી યુનિવર્સિટી એ 2008 થી 24 કલાકની ચેનલ શરૂ કરી છે તેમજ સરકાર દ્વારા “જ્ઞાન દર્શન” અને “વ્યાસ ઓપરેટ” પણ શરૂ કરેલ છે. જેનો ઘણા લોકો દ્વારા ફાયદો લેવામા આવે છે.

### (4) છોકરીઓ આને સ્ત્રિઓની સલામતી

હાલના સમયમા છોકરીઓ અને સ્ત્રિઓને અસલામતીને લઈને અવનવા સમાચારો જાણવા મળી રહ્યા છે. બલાત્કાર, દુધ પીતી તેમજ દિકરીઓ ને ગર્ભમાં જ મારી નાખવા વગેરે કિસ્સાઓ અવાર નવાર મળતા હતા. પરંતુ સરકાર તેમજ સંસ્થાઓનો સહકાર દ્વારા તેમજ પ્રસાર માધ્યમ દ્વારા દૂધ પીતી તેમજ ગર્ભમાં બાળકીઓને મારી નાખવા એ ગુનો બનતો ગયો અને સમચાર પત્રો દ્વારા તેમજ રેડીયો, ટીવી માધ્યમ દ્વારા તેનો પ્રસાર કરવામાં આવ્યો. ઘણી ટીવી ધારાવાહિકોમા આ બનાવો દ્વારા જાગૃતતા લાવવાનો પ્રયત્ન કરવામા આવ્યો જે સફળ રહ્યો. માં – બાપ તેમજ સ્ત્રિઓ અને છોકરીઓમા જગૃક્તા આવી અને પોતાના માટે જે કાયદા બનાવવામા આવ્યા હતા તેનો ઉપયોગ કરવામાં આવી રહ્યો છે. જેમકે દહેજ પ્રિતિબંધક ધારો, ઘરેલુ હિંસા વગેરેમાં જાગૃક્તા આવવા લગી છે. તેમજ સ્ત્રિઓ અને છોકરીઓ માટે સન્માન, સમાજમાં સ્થાન મળવા લાગ્યું છે.

### (5) ગરીબી

સમજિક પ્રશ્નોમાં એક મહત્વનુ પરિબળ ગરીબી પણ જોવા મળે છે. જો ગરીબી એક સમજિક પરિબળ છે. ગરીબી વિશ્વવ્યાપી સ્મર્યા છે. ગરીબી એ સામાજિક વિકાસને રોકતુ પરિબળ છે. જેમ કે અલગ અલગ યોજનાઓ દ્વારા

પણ મદદરૂપ બની રહે છે. જેમકે શિક્ષણ મફત આપવા માં આવે છે તો એ શિક્ષિત વ્યક્તિ આર્થિક રિતે સધ્ધર બનવા લાગે છે. પ્રધાનમંત્રી આવાસ યોજના વગેરે. જે યોજનાઓ બહાર પાડવામા એવ ચૈન તે ટીવી કે ઈંટરનેટ દ્વારા સીધી જ લોકોને સરકાર દ્વારા બધી જ માહિતી પૂરી પાડવા માં આવે છે. જેથી લોકો ને વધુ ફયદો મળે છે.

#### (6) બેરોજગારી

બેરોજગારી હાલના સમયમાં એક ખુબ જ જટિલ પ્રશ્ન બની રહ્યો છે. વ્યક્તિ કે સમાજ જેમ શિક્ષિત બનતો જાય છે તેમ તેમ તેની ઇરછાઓ કામ પ્રત્યેનો સંતોષ વગેરે બહાર આવતો જાય છે. જેના કારણે બેરોજગારીનો પ્રશ્ન વધી રહ્યો છે. દરેક દેશમાં બેરોજગારીની વ્યખ્યા અલગ રીતે આપવામાં આવે છે. જેમા સ્વેછીક કે અનૈરછીક બેરોજગારી પણ પ્રવર્તે છે. પરંતુ પ્રસાર માધ્યમ જેમ કે ટીવીમાં અલગ અલગ રીયાલિટી પ્રોગ્રામ, ન્યૂઝ ચેનલો, મનોરંજન ચેનલ દ્વારા અલગ જગ્યાઓ પર ભરતી કરવામાં આવી રહી છે તેમજ ઈંટરનેટ દ્વારા અલગ અલગ માહિતી આપવામાં આવે છે. જેથી પણ લોકો ઘરે બેસી ને પણ અમુક પ્રકારનો રોજગાર મેળવે છે. તેમજ કુટીર ઉદ્યોગ, લઘુ ઉદ્યોગ, વગેરે પ્રોત્સાહન આપવામાં આવી રહ્યું છે. તેમજ માનનીય વડાપ્રધાન દ્વારા 'સ્કિલ ઇન્ડિયા' ને પણ પ્રોત્સાહિત કરીને રોજગાર આપવામાં અવી રહ્યો છે અને બેરોજગારી ઓછી કરવામાં પણ મદદરૂપ સાબિત થઈ રહ્યું છે.

#### (7) આવકની અસમાન વહેંચણી

આવકની અસમાન વહેંચણી ત્ણ મુદાઓ પર આધારીત છે. સપતી, આવક અને વપરાશ જે મુળભુત સામાજિક સમસ્યા છે. આવકની અસમાન વહેંચણીથી દેશ પર આર્થિક બોજો વધતો જાય છે. આર્થિક અસમાનતા જે ખુબ જ જટિલ સમસ્યા છે. આવકની સમાન વહેંચણી થાય તે માટે સરકાર ખુબ જ પ્રયત્નશિલ બની રહી છે પરંતુ માનસિક સ્તરના કારણે જે તે ઉપર આવી શકતુ નથી. આવક કરતા અત્યારે વપરાશ વધતો જાય છે. પ્રસાર માધ્યમ દ્વારા તેને બચાવવાનો ઉપયોગ બની રહ્યો છે જેમકે ' યુ ટ્યુબ' ચેનલ દ્વારા ' વેસ્ટમાંથી બેસ્ટ' તેમજ આર્થિક રીતે સધ્ધર થવા એટલે કે ઘર બેસીને ગૃહ ઉદ્યોગ કે કુટીર ઉદ્યોગ અથવા તો લઘુ ઉદ્યોગ શરૂ કરવા માટે પ્રોત્સાહન સરકાર આપી રહે છે. એજ રીતે પ્રસાર માધ્યમ દ્વારા ' સ્કીલ ઇન્ડિયા' પ્રોજેક્ટનો ખુબ જ પ્રસાર કરવામાં આવી રહ્યો છે. એજ રીતે યંગ ઝનેસન માટે ખુબ જ પ્રયત્ન થવા લગ્યો છે જેથી કરીને આર્થિક ઉપાર્જન વધે અને અસમાન વહેંચણીમાં ફેરફાર થાય.

#### (8) પ્રદુશન, હવા, પાણી, ખોરાક

વર્તમાન સમયમાં પ્રદુશનનું સ્તર ખુબ જ વધી રહ્યું છે તેની પાછળનું મુખ્ય કારણ લોકોની જીવન શૈલીમાં પરિવર્તન આવ્યું છે, તે છે, ભૌતિક સુખ સાધનો વધી રહ્યા છે. જેના કારણે પ્રદુશનનું સ્તર વધી રહ્યું છે. હાલમાં જ દિલ્હિમાં પ્રદુશણનું સ્તર એટલી હદે વધી ગયું હતું કે શાળા કોલેજ બંધ કરવામાં આવ્યા જેના કારણે તેમા મોટર-વ્હિકલોને ઓડ-ઇવન નબરમાં ચલાવવાનો આદેશ આપવામા આવ્યું. પ્રદુશણનું સ્તર વધવાના કારણે હવા પણ દુશિત થઈ રહી છે. જેના કારણે મનુશય કે પ્રાણીઓના શરીરમાં શુધ્ધ હવા જતી નથી જેના કારણે શ્વસ્ન કે ફેફસાને લગતા પ્રશ્નો ઉદ્ભવ્યા છે. એ જ રીતે પાણીજન્ય રોગો પણ ખુબ પ્રમાણમાં વધવા લગ્યા છે જેના કારણે રોગચાળો

વધી રહ્યો છે. એ જ રીતે લોકો શુધ્ધ દેશી ખોરજને બદલે લોકો જુકંકુડ તરફ વળી રહ્યા છે. આ સમસ્યા હલ કરવા માટે ખુબ જ પ્રયત્નો વિવિધ અખબાર તેમજ ચેનલો દ્વારા કરવામાં આવી રહ્યા છે. જેમ કે પ્રદુશન માટે જગૃતતા તેમજ લોકોને સી.એન.જી વાહન ચલાવવા માટેના પ્રયત્ન કરવામાં આવી રહ્યા છે.

#### (9) સરકારી મિલકતનો ગેરઉપયોગ

હાલના સમયમાં સરકારીમિલકતનો દુરઉપયોગ ખુબ વધી રહ્યો છે. કોઈ પણ કારણોસર હડતાલ કે તોફાનોમા સૌથી વધારેસરકારીમિલકતનો ઉપયોગ કરે છે. હડતાલ કે સુતોચાર કે કઈ પણ માંગ કે ધરણા સરકારી બિલ્ડિંગ સામે થાય છે ત્યાર બાદ તે માંગણી પુરી ન થતા તાઇઆન મિલકતને સળગાવવામાં આવે છે. કોઈ પણ સરકારી જગ્યા કે બગીચા હોય તેને પ્રદુશણ કે કચરા દ્વારા બગાડવામાં આવે છે. જેમકે ફિલ્મ ----- માં સરકારી મિલકતો પણ શોચ કરતા બતવવામાં અવ્યા છે જેના કારણે જેલમાં પણ મોકલવા માં આવે છે. આમ ફિલ્મ દ્વારા સંદેશો પણ લોકો સુધી પોહ્યાડવામાં આવી રહ્યો છે. સરકારી મિલકતોનો ગેર ઉપયોગ ગેર કનુની છે. એજ રીતે “નાગરીકતા બીલ સંશોધન” ની વિરુધ્ધમાં તોફાનો થયા. જેમા યુપીના લોકોએ સરકારી મિલકતોને નુક્શાન પોહ્યાડ્યુ. તોડફોડ કરી તેને બાળવામાં આવ્યું અને ત્યાંના સીએમ યોગી આદિત્યનાથે તરત જ કહ્યુ કે જે મિલકતોને નુક્શાન પહોચાડવામા આવ્યું છે અને જેના દ્વારા તેમની પાસે થી જ તેનો તમામ ખર્ચ વસૂલવા માં આવશે. આ કાર્ય તમામ ચેનલ પર પ્રસારિત કરવામાં આવ્યું અને નુક્શાન વધુ ન થાય તેમજ તોફાનો પણ શાંત થાઇ ગયા.

#### (ક) મિડિયાના માધ્યમો

##### • પ્રિન્ટ મિડિયા

મિડિયાના માધ્યમોનો સામાજિક સમસ્યાના નિવારણમાં ખુબ મહત્વનો ફાળો છે. પહેલાના સમયમાં જ્યારે પ્રસાર માધ્યમો ન હતા ત્યારે સંદેશો પહોચાડવા માટે કોઈ માધ્યમ ન હતું. પહેલાના સમયમાં ઢોલ વગાડી સંદેશો પહોચાડવામાં આવતો કે પન્ખી દ્વારા. પ્રિન્ટ મિડિયા 1440 માં જર્મનીમાં શરૂ થયું. જેમા વર્તમાનપત્રો, મેગજિન, કે પત્રિકાઓ વગેરેનો સમાવેશ કરવામાં આવ્યો હતો.

#### (1) વર્તમાનપત્ર

ભારતમાં કોલકતા ગેજેટ નામનું વર્તમાનપત્ર ઇ.સ.1780 માં અઠવાડીક પેપર શરૂ થયુ હતું. જેમા સ્વતંત્રતા માટેના સમાચારો અને ત્યારબાદ પ્રશ્નના ઉકેલ માટે કે જગૃતતા લાવવા માટેના અભિયનો શરૂ કરવામાં અવ્યા. પહેલા તેનો ખુબ જ વિરોધ થયો હતો પરંતુ ત્યારબાદ તેના ફાયદા પણ જણાવા લગ્યા. વર્તમાનપત્ર લોકોની જરૂરીયાત બની ગઇ હતી. જેમા સૌથી વધુ ફાયદો સમાજને થવા લાગ્યો. સમાચારપત્ર ફક્ત સંદેશો પોહ્યાડવાનુ જ સાધન ન બની રહેતા, દરેક વર્ગના લોકોએ તેને માન્યતા આપી. જેમા દેશ વિદેશના સમાચારો, રમત ગમત, મનોરંજન વગેરેના લેખો, સાહિત્ય, ધર્મ વગેરે સરકારની વખાણ આલોચના, ધ્વંધર્ષિ સમાચારો વગેરેની જાણકારી આપવામા આવે છે.

સામાજિક સમસ્યાના રૂપે બેરોજગારીનો પ્રશ્ન જોઈએ તો તેમા વર્તમાનપત્ર દ્વારા જ્યા જ્યા ખાલી હોય તેની જાહેરાત આપવામાં આવે છે તેના દ્વારા તેઓ નોકરી મેળવી શકે છે, કેરીયર માર્ગદર્શનની કોલમ પણ આપવામાં આવે છે. ખેડુતો માટેની, શેર બજાર, સ્ત્રીઓ, બાળકો વગેરે માટે અલગ અલગ જાણકારીઓ તેમજ જાગૃતતા લાવવા માટેના લેખો આપવામાં આવે છે.

## (2) સામાયિક

સામાજિક સમસ્યાના નિવારણમાં સામાયિકનો ખુબ જ મહત્વનો ફાળો છે. સામાયિકો જેમા સામાન્ય જ્ઞાન, ધાર્મિક, સાહિત્ય, સ્ત્રીઓ માટે સામાયિક, શૈક્ષણિક, કાર્ટૂન, વગેરે પ્રકારના સામાયિકો જોવા મલેન છે. પહેલાના સમયમાં જ્યારે સ્ત્રીઓ કામ માટે બહાર ન જતા ત્યારે લોકો સામાયિક વાચતા અને ધીમે ધીમે મહિલાઓના આર્ટિકલ તેમજ ઘરે બેઠા વ્યવસાયના આર્ટિકલ વાંચી સ્ત્રીઓ અર્થિક રીતે સ્વધર થવા લાગ્યા. ગૃહ ઉધ્યોગ શરૂ કરવા લાગ્યા. પોતાના દેખાવ, કપડાને લઈને જાગૃત થવા લાગ્યા. એ જ રીતે પુરુષો રાજકારણ, બિઝનેસ, કોચડાઓ ઉકેલમાં સામાયિક મદદરૂપ થવા લાગ્યા. આ રીતે સામાજિક સમસ્યાના પ્રશ્નોના જવાબ ધીમે ધીમે ઘરે બેસી મળવા લાગ્યા. આમ, પ્રિન્ટ મિડિયા દ્વારા લોકોમા જાગૃતતા આવવા લાગી પરંતુ જે સાક્ષર હતા તે જ વાંચી શક્તા મેટ જે સાક્ષર ન હતા અથવા તો ગામડાઓ સુધી પ્રિન્ટ મીડિયા વધુ ઉપયોગી થઈ શકતું ન હતું પરંતુ પોતાના વિચારો, મંતવ્યો, અભિપ્રાયો વગેરે મળવા લાગ્યા. દરેક લોકો દરેક વિષયોમાં વિચારવા લાગ્યા. આ રીતે પ્રિન્ટ મીડિયા ખુબ જ મદદરૂપ સાબિત થયું.

### • ઇલેક્ટ્રોનિક મિડિયા

પ્રિન્ટ મીડિયા બાદ ઇલેક્ટ્રોનિક મિડિયાના માધ્યમનો ખુબ જ ઉપયોગ રહ્યો અને સામાજિક પ્રશ્નો ના નિરક્ષણ માટે ફાયદાકારક રહ્યો. ધીમે ધીમે તેનો પ્રસાર અને પ્રચાર વધતો જ ગયો. રેડિયો થી લઈને મોબાઇલ સુધી અલગ અલગ ઉપકરણો આવવા લાગ્યા. જે દરેક વર્ગના લોકોને ફાયદાકારક રહ્યું.

### (1) રેડિયો

1921માં સૌ પ્રથમ ઇંગ્લેંડમાં રેડિયો શરૂ થયો. ભારતમાં 1923માં શરૂ કરવામાં આવ્યો. રેડિયોમાં મનોરંજન કાર્યક્રમ, સવાલ-જવાબ, ખેતી વિશયક કાર્યક્રમ, સમાચારો વગેરે જેવા કાર્યક્રમો આવતા. જેમા બેટરીથી ચાલતા રેડિયો અને ઇલેક્ટ્રોનિક રેડિયો એમ બે પ્રકારે આવતા. જેમા લોકો પોતાની સાથે કોઇપણ જગ્યાએ લઈ જઈ શક્તા. રેડિયો દ્વારા સમાચારો, મંતવ્યો, અભિપ્રાયો, સુચનો વગેરે દરેક ઘર સુધી પહોંચ્યા. ખાસ કરીને આ માધ્યમ ફક્ત શ્રાવ્ય સાધન હતું, એટલે દરેક માટે ખુબ જ ઉપયોગી હતું. આથી, સામાજિક પ્રશ્ને લઈને ખુબ જ જાગૃતતા આવી અને આ માધ્યમ દ્વારા સમાજમાં ખુબ જ બદલાવ થયો.

### (2) ટેલિવિઝન

1959માં દિલ્હી, ભારતમાં શરૂઆત થઈ. જેમા સૌ પ્રથમ દુરદર્શન શરૂ કરવામાં આવ્યું. આમ, એક ક્રાંતિકારી શરૂઆત ભારતમાં થઈ. ટેલિવિઝન એક દ્રશ્ય- શ્રાવ્ય સાધન છે. આ સાધન દ્વારા લોકો સુધી સરળતાથી વાત પહોંચી શકતી હતી જેના કારણે જે લોકો નિરક્ષર છે એમના સુધી વાત પહોંચાડવામાં મદદરૂપ બનતી હતી કેમકે

દ્રશ્ય જોઇ ને લોકો સમજી જતા હતા. તેથી ખેતી વિષયક માહિતી, સમાચારો, વિવિધ કાર્યક્રમો જોઇ ને સમજી શકતા સથો સાથ મુક બધીરો માટે પણ સમાચારો આપવામાં આવતા જેથી લોકો સરળતાથી સમજતા થયા. દુરદર્શન પર રામાયણ ધારાવાહીક જયારે પ્રસારીત કરવામાં આવી ત્યારે ભારતમાં એક ક્ષયુ જેવી પરિસ્થિતિ સર્જાય જાતી કેમકે કાર્યક્રમ ધાર્મિક હતો તેમજ જે લોકો વંચી કે સમજી શકતા ન હતા તેમની માટે ફાટાકારક હતો. એજ રીતે કોટુબ્લિક કાર્યક્રમો પણ દર્શાવવામાં આવતા જેથી કુટુંબમાં પણ પ્રેમભાવના ઉદ્ભવતી, તેમજ લોકોની જીવન શૈલીમાં પણ ફેરફાર થવા લાગ્યો. લોકોના વિચારોમાં, વર્તનમાં પણ ફેરફાર થવા લાગ્યો. પહેલા બ્લેક એન્ડ વ્હાઇટ પછી કલર ટીવી વગેરેમાં પણ પ્રગતિ થઇ. પહેલાના સમયમાં ટીવી એક સ્ટેટ્સ ગણવામાં આવતુ હતું. હજુ પણ એનું સ્થાન કોઇ લઇ શકયુ નથી.

### (3) ઈંટરનેટ

ઈંટરનેટની શરૂઆત 15 ઓગસ્ટ 1995માં થઇ. ઈંટરનેટ આવવાથી સામાજિક પ્રશ્નોના જવાબ માટે ખુબ જ મહત્વ નુ બની રહ્યુ. ઈંટરનેટના કારણે આખી દુનિયા મૂઠીમાં સમાય ગઇ એવુ લાગે છે. પહેલા ઈંટરનેટ ફક્ત કમ્પ્યુટરમાં જ વાપરી શકાતું, ત્યાર બાદ મોબાઇલ દ્વારા પણ ઉપયોગ થવા લાગ્યો. ઈંટરનેટ દ્વારા દેશ વિદેશના સમાચાર, મનોરંજ, દરેક પ્રકારની માહિતી ઘર બેસીને દરેક બીલ ભરી શકિયે છીએ. આમ, ઈંટરનેટ દ્વારા સમયનો સદઉપયોગ થવા લાગ્યો.

### (4) મોબાઇલ

મોબાઇલની શોધ એટલે કે વિજ્ઞાનનો એક ચમત્કાર, મોબાઇલ આવવાથી સંદેશાયુગમાં એક ક્રાંતિકારી યુગ અસ્તિત્વમાં આવી ગયો. મોબાઇલથી દુનિયા ખુબ જ નાની બની ગઇ. સંદેશા વ્યવહાર જડ્પી બની ગયો. નેટ બેકિંગની સુવિધાથી ઘરે બેઠા જ બધુ ઉપલબ્ધ થઇ ગયું. આમ, મોબાઇલથી સમય નો બચાવ થઇ શક્યો.

### (5) મિડીયાના માધ્યમોનો સામાજિક પ્રશ્નોના નિરાકરણમાં ફાળો

મિડીયાના માધ્યમોનો સામાજિક પ્રશ્નોના નિરાકરણમાં અવિરત ફાળો છે. મીડિયા દ્વારા સમાજમાં ખુબ જ જાગૃતતા આવેલી છે. તેના દ્વારા દરેક બાજુ ક્રાંતિ આવી છે. જેમા મહિલાને આર્થિક રીતે પગભર થવા લાગ્યા છે. સાક્ષરતાનુ પ્રમાણ વધ્યુ છે, જીવનશૈલીમાં પરિવર્તન, વિચારોમાં પરિવર્તન, સંદેશા વ્યવહાર જડ્પી બન્યો છે. જેના કારણે કોઇ પણ સમાચાર જલ્દી પહોચી જાય છે. લોકો કાયદા સમજતા થયા છે. કોઇ પણ જગ્યા એ જવા માટે લોકેશન દ્વારા તે સ્થાન પર સરળતાથી પહોચી શકાય છે. સીનિયર સિટીજનના વિચારોમાં પણ ખુબ જ પરિવર્તન આવ્યુ છે, તેમની રૂઢિચુસ્તતા ઓછી થઇ છે. તે યુવાનો સાથે કદમ મેળવી ને ચાલે છે. મીડિયા દ્વારા જુના સંબંધો તાજા થઇ શકે છે, જેથી સામાજિક સ્તર ઉંચુ આવે છે. ટુકમા કહી શકાય કે આખી દુનિયા મૂઠીમાં સમાય ગઇ છે, કોઇ પણ સમાચાર તમને કોઇ પણ સ્થળે જડ્પી મળી શકે છે. આમ, કહી શકાય કે ‘કર લો દુનિયા મૂઠી મેં’

### (6) ઉપસંહાર

આમ આ શોધ નિબંધ દ્વારા જાણવા મળે છે. હાલના સમયમાં દરેક જગ્યાએ મિડિયાનો મહત્વનો ફાળો છે. દરેક જગ્યાએ પ્રસાર માધ્યમ દ્વારા કાર્ય થઈ રહ્યું છે, જેમા સામાજિક પ્રશ્નોના નિરાકરણમાં ખુબ જ મહત્વની ભૂમિકા ભજવી રહી છે એ જ શૈક્ષણિક, રાજકીય કે સામાજિક દરેક રીતે પ્રસાર માધ્યમ બાબુબી નિભાવી રહી છે.

(આ) સંદર્ભ

- એલ્કિન સીકે – Mass Media, Information Campaign, Effective, Public Communications, 1983
- The Mass Media and the law by Robert Trager, 1976
- ઓ હેમર એન્ડ ટી ટુફ્ટે, મિડિયા એન્ડ ગ્લોબલ ચેંજ, 2005
- થોર્પ, સહકાર્યમાં સામાજિક મીડિયા માટેના ઉપયોગ, 2011
- હેવીન, એમ એન્ડ કેપલા, સામાજિક મીડિયાનો પડકારો અને તકો, 2010



# સોશિયલ મિડિયાનો ઉપયોગ અને શિક્ષણનાં સંદર્ભમાં સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ

Zalak M. Gohil, Research Scholar, M.A, Sem-4, Department of Psychology, Children's  
University, Gandhinagar (Guj.)

## ABSTRACT

સ્ત્રીઓના બદલેલા રૂપને જો આઝાદીનું નામ આપવામાં આવે છે તો તેની પાછળ તર્ક છે. આજનાં યુગમાં સ્ત્રી ભલે સ્વતંત્ર ગણાતી છતાં પણ સ્ત્રીઓને દરેક ક્ષેત્રમાં સ્વતંત્રતા પ્રાપ્ત થઈ નથી. આજે પણ સમાજમાં પરણેલી સ્ત્રી હોય અથવા અપરણિત સ્ત્રી હોય તેને તેના પતિ અથવા પિતા પર નિર્ભર રહેવું પડે છે. તેમને આર્થિક, સામાજિક, માનસિક કે જાતિય રીતે કોઈ સ્વતંત્રતા મળતી નથી. પ્રસ્તુત સંશોધનનો હેતુ સોશિયલ મિડિયાનો ઉપયોગ અને શિક્ષણના સંદર્ભમાં સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ કરવાનો છે. આ સંશોધનમાં આધારિત પરિવર્ત્ય તરીકે સ્ત્રીઓની સામાજિક સ્વતંત્રતા તથા સ્વતંત્ર પરિવર્ત્ય તરીકે સોશિયલ મિડિયા અને શિક્ષણ લેવામાં આવ્યા છે. જેમાં નિદર્શ તરીકે સાદા યદ્રઘ્ય નિદર્શન પદ્ધતિ દ્વારા 40 સ્ત્રીઓ પસંદ કરવામાં આવી છે. સ્ત્રીઓની સામાજિક સ્વતંત્રતા અંગેની માહિતી એકત્રીકરણ માટે ડૉ. એલ. એલ. ભુસન દ્વારા રચિત Women's Social Freedom Scale(Hindi version)નો ઉપયોગ કરવામાં આવ્યો છે. ત્યારબાદ પ્રાપ્ત કરેલી માહિતીનું આંકડાશાસ્ત્રીય વિશ્લેષણ કરવા માટે 't-test' નો ઉપયોગ કરવામાં આવ્યો છે. પ્રસ્તુત સંશોધનનું પરિણામ જોવા મળે છે બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં સાર્થક તફાવત જોવા મળતો નથી, આથી પૂર્વે રચેલી ઉત્કલ્પના(HO-1 બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં સાર્થક તફાવત જોવા નહીં મળે)નો સ્વિકાર થાય છે. 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા મળતો નથી, આથી પૂર્વે રચેલી ઉત્કલ્પના(HO-2 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે)નો સ્વિકાર થાય છે.

**KEY WORDS :** સોશિયલ મિડિયા, શિક્ષણ, સ્ત્રીઓની સામાજિક સ્વતંત્રતા

### • પ્રસ્તાવના :

કહેવાય છે કે પરિવર્તન એ સંસારનો નિયમ છે. એ પછી પ્રકૃતિનું હોય, માનવ સમાજનું હોય અને એમાં પણ વિવિધ ક્ષેત્રોનું જ કેમ ના હોય. પહેલાના સમયમાં જ્યારે ટેકનોલોજી અને શિક્ષણનો આટલો વિકાસ નહોતો થયો ત્યારે વ્યક્તિ પાસે મર્યાદિત સાધનો, મર્યાદિત જરૂરિયાતો અને મર્યાદિત શિક્ષણની જરૂરિયાત હતી. પરંતુ સમય જતા આજે 21મી સદીમાં ટેકનોલોજીથી માંડીને મૂલ્યોથી લઈ સામાજિક અને તેમાં પણ સ્ત્રીઓના જીવન મૂલ્યોમાં ખાસ એવું પરિવર્તન આવ્યું છે. પહેલા શિક્ષણનું અને ટેકનોલોજીનો તો વિકાસ બહોળો ન હતો પણ સ્ત્રીઓના સામાજિક સ્વતંત્રતાનો પણ નહિવત વિકાસ હતો. પરંતુ આજે ટેકનોલોજી અને સામાજિક માધ્યમનાં સમન્વયથી

અને મુખ્યત્વે સ્ત્રીઓના શૈક્ષણિક વિકાસને થવાને કારણે આજે સ્ત્રીઓ પુરુષ સમોવડી થવા પામી છે અને વધુમાં આજની સ્ત્રી ખાસ સામાજિક રીતે મુક્ત વિહરતી જોવા મળે છે.

સામાજિક સ્વતંત્રતાનો અર્થ એ છે કે મહિલાઓ સામાજિક રિવાજની પરંપરાથી ધાર્મિક વિધિથી સ્વતંત્રતા મેળવે છે. જે તેમને નીચલા સ્તરની આર્થિક સ્વતંત્રતા, રાજકીય અધિકાર, કાસ્તના બંધનથી સ્વ-સંબંધિત સ્વતંત્રતા, રૂઢીચુસ્ત વિચારોથી સ્વતંત્રતા, નિર્ણય લેવામાં જીવનસાથીની ભાગીદારીની પસંદગી માટેના પોતાના વિકલ્પો વગેરેમાં સ્વતંત્રતા મેળવી છે.

Ghosh, S.(2016)ના સંશોધન અનુસાર વ્યવસાય, શૈક્ષણિક લાયકાત અને લગ્નના દરજ્જામાં સાર્થક તફાવત જોવા મળે છે.

Kanjiya, J. & Joshi, G.(2013)ના સંશોધનમાં જોવા મળ્યું કે પરણિત અને અપરણિત સ્ત્રીઓની સામાજિક સ્વતંત્રતા અને હતાશામાં તફાવત જોવા મળે છે જ્યારે સંયુક્ત અને વિભક્ત કુટુંબમાં કોઈ સાર્થક તફાવત જોવા મળતો નથી.

- અભ્યાસના હેતુઓ :

- 1) બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ કરવો.
- 2) 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ કરવો.

- અભ્યાસની ઉત્કલ્પનાઓ :

- 1) બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે.
- 2) 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે.

- અભ્યાસના પરિવર્ત્યો :

Table No 1

ક્રમ	પરિવર્તોનાં નામ		કક્ષાઓની સંખ્યા	કક્ષાઓના નામ
1	સ્વતંત્ર પરિવર્ત્ય	સોશિયલ મિડિયાનો ઉપયોગ	2	1) બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓ 2) બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓ
2	સ્વતંત્ર પરિવર્ત્ય	શિક્ષણ	2	1) 12 કે 12થી ઓછો અભ્યાસ કરેલ સ્ત્રીઓ 2) અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓ
3	આધારિત પરિવર્ત્ય	સ્ત્રીઓની સામાજિક સ્વતંત્રતા	4	1) માતાપિતા અને પતિના નિયંત્રણ અથવા દબલથી સ્વતંત્રતા 2) લગ્ન અને જાતિયતાને લગતી સ્વતંત્રતા 3) આર્થિક સ્વતંત્રતા અને સામાજિક સમાનતા 4) છોકરીઓ કે સ્ત્રીઓ પર પ્રતિબંધ હોય છે તેવા રીવાજો, સામાજિક નિષેધો અને ધાર્મિક વિધિઓમાંથી સ્વતંત્રતા

• અભ્યાસની સમષ્ટિ અને નિદર્શ :

પ્રસ્તુત સંશોધનમાં સમષ્ટિ તરીકે બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી અને 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓનો સમાવેશ કરવામાં આવ્યો છે. નિદર્શ તરીકે સાદા યદ્રચ્છ નિદર્શનની પદ્ધતિ દ્વારા 40 સ્ત્રીઓની પસંદગી કરવામાં આવી છે.

• સંશોધન સાધન :

ડૉ. એલ. એલ. ભુસન દ્વારા રચિત Women's Social Freedom Scale(Hindi version)નો સંશોધન સાધન તરીકે ઉપયોગ કરવામાં આવ્યો છે. આ કસોટીમાં કુલ 60 વિધાનો આપવામાં આવ્યા છે. જેનું કુલ 4 પરિમાણોમાં વિભાજન થયેલું છે. જેમાં માતાપિતા અને પતિના નિયંત્રણ અથવા દબલથી સ્વતંત્રતા, લગ્ન અને

જાતિયતાને લગતી સ્વતંત્રતા, આર્થિક સ્વતંત્રતા અને સામાજિક સમાનતા, છોકરીઓ કે સ્ત્રીઓ પર પ્રતિબંધ હોય છે તેવા રીવાજો, સામાજિક નિષેધો અને ધાર્મિક વિધિઓમાંથી સ્વતંત્રતાનો સમાવેશ થાય છે.

▪ વિશ્વસનિયતા :

કસોટી અર્ધવિભાજન વિશ્વસનિયતા = 0.76 અને 0.83

કસોટી પુનઃકસોટી વિશ્વસનિયતા = 0.79

▪ યથાર્થતા :

પ્રસ્તુત કસોટીની યથાર્થતા આઈઝેક સામાજિક અભિગમની કસોટી સાથે 0.44 જોવા મળે છે.

• પરિણામ :

*HO-1 બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં*

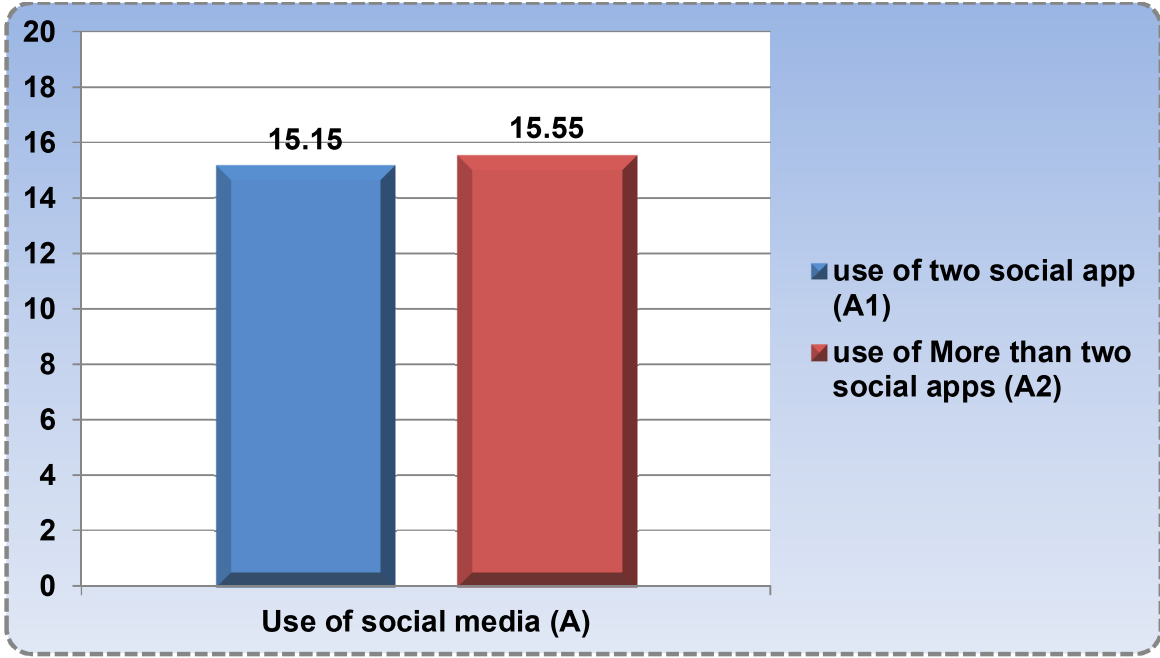
*કોઈ સાર્થક તફાવત જોવા નહીં મળે.*

**Table No 1.1**

બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનાં મધ્યકો દર્શાવતું 't'

કોષ્ટક

પરિવર્ત્ય	N	M	SD	T	Sig
બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓ	20	15.15	3.03	0.35	NS
બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓ	20	15.55	3.24		
Sig. Level 0.05=2.02 0.01=2.71					



આલેખ નં - 1.1

બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતાના મધ્યકો દર્શાવતો સ્તંભાલેખ

ઉપરોક્ત ટેબલ-1.1 અને આલેખ-1.1 જોતા જણાય છે કે બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ થયેલો છે. જેમાં બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સંખ્યા 20 છે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સંખ્યા 20 છે. અહિં બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓનો મધ્યક 15.15 જોવા મળે છે, અને તેવી સ્ત્રીઓનો આલેખ નિચે જોવા મળે છે. જ્યારે બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓનો મધ્યક 15.55 જોવા મળે છે, અને તેવી સ્ત્રીઓનો આલેખ ઉંચો જોવા મળે છે. આમ, બંને મધ્યકો વચ્ચેનો તફાવત 0.4 જોવા મળે છે. અહિં બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓ કરતા બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓનો મધ્યક વધારે છે. આ પરથી કહી શકાય કે બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓમાં સામાજિક સ્વતંત્રતા વધારે જોવા મળે છે. બે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓનું પ્રમાણિત વિચલન 3.03 જોવા મળે છે. જ્યારે બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓનું પ્રમાણિત વિચલન 3.24 જોવા મળે છે. ત્યારબાદ બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની 't' કિંમત 0.35 જોવા મળે છે. જે અસાર્થક જોવા મળે છે, આથી પૂર્વે રચેલી ઉત્કલ્પના(Ho-1 બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે)નો સ્વીકાર થાય છે.

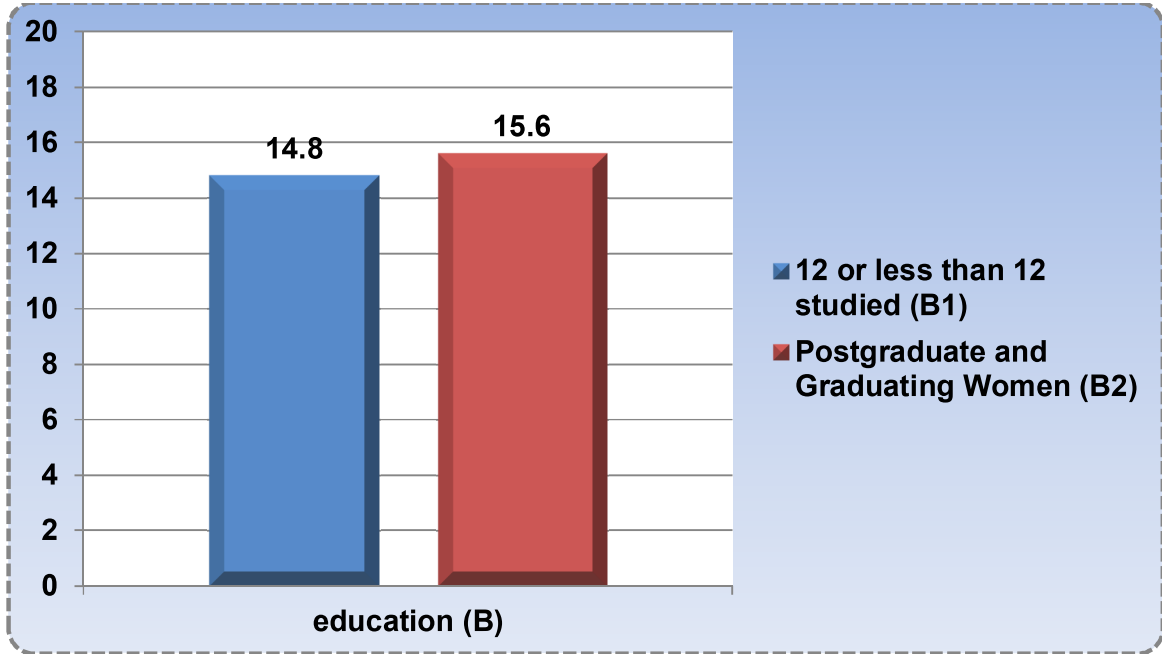
**HO-2 12 કે 12 થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી**

*સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે.*

Table No 1.2

12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનાં મધ્યકો દર્શાવતું 't' કોષ્ટક

પરિવર્ત્ય	N	M	SD	T	Sig
12 કે 12થી ઓછો અભ્યાસ કરેલ સ્ત્રીઓ	20	14.80	2.90	0.74	NS
અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓ	20	15.60	3.38		
Sig. Level 0.05=2.02 0.01=2.71					



આલેખ નં - 1.2

12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતાના મધ્યકો દર્શાવતો સ્તંભાલેખ

ઉપરોક્ત ટેબલ-1.2 અને આલેખ-1.2 જોતા જણાય છે કે 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતાનો અભ્યાસ થયેલો છે. જેમાં 12 કે 12થી ઓછો અભ્યાસ કરેલ સ્ત્રીઓની સંખ્યા 20 છે અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સંખ્યા 20 છે. અહિં 12 કે 12થી ઓછો અભ્યાસ કરેલ સ્ત્રીઓનો મધ્યક 14.80 જોવા મળે છે, અને તેવી સ્ત્રીઓનો

આલોખ નિચો જોવા મળે છે. જ્યારે અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓનો મધ્યક 15.60 જોવા મળે છે, અને તેવી સ્ત્રીઓનો આલોખ ઉંચો જોવા મળે છે. આમ, બંને મધ્યકો વચ્ચેનો તફાવત 0.8 જોવા મળે છે. અહિં 12 કે 12થી ઓછો અભ્યાસ કરેલ કરતા અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓનો મધ્યક વધારે છે. આ પરથી કહી શકાય કે અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓમાં સામાજિક સ્વતંત્રતા વધારે જોવા મળે છે. 12 કે 12થી ઓછો અભ્યાસ કરેલ સ્ત્રીઓનું પ્રમાણિત વિચલન 2.90 જોવા મળે છે. જ્યારે અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓનું પ્રમાણિત વિચલન 3.38 જોવા મળે છે. ત્યારબાદ 12 કે 12થી ઓછો અભ્યાસ કરેલ કરતા અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની 't' કિંમત 0.74 જોવા મળે છે. જે અસાર્થક જોવા મળે છે, આથી પૂર્વે રચેલી ઉત્કલ્પના(Ho-2 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે)નો સ્વીકાર થાય છે.

- તારણો :

- 1) બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં તફાવત જોવા મળતો નથી, આથી પૂર્વે રચેલી ઉત્કલ્પના(Ho-1 બે અને બેથી વધારે સોશિયલ મિડિયાનો ઉપયોગ કરતી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે)નો સ્વીકાર થાય છે.
- 2) 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં તફાવત જોવા મળતો નથી, આથી પૂર્વે રચેલી ઉત્કલ્પના(Ho-2 12 કે 12થી ઓછો અભ્યાસ કરેલ અને અનુસ્નાતક થયેલ અને અનુસ્નાતક કરી રહેલી સ્ત્રીઓની સામાજિક સ્વતંત્રતામાં કોઈ સાર્થક તફાવત જોવા નહીં મળે)નો સ્વીકાર થાય છે.

- સંદર્ભ ગ્રંથ :

Ghosh, S.(2016). Social freedom among the women, International journal of advanced education and research. vol-1, issue-8, pg-23-26.

Kanjiya, J. & Joshi, G.(2013). A study of social freedom and depression among women. International multidisciplinary journal of applied research, vol-1, issue-9.

# Media and Women Empowerment

Dr. Jigneshkumar A. Barot, Rural Studies, At & Post – Gozariya, Vaniya vas, Ta & Dist – Mahesana, 382825

સાર -

આજે પ્રવર્તમાન સમયમાં સમગ્ર વિશ્વમાં મીડિયા એ દેશના વિકાસમાં અગત્યની ભૂમિકા ભજવે છે. આપણે આપણા ઇતિહાસમાં એક નજર કરીએ તો ઘણી એવી બાબતો દસ્તાવેજ સ્વરૂપમાં મળી આવે છે. અને એ પુરાવા બતાવે છે કે, મીડિયા એ વિવિધ ક્રાંતિ, સ્વતંત્રતા સંગ્રામ, શિક્ષણ, આરોગ્ય, સ્ત્રી અને બાળકોના અધિકારો, સમાજમાં ચાલતી અસામાજિક બદીઓ – કુરિવાજો વગેરે જેવી બાબતોને લોકોની સમક્ષ લાવવામાં નોંધપાત્ર યોગદાન આપ્યું છે. વિવિધ ક્ષેત્રોમાં જાગૃતિ ફેલાવવા માટે મીડિયા એ સમાજનું સૌથી મહત્વપૂર્ણ સાધન બની ગયું છે. કારણ કે, તેમાં મોટી વસ્તીને આવરી લેવાની સંભાવના છે. મીડિયાના વિવિધ માધ્યમો જેવા કે પુસ્તકો, સામાયિકો, અખબાર, ટેલીવિઝન, ચલચિત્રો, વિડીયો ગેમ્સ, સેલ ફોન, ઇન્ટરનેટ વગેરે દ્રશ્ય શ્રાવ્ય જેવા વિવિધ પ્રકારના મીડિયા સ્વરૂપ છે. આ માધ્યમો દ્વારા મહિલા સશક્તિકરણની ચર્ચા કરવામાં આવે તો ભારતમાં મહિલાઓની સ્થિતિની અગત્યતાના પાસાઓ નજર સમક્ષ આવે છે. પ્રસ્તુત પેપરમાં મહિલાઓને લગતા મહત્વના મુદ્દાઓ અને તે માટે મીડિયા દ્વારા મહિલા સશક્તિકરણ માટે તેની જવાબદારી અને તે માટેના પ્રયત્નોની ચર્ચા કરવામાં આવી છે. મહિલા સશક્તિકરણમાં મીડિયાની ભૂમિકાને અવગણી-શકાય તેમ નથી. મીડિયાએ મહિલાઓ સામેના ગુના, મહિલા આરોગ્ય, લિંગનું પ્રમાણ ઘટવું, મહિલા શિક્ષણ, જાતિ ભેદ, મહિલાઓની પ્રસંસનીય કાર્યદક્ષતાને સમાજમાં ફેલાવો, મહિલાઓના હક અને અધિકારો અંગે જાગૃતિ વગેરે પરિબળો મહિલા સશક્તિકરણની પ્રક્રિયાને વેગ આપી રાષ્ટ્ર સમક્ષ તેના વિકાસમાં મહિલાઓની નોંધપાત્ર ભૂમિકાને ગૌરવ અપાવ્યું છે.

પ્રસ્તાવના :-

સંસારના આ રથના ચાલકબળ એવા બે મહત્વના પૈડા એટલે સ્ત્રી અને પુરુષ. આ બન્નેની સમાનરૂપી ગતિથી સૃષ્ટિ ગતિમાન છે. જે સનાતન સત્ય છે. “જ્યાં સુધી મહિલાઓની સ્થિતિ સુધારતી નથી ત્યાં સુધી વિશ્વના કલ્યાણની કોઈ શક્યતા નથી, જેમ પક્ષીને એક પાંખ ઉપર ઉડવું શક્ય નથી” – સ્વામિ વિવેકાનંદ. મીડિયા એ સમાજનું સૌથી મહત્વપૂર્ણ સાધન માનવામાં આવે છે. આખા વિશ્વમાં મીડિયાની અસર પ્રવર્તમાન સમયમાં જોવા મળી રહી છે. સમાજનાં વિવિધ પાસાઓ જેવાં કે રાજકીય, શૈક્ષણિક, આરોગ્ય, સાંસ્કૃતિક, પર્યાવરણ, વિજ્ઞાન, આર્થિક કટોકટી, ગરીબી અને બેકારી, વિવિધ બાબતો પર મીડિયા એ સમાજમાં બહોળા સમૂહને આવરી લે છે. અને તેમાં ચાલતી ગતિવિધીઓથી વાકેફ કરે છે. તેજ રીતે મીડિયા એ મહિલા સશક્તિકરણમાં પણ પોતાની ભૂમિકા નોંધાવી છે. તે મહિલાઓના અધિકારોના મુદ્દાઓને વિશાળ ફલક પર સોશિયલ મીડિયા દ્વારા લોકોના ધ્યાન પર લાવે છે. જેના કારણે વિશ્વભરમાં વૈશ્વિકસ્તરે પગલાં લેવા અને લિંગ સમાનતા માટે મહિલાઓના વિકાસ માટે નીતિ ઘડવામાં અને તેને પ્રોત્સાહિત કરવા માટે શક્તિશાળી વાહન સાબિત થયું છે. રાષ્ટ્રના વિકાસમાં મહિલાઓની ભૂમિકાને આપણે અવગણી શકતા નથી. આજની આધુનિક સદીમાં વૈજ્ઞાનિક અને તકનિક



યુગમાં વિવિધ વિકાસની પ્રક્રિયામાં મહિલાઓની સ્થિતિ ઝડપી બદલાઈ રહી છે. મહિલા સશક્તિકરણ એ તાજેતરના સમયમાં એક અગત્યના મુદ્દા તરીકે સમાજમાં અલગ ઉભરી આવ્યો છે. લિંગ અસમાનતાનો ખોટો દંભ આચરનાર સમાજ એ ભૂલી જાય છે કે મહિલાઓની સક્રિય ભાગીદારી વિના વિકાસની પ્રક્રિયા અધૂરી રહી જશે. મહિલા એ સમાજમાં સંસ્કૃતિનું સંક્રમણ કરનાર છે. મીડિયા દ્વારા આપવામાં આવેલી સાચી માહિતી ગ્રામીણ તેમજ શહેરી મહિલાઓને સશક્ત બનાવી શકે છે. અખબાર , સામાયિકો , ચલચિત્રો , ફેસબુક , સોશિયલ સાઈટ્સ , ઈન્ટરનેટના ઉપયોગ જેવાં મીડીયાના માધ્યમથી શિક્ષણ , જાગૃતિ , આર્થિક , આરોગ્ય , રોજગાર , સંરક્ષણ અને સ્વ નિર્ણય લેવામાં મહિલાઓને સશક્તિકરણ કરવા માટે વિવિધ મીડિયાની ભૂમિકા કેન્દ્રિત છે. અભ્યાસની અગત્યતા :-

રાષ્ટ્રની વૃદ્ધિમાં મહિલા સશક્તિકરણ ખૂબ જરૂરી છે. ખાસ કરીને ૧૯૮૦ ના દાયકા પછી મહિલા સશક્તિકરણ શબ્દ લોકપ્રિય બન્યો છે. મહિલાસશક્તિકરણ સ્ત્રીને અન્યના નિયંત્રણમાંથી મુક્ત થવા શક્તિ પ્રદાન કરે છે. મહિલાઓને સમાન અધિકાર , તકો , જવાબદારીઓ અને સત્તાની સ્થિતિ પૂરી પાડવા માટેની પ્રક્રિયા છે. જેથી તેઓ સમાજમાં પુરુષોની બરાબરીની ભૂમિકા નિભાવવા માટે સક્ષમ બને. આજે પ્રવર્તમાન સમયમાં સ્ત્રીઓએ પુરુષોની સરખામણીમાં એટલા જ સશક્ત બનવાની જરૂર છે. આજે પણ ભારતમાં પુરુષ પ્રધાન સમાજમાં મહિલાઓને વિવિધ અવરોધોનો સામનો કરવો પડે છે. ત્યારે મીડિયા એ મહિલાઓની શક્તિને વેગ આપી તેઓને સશક્ત બનાવે છે. ઘરની ચાર દીવાલોમાંથી આજે મહિલા રાજકીય , ધાર્મિક , કલા સાંસ્કૃતિક , શૈક્ષણિક વગેરે ક્ષેત્રોમાં પોતાનું પ્રદાન આપી રહી છે. અને મીડિયા દ્વારા આ સફળતાના પ્રયાસને અન્ય મહિલાઓ ને દિશા સૂચન કરે છે. સંદેશાવ્યવહાર અને માહિતી ક્ષેત્રે લૈંગિક સમાનતાને આગળ વધારવાનું લક્ષ્ય ૨૦૦૮-૨૦૧૩ દરમિયાન યુનેસ્કો દ્વારા રાખવામાં આવેલ. ખાસ મહિલાઓને લક્ષ્ય બનાવતા વિશિષ્ટ પ્રોજેક્ટ્સના અમલીકરણ દ્વારા તેમજ સમગ્ર મહિલાઓ અને પુરુષોની સંતુલિત ભાગીદારીની ખાતરી આપીને નિર્માણના પ્રયત્નો કર્યા છે. યુનેસ્કો મહિલાઓના અભિપ્રાયો , ચિંતાઓ , જરૂરિયાતો અને આકાંક્ષાઓની મુક્ત અભિવ્યક્તિને ઉત્તેજન આપવા માટે પ્રતિબદ્ધ છે. મીડિયા મહિલા સશક્તિકરણ માટે પ્રવેગક સાધન તરીકે કાર્ય કરી રહ્યું છે. તેઓ મીડિયા દ્વારા વિશ્વ સાથે જોડાઈ રહ્યું છે. મહિલા સશક્તિકરણ તરફના મીડિયાના સકારાત્મક પ્રયત્નોએ આપણા દેશની મહિલાઓની સ્થિતિમાં અભૂતપૂર્વ સુધારો લાવવામાં મદદ કરી છે.

ઉદ્દેશ :-

- મહિલા સશક્તિકરણ પ્રક્રિયામાં મીડિયાની ભૂમિકાનો અભ્યાસ કરવો.
- મહિલા સશક્તિકરણની પ્રક્રિયાને મીડિયા કેવીરીતે સહયોગીબને તે જાણવા.

સાહિત્ય સમીક્ષા :-

રાય, (૨૦૦૮) પોતાના અભ્યાસમાં નોંધે છે કે, મીડિયા એ ખૂબજઉપયોગી માધ્યમ છે. જે મહિલાઓના વિકાસ માટે તાલીમ અને શિક્ષણમાં મીડિયાના વિવિધ માધ્યમોથી પરિવર્તન આવ્યું છે . સમાજમાં મહિલાઓની શક્તિ અને કાર્ય દક્ષતા અંગે વૈચારિક પરિવર્તન આવ્યું છે.

ખાન અને મોઇન (૨૦૧૩) પોતાના અભ્યાસમાં નોંધે છે કે, મહિલા સશક્તિકરણમાં મીડિયાના નવા માધ્યમો જેમ કે ઇન્ટરનેટ દ્વારા એક કરતાં વધારે સોસિયલ મીડિયાના માધ્યમોના ઉપયોગથી રાષ્ટ્રમાં બનતી રોજબરોજની મહિલાઓના શિક્ષણ, આરોગ્ય અને સરકારશ્રીની વિવિધ યોજનાઓ ને મીડિયા દરેક ખુણેખુણામાં પહોંચાડી એક શક્તિશાળી સાધન તરિકે ઉભરી આવ્યું છે.

નારાયણ અને અહમદ (૨૦૧૬) પોતાના અધ્યયનમાં નોંધે છે કે, મીડિયામાં મહિલા સશક્તિકરણની મોટી સંભાવના છે, જો કે મહિલાઓ દ્વારા આ માધ્યમોનો એકંદરે ઉપયોગ ખૂબ ઓછો છે. તેઓએ સૂચન કરેલ કે, મહિલાઓ અને શૈન્ય સશક્તિકરણમાં મીડિયા જે શક્તિશાળી અને સકારાત્મક ભૂમિકા ભજવી શકેતો તેને સહયોગી બની મીડિયા વધુ સારી રીતે ભાગીદારી, અભિવ્યક્તિ અને નિર્ણય લેવામાં મહિલાઓની સફળતાને વધારી શકાય છે.

મહિલા સશક્તિકરણમાં મીડિયાની ભૂમિકા અગત્યની છે. આજે વિવિધ પ્રસાધનો કે જે સમાજમાં પ્રચાર - પ્રસાર કરતા માધ્યમોએ મહિલાને વિવિધ ક્ષેત્રમાં પહેલ કરવા અને આદર્શ માર્ગદર્શન રૂપ અન્ય સફળ મહિલાઓનો સાથ અને સહકાર મળી રહે અને મહિલા એક પોતાની આગવી ઓળખ સમાજ સામે ઉભી કરી છે.

#### મહિલા શિક્ષણ :-

વિજ્ઞાન અને ટેકનોલોજીના યુગમાં આજે પણ સ્ત્રી શિક્ષણ અંગે મુશ્કેલીઓ જોવા મળે છે. ત્યારે સહકારશ્રીના સ્ત્રી શિક્ષણના કાર્યક્રમને ફરજિયાત અને મફત શિક્ષણ આપવાના હાર્દને સમાજમાં ગરીબ પરિવારો સુધી પહોંચાડવામાં મીડિયા એ અગત્યનું માધ્યમ બન્યું છે. જેનાથી ગ્રામીણ સમાજમાં સ્ત્રી શિક્ષણને વેગ મળ્યું છે. પ્રાથમિક, માધ્યમિક, ઉચ્ચ શિક્ષણમાં સ્ત્રીઓને મફત શિક્ષણ, મફત મુસાફરી પાસ, ભોજન, શિષ્યવૃત્તિ વગેરે જેવી સવલતો આપી સ્ત્રી શિક્ષણને વેગ મળ્યો છે. અને આ સરકારના અભિગમ અને તેનાથી સમાજને થતા ફાયદાને સમાજમાં છેવાડાના લોકોને પહોંચાડવામાં મીડિયાએ અગત્યનો ભાગ ભજવ્યો છે. દેશમાં મહિલા શિક્ષણની ટકાવારીમાં સુધારો થયેલ જોવા મળ્યો છે.

#### લિંગ અસમાનતા :-

ભારતીય મહિલાઓ લિંગ અસમાનતાના કારણે સંગઠિત અને અસંગઠિત ક્ષેત્રોમાં ભેદભાવ જોવા મળે છે. તેમને કામ, વેતન તેમજ પુરુષની સરખામણીમાં મળતા અન્ય હક અને લાભમાં જે અન્યાય થાય છે તેમાં મીડિયા દ્વારા વિવિધ સર્વેના આંકડાઓ દ્વારા તેની પર પ્રકાશ નાખી મહિલાઓને સમાન હક આપવા જાગૃત કરે છે. અને જરૂર પડે મહિલાઓના અધિકાર માટે સરકારી પ્રસાસનો દ્વારા લિંગ અસમાનતાને રોકવા મીડિયા થાકી સહયોગ લઈ સ્ત્રીઓને ન્યાય આપે છે. વિવિધ ક્ષેત્રોમાં કામ કરતાં મહિલાઓને પુરુષની સરખામણીમાં પક્ષપાતોને પ્રકાશમાં લાવવાનું કામ કરે છે. ખાસ કરીને મહિલા પત્રકારોએ આ કાર્યને પ્રકાશમાં લાવવાનું બેડું જડ્યું છે.

મહિલાઓ પરથતાં ગુનાઓને અટકાવવા :-

આપણા દેશમાં મહિલાઓ સામે ગુનાખોરીનું પ્રમાણ અને હિંસા ઝડપથી વધી રહ્યા છે. તેમનું શારીરિક માનસિક શોષણ થાય છે. મહિલાની છેડતી, બળાત્કાર, જાતીય સતામણી, અપહરણ, હત્યા વગેરે મહિલાઓના આ ગંભીર ગુનાઓને ન્યાય આપવા અને પીડિત મહિલાઓને સમાજમાં સ્વમાનભેર જીવન જીવવા મીડિયા સમાજમાં મહિલાઓના ગુનાઓને લોકોની સમક્ષ લાવી ન્યાય અપાવે છે. તાજેતરમાં નિર્ભયા કેસ, એસીડ એટેક નો ભોગ બનેલી મહિલા, ઉન્ડવાનો સામુહિક બળાત્કારની ઘટના, ગુજરાતના મોડાસામાં બનેલી સામુહિક બળાત્કારની ઘટના ને મીડિયા એ સમાજ સામે લાવી દોષિતોને કડક સજા થાય તે માટે લોકોમાં જાગૃતિ લાવીને મહિલાઓ પર થતા ગુનાઓ અટકાવવામાં એક અગત્યની ભૂમિકા ભજવી છે.

**મહિલાઓ મહત્વપૂર્ણ હોદ્દા પર :-**

આજે ભારતમાં મહિલા સશક્તિકરણને વેગ મળતા મહિલાઓને શાસન અને મહત્વના નિર્ણય લેવામાં પોતાની શક્તિનો ઉપયોગ કરવાની તક મળી છે. રાજકારણમાં મહિલા પ્રધાનમંત્રી શ્રીમેતી ઇન્દિરા ગાંધી તેનું ઉત્તમ ઉદાહરણ છે. તેમજ શ્રીમેતી આનંદીબેન પટેલ, શ્રીમતી સીતા રામન વગેરે રાજકારણમાં, શ્રી ઇલાબેન ભટ્ટ, શ્રી હેમાક્ષી રાવ જે શૈક્ષણિક સંસ્થાઓમાં કુલપતિ તરીકે આ વિવિધ ક્ષેત્રોમાં મહિલાઓ મહત્વપૂર્ણ હોદ્દા પર રહી સુચારુપ સંચાલન કરેલ છે. અને તેમના કાર્યને અન્ય મહિલાઓ સુધી પહોંચાડવા અને સમજવાં મીડિયાએ આગવી ઓળખ સમાજમાં ઉભી કરી છે.

**દેશમાં મહિલા સ્વાસ્થ્ય :-**

લાખો ભારતીય મહિલાઓને યોગ્ય આરોગ્યની સેવાઓનો અભાવ છે. રાષ્ટ્રીય આરોગ્ય સર્વેક્ષણમાં પણ મહિલા સ્વાસ્થ્ય અંગે ગંભીર પરિણામોના આધારે ગ્રામીણ વિસ્તારમાં છેવાડાના ગરીબ પરિવારમાં પણ સ્ત્રીને આરોગ્યની સુવિધા મળે તે હેતુથી અમૃતમ, “મા” વાત્સલ્ય યોજના, ગર્ભાવસ્થા થી લઈ પ્રસુતિબાદ માતાની અને બાળકની યોગ્ય કાળજી, ગર્ભવતી મહિલાઓનો સંતુલિત આહાર તેમજ આંગણવાડી કેન્દ્રો દ્વારા કિશોરીઓ અને મહિલાઓના સ્વાસ્થ્ય સંબંધિત ઉપયોગી માહિતીને મીડિયા દ્વારા પોસ્ટર, સામાયિક અખબાર તેમજ ઈન્ટરનેટ દ્વારા લોકોસુધી પહોંચાડી તેની અગત્યતા અંગે જાગૃતતા લાવવાનો પ્રયત્ન કરેલ છે. અને ગ્રામીણ સમાજમાં મહિલા સ્વાસ્થ્ય અંગે મહિલાઓની આરોગ્યની સ્થિતિમાં સુધારો જોવા મળ્યો છે. સ્ત્રી શિશુ મૃત્યુ દરમાં પણ ઘટાડો નોંધાયો છે.

ભારતમાં મહિલા સશક્તિકરણને વેગ આપવા સરકારશ્રીની મહિલા સશક્તિકરણ અંગે ની ખાસ નીતિ અને તેમના વિકાસ અંગે આયોજન કરવામાં આવે છે. રાષ્ટ્રીય અને આંતર રાષ્ટ્રીય સ્તરે મહિલા દિવસની ઉજવણી કરી વિવિધ ક્ષેત્રોમાં યોગદાન આપેલ મહિલાઓનું સન્માન કરવામાં આવે છે. જેની મીડિયા દ્વારા સમગ્ર વિશ્વમાં ફેલાવો કરી સ્ત્રી ઉન્નતિને વેગ આપે છે. આ ઉપરાંત મીડિયા દ્વારા કલા અને સાંસ્કૃતિક જગતમાં સિનેમા, અંતરિક્ષ ક્ષેત્રે, રમત-ગમત ક્ષેત્રે, દેશના ઉચ્ચ સંરક્ષણ ક્ષેત્રમાં, સાહસ અને શૌર્ય વગેરે ક્ષેત્રોમાં મીડિયાએ

મહિલા સશક્તિકરણને મીડિયાના વિવિધ ઈન્ટરનેટના માધ્યમો દ્વારા વિશ્વના ખૂણેખૂણામાં પ્રસાર કર્યો છે. માટે કહી શકાય કે મહિલા સશક્તિકરણમાં મીડિયાની ભૂમિકા પ્રસંશનિય છે.

સંદર્ભો :-

- ૧) રાય, જી.એન. (૨૦૦૮). નવી દિલ્હીના વિજ્ઞાન ભવનમાં ૧૬ નવેમ્બર, ૨૦૦૮ના રોજ રાષ્ટ્રીય પ્રેસ દિવસના ઉદ્ઘાટન સત્રમાં પ્રેસ કાઉન્સિલ ઓફ ઇન્ડિયા. <https://www.mentalhelp.net/articles/types-ofmedia>.
- ૨) ખાન, ઇ. એ. અને મોઇન, એ. (૨૦૧૩). મહિલા સશક્તિકરણ: નવા માધ્યમોની ભૂમિકા. [http://www.ocwjorteronline.com/Adminpanel/product\\_images/7f2535d7e476506d7e2a368e4bdb220c.pdf](http://www.ocwjorteronline.com/Adminpanel/product_images/7f2535d7e476506d7e2a368e4bdb220c.pdf).
- ૩) નારાયણ, એ. અને અહમાદ, ટી. (૨૦૧૬) થી પ્રાપ્ત. મહિલા સશક્તિકરણને વેગ આપવા માધ્યમોની ભૂમિકા. આંતરરાષ્ટ્રીય જર્નલ ઓફ એડવાન્સ્ડ એજ્યુકેશન એન્ડ રિસર્ચ આઇએસએસએન: 2455-5746.
- ૪) મહિલા સશક્તિકરણમાં માસ મીડિયાની ભૂમિકા. <https://www.slideshare.net/harishhari58760608/role-of-mass-media-in-women-empowerment>
- ૫) મહિલા સશક્તિકરણ. <https://studymoose.com/women-empowerment-7-essay>

# ગુજરાતના અભ્યારણ્યોના સંરક્ષણમાં દૂરદર્શનની ભૂમિકા

આલાપ બ્રહ્મભટ્ટ, દ્રશ્ય શ્રાવ્ય નિર્માણ વિભાગ, ગૂજરાત વિદ્યાપીઠ, અમદાવાદ-૩૮૦૦૧૪

**પ્રસ્તાવના:**

છેલ્લાં કેટલાક દાયકાઓમાં ટકાઉ અને પર્યાવરણીય જાગૃતિ કેળવવામાં માધ્યમોએ ધ્યાન આકર્ષિક કર્યું છે. માધ્યમોના બહોળા ફેલાવાને કારણે આપણો સમાજ પર્યાવરણને કારણે આરોગ્ય પર પડતી અસરો અને તે સંબંધિત પ્રવૃત્તિઓની અસરો અંગેની માહિતીથી સુપેરે પરિચિત થઈ રહ્યાં છે. આ સંદર્ભમાં લોકોને પર્યાવરણ મુદ્દા તરફ જાગૃત કરવા માટે માધ્યમો એક મોટી ભૂમિકા નિભાવી શકે છે. માધ્યમો આમ તો સામાજિક અને પર્યાવરણીય મુદ્દાઓને હંમેશાં આવરી લે છે અને તેથી પર્યાવરણની સુરક્ષા પ્રત્યે લોકોને જાગૃત કરવા આ એક સૌથી મહત્વનું ક્રાંતિકારી સાધન પણ છે.

સમૂહ માધ્યમોમાં ખાસ કરીને ટીવી દ્વારા સરકાર પર્યાવરણ સંબંધિત કાર્યક્રમોને વધુ મહત્વ અને સમય ફાળવી રહી છે. એટલું જ નહીં પ્રાઈમ ટીવીમાં તેને વધારે મહત્વ આપીને જનજાગૃતિ ફેલાવવાનો પ્રયાસ થઈ રહ્યો છે. મોટાભાગની પર્યાવરણ સંબંધિત દસ્તાવેજી ફિલ્મો ટીવીમાં દર્શાવવામાં આવે છે ત્યારે તેને જોનારા દર્શકોમાં પણ તે સંબંધિત ચર્ચા વિચારણા થતી જોવા મળે છે.

અન્ય કેટલીક ચેનલો જેમ કે ડિસ્કવરી ચેનલ, નેશનલ જ્યોગ્રાફિક ચેનલ અને એનીમલ પ્લાનેટ ચેનલ મોટાભાગે વન્યજીવન, દરિયાઈ જીવસૃષ્ટિ ઉપર કાર્યક્રમો રજૂ કરે છે. આ કાર્યક્રમોમાં વિરાસત, રેસ ટુ સેવ ધી પ્લાન્ટ, ટેરાક્વિઝ નામનો ક્વિઝ શો અને અર્થ નામનો કાર્યક્રમ દૂરદર્શનના સહયોગથી પર્યાવરણ અને વનવિભાગ દ્વારા પ્રસારિત કરવામાં આવે છે. વધારામાં બીબીસીના અર્થ રીપોર્ટ કાર્યક્રમમાં પણ વિશેષ માહિતી પર્યાવરણ સંબંધિત આપવામાં આવે છે. તેના રોજિંદા પ્રસારિત કાર્યક્રમ ધી ન્યૂ એડવેન્ચર્સ ઓફ કેપ્ટન પ્લાન્ટ કાર્યક્રમ કાર્ટૂન નેટવર્ક પર રજૂ થાય છે. જે બાળકો માટે ખાસ પર્યાવરણ મુદ્દાઓને આવરી લઈને તૈયાર કરવામાં આવે છે.

**અભ્યારણ્ય:**

અભ્યારણ્ય તેના નામ પ્રમાણે વન્યજીવન ને મુક્તપણે રહેવા માટેનો વિસ્તાર છે જ્યાં પ્રાણીઓના સંગ્રહ અને લાકડાની કાપણી, નાના વન ઉત્પાદનોનો સંગ્રહ કરવા અને ખાનગી માલિકીના હક માટે જ્યાં પ્રાણીઓની સુખાકારીમાં કોઈ દખલ ન કરે. અભ્યારણ્ય એક માત્ર ક્ષેત્ર છે જે પર્યાવરણીય, પ્રાણીસૃષ્ટિ પુષ્પ, વનઉત્પાદનો માટે મહત્વનું છે. અભ્યારણ્ય વન્ય પ્રાણી અથવા તેના પર્યાવરણ માટે જાહેર કરાયું છે. અભ્યારણ્યને સુચિત કરતા પહેલા કલેક્ટર, મુખ્ય વન્યપ્રાણી વોર્ડનની સલાહ સાથે અભ્યારણ્યની હદમાં કોઈપણ જમીન અથવા તેના ઉપરના કોઈપણ વ્યક્તિના અધિકારને ચાલુ રાખવા મંજૂરી આપી શકે છે.

**ગુજરાતના અભ્યારણ્યો:**

ક્રમ	જિલ્લો	અભ્યારણ્ય	સ્થાપના વર્ષ
------	--------	-----------	--------------

૧	બનાસકાંઠા	બાલારામ અંબાજી વન્યજીવ અભયારણ્ય	૧૯૮૯
૨	બનાસકાંઠા	જેસોર રીંછ અભયારણ્ય	૧૯૭૮
૩	કચ્છ	ધુડખર અભયારણ્ય	૧૯૭૩
૪	કચ્છ	કચ્છ રણ અભયારણ્ય	૧૯૮૬
૫	કચ્છ	નારાયણ સરોવર ચિંકારા અભયારણ્ય	૧૯૮૧
૬	કચ્છ	કચ્છ ઘોરાડ અભયારણ્ય	૧૯૯૨
૭	જામનગર	ગાગા અભયારણ્ય	૧૯૮૮
૮	જામનગર	ખીજડીયા અભયારણ્ય	૧૯૮૧
૯	જામનગર	દરિયાઈ અભયારણ્ય (જામનગર)	૧૯૮૦
૧૦	જુનાગઢ અમરેલી	ગીર અભયારણ્ય	૧૯૬૫
૧૧	પોરબંદર	પોરબંદર અભયારણ્ય	૧૯૮૮
૧૨	પોરબંદર	બરડા અભયારણ્ય	૧૯૭૯
૧૩	રાજકોટ	હિંગોળગઢ પ્રકૃતિ શિક્ષણ અભયારણ્ય	૧૯૮૦
૧૪	અમરેલી	પાણીયા અભયારણ્ય	૧૯૮૯
૧૫	રાજકોટ	રામપરા અભયારણ્ય	૧૯૮૮
૧૬	સુરેન્દ્રનગર	નળ સરોવર પક્ષી અભયારણ્ય	૧૯૬૯
૧૭	નર્મદા	શૂળપાણેશ્વર અભયારણ્ય	૧૯૮૨
૧૮	પંચમહાલ	જાંબુઘોડા અભયારણ્ય	૧૯૯૦
૧૯	ડાંગ	પુર્ણા અભયારણ્ય	૧૯૯૦
૨૦	મહેસાણા	થોળ અભયારણ્ય	૧૯૮૮
૨૧	દાહોદ	રતનમહાલ અભયારણ્ય	૧૯૮૨
૨૨	અમરેલી	મીતીયાળા વન્ય પ્રાણી અભયારણ્ય	૨૦૦૪

### દૂરદર્શન:

દૂરદર્શન કેન્દ્ર આમદવાદની સ્થાપના 15,માર્ચ 1996માં “સાઇટ “ ઇસરોના પ્રોજેક્ટનાં ભાગરૂપે અને 1 K.W ટ્રાન્સમીટર ખેડા જિલ્લાના પિજ મુકામે હતું. અમદાવાદનાં પોલિટિકનીક આગનામાં વહીવટી કાર્યાલય હતું જ્યારે ઇસરોના સ્ટુડિયોનો ઉપયોગ કાર્યક્રમો માટે થતો હતો.

થોડા વર્ષો બાદ જમીનના ટુકડાને ફાળવી લો પાવર LPT19, નવેમ્બર 1983માં થલતેજ ટેકરા, અમદાવાદમા ઊભો કરવામાં આવ્યો. 2,ઓક્ટોબર 1987માં રોજ સ્ટુડિયો શરૂ કરવામાં આવ્યો. જ્યારે 30,ડિસેમ્બર 1992ના રોજ પ્રદેશિક ભાષાનું જોડાણ શરૂ કરવામાં આવ્યું. ડીડી મેટ્રો ચેનલની સ્થાપના 1,મે

1994માં રોજ કરવામાં આવી હતી. જ્યારે પ્રદેશિક ભાષાઓ સેટેલાઈટ ચેનલો ડીડી ગિરનાર 24 કલાક ની ચેનલ 1, ઓક્ટોબર 1993ના રોજ શરૂ કરવામાં આવી હતી. કેન્દ્રમાં બે સ્તરની સેવા ડીડી -1 જે 1500 થી 2000 કલાક અને ડીડી-11 સેટેલાઈટ ચેનલ ચોવીસ કલાક માટે છે.

દૂરદર્શન ગિરનાર ગુજરાતી ભાષાની પ્રદેશિક ચેનલ છે. જે પ્રસારણ ભરતી બ્રોડકાસ્ટ સેવા ભારતનો છે. જે ડીડીગિરનાર તરીકે ઓળખાય છે. આ 24 કલાકની ચેનલ મનોરંજન અને સમાચાર ના અનેક કાર્યક્રમો પ્રસારિત કરે છે.

હાલ ડીડી ગિરનાર દૂરદર્શન કેન્દ્ર જે ડ્રાઈવ-ઇન રોડ , થલતેજ અમદાવાદ ખાતે સ્થિત છે અને 93.8% જમીનનો અને 97.4% ગુજરાતી વસ્તીને આવી લે છે.

ડીડી ગિરનાર ચેનલ દેશ માટે સફળતા પુરવર્ક પોતાની ફરજ 1, મે 2000થી યોગ્ય , સમતુલિત અને વૈકલ્પિક સમાચાર અને સાથે સાથે યોગ્ય ગુણવત્તા યુક્ત કાર્યક્રમો આપી બજાવે છે. માહિતી યુક્ત , શિક્ષણ યુક્ત, અને મનોરંજન યુક્ત કાર્યક્રમો લોકોના જીવનને સ્પર્શે છે . જેના દ્વારા ગ્રામીણ વિકાસ , શિક્ષણ , એકતા , પાણી સંગ્રહ દેશનો વિકાસ, બાલ વિકાસ, અને કલ્યાણ સ્ત્રી ઉન્નતિ અને સમાજના નીચલા વર્ગને ડીડી ગિરનાર આવરી લેવામાં આવ્યો છે .

દૂરદર્શન કેન્દ્ર અમદાવાદ પ્રાદેશિક ભાષાનું પ્રસાર 30 ડિસેમ્બર 1992 માં થયું ડીડી મેટ્રો ચેનલ 1 મે 1994 ના રોજ સ્થાપિત કરવામાં આવી. દૂરદર્શન કેન્દ્ર અમદાવાદની બે સ્તરની સેવાઓ છે. પ્રાદેશિક સમાચાર વિભાગ દરરોજ ગુજરાતીમાં કુલ છ સમાચાર પ્રસારિત થાય છે. ડીડી-ગિરનારને ડીડી-ગુજરાતી ડીડી-11 પણ કહવામાં આવે છે. તેનું સ્લોગન આપણી સંસ્કૃતિ આપણી ઓળખ છે. ડીડી-ગિરનાર પર રસોઈની રંગત , એક જ ડાળના પંખી, એક મિનિટ ગ્રામ જગત, ફિલ્મી સરગમ , કાકાની કમાલ ફૂવારા કોર્પોરેશન , ગમ્મતગુલાલ જેવા કાર્યક્રમો પ્રસારિત થતાં હતા.

### અભ્યાસના હેતુઓ:

દ્રશ્ય-શ્રાવ્ય માધ્યમ ખાસ કરીને દૂરદર્શનમાં પ્રદર્શિત થતાં સમાચારોમાં ગુજરાતના અભ્યાસરણ્યો અંગે આવતા મુદ્દાઓનો અભ્યાસ એ પ્રસ્તૂત સંશોધન પત્રનો મુખ્ય હેતુ છે.

ડી.ડી ગીરનાર ચેનલ ઉપર વર્ષ-૨૦૧૮ના જાન્યુઆરીથી ડિસેમ્બર મહિના સુધીના સમયગાળા દરમિયાન અભ્યાસરણ્ય વિષયક પ્રદર્શિત કરવામાં આવેલ તમામ સમાચાર નોંધવા અને તેનું અધ્યયન કરવું.

### અભ્યાસ માટેની સંશોધન પદ્ધતિ:

નિદર્શ તરીકે પસંદ કરવામાં આવેલ દ્રશ્ય શ્રાવ્ય માધ્યમ પ્રાદેશિક ગુજરાતી ચેનલ ડી.ડી ગીરનાર દ્વારા પ્રદર્શિત કરવામાં આવતા સમાચારમાંથી અભ્યાસના હેતુઓ અનુસાર પ્રાપ્ય માહિતીનું વિષય વસ્તુ વિશ્લેષણ પદ્ધતિ દ્વારા વિશ્લેષણ કરવામાં આવશે. જેમાં વર્ષ ૨૦૧૮માં અભ્યાસરણ્ય વિષયક પ્રદર્શિત સમાચારો, વિવિધ કેટેગરીના સમાચારો, પ્રાણીઓ અને પક્ષીઓના સમાચાર મહિનાઓ અનુસાર કોષ્ટક દ્વારા એકત્રિત કરવામાં આવશે અને તે કોષ્ટકો દ્વારા પ્રાપ્ત થયેલ માહિતીનું ગુણાત્મક પૃથક્કરણ કરવામાં આવશે.

કોષ્ટક: ૧

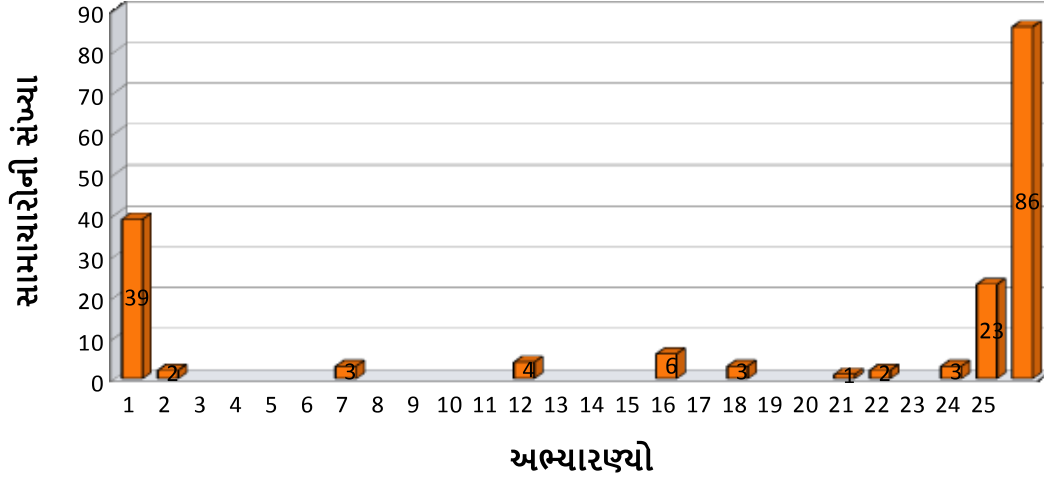
કોષ્ટક: ૧ ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ અભ્યાસના સમાચાર વર્ષ મુજબ

	અભ્યાસ	કુલ
1	ગીર રાષ્ટ્રીય ઉદ્યાન	39
2	દરિયાઈ રાષ્ટ્રીય ઉદ્યાન (જામનગર)	2
3	વાંસદા રાષ્ટ્રીય ઉદ્યાન	
4	વેળાવદર કાળિયાર રાષ્ટ્રીય ઉદ્યાન	
5	બાલારામ અંબાજી વન્યજીવ અભ્યાસ	
6	જેસોર રીંછ અભ્યાસ	
7	ધુડખર અભ્યાસ	3
8	સુરખાબનગર અભ્યાસ	
9	નારાયણ સરોવર ચિંકારા અભ્યાસ	
10	કચ્છ ઘોરાડ અભ્યાસ	
11	મહાગંગા પક્ષી અભ્યાસ	
12	ખીજડીયા અભ્યાસ	4
13	પોરબંદર પક્ષી અભ્યાસ	
14	બરડા અભ્યાસ	
15	હિંગોળગઢ પ્રકૃતિ શિક્ષણ અભ્યાસ	
16	પાણીયા અભ્યાસ	6
17	રામપરા અભ્યાસ	
18	નળ સરોવર પક્ષી અભ્યાસ	3
19	શૂલપાણેશ્વરવન્યજીવન અભ્યાસ	
20	જાંબુઘોડા અભ્યાસ	
21	પુર્ણા અભ્યાસ	1



22	થોળ અભચારણ્ય	2
23	રતનમહાલ અભચારણ્ય	
24	મીતીયાળાવન્યજીવન અભચારણ્ય	3
25	અન્ય	23
	ફૂલ	86

આલેખ:૧ ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ અભચારણ્યના સમાચાર વર્ષ મુજબ



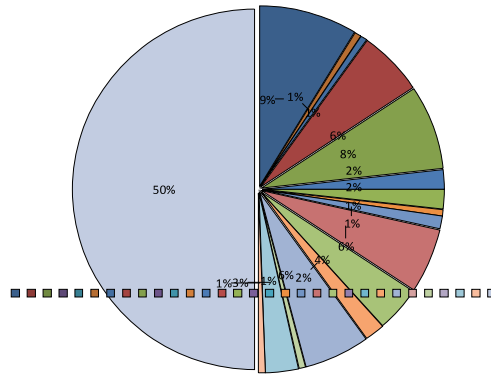
કોષ્ટક: ૨ ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ અભચારણ્યની કેટેગરી મુજબના સમાચાર વર્ષ મુજબ

ક્રમ	વિગત	ફૂલ
1	સિંહ વિશે	15
2	વાઘ વિશે	
3	દીપડો	
4	રીંછ	
5	પક્ષીઓનો શિકાર	
6	પક્ષી સંરક્ષણ	1
7	પક્ષીઓના મોત	1
8	પ્રાણીઓ-પક્ષીઓની ગણતરી	10
9	પ્રાણીઓના મોત	13
10	જંગલ વિશે	
11	વન જીવન	

12	વન સંરક્ષણ	
13	વન વિભાગ	3
14	જંગલનો નાશ	
15	અભયારણ્ય	3
16	ભૌગોલિક	
17	પુસ્તક	
18	શિકારીઓ	1
19	વન અધિકારીઓ	2
20	સરકારી	10
21	ખાસ દિવસની ઉજવણી	7
22	શિક્ષણ	
23	લાકડાની ચોરી	
24	સામાજિક	3
25	ગીર જંગલ	10
26	પ્રદુષણ	
27	વૃક્ષ વિશે	1
28	જંગલમાં આગ	
29	પ્રાણી સંરક્ષણ	5
30	અન્ય	1
	કુલ	86

### આલેખ:૨

ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ અભયારણ્યની કેટેગરી મુજબના સમાચાર વર્ષ મુજબ કોષ્ટક

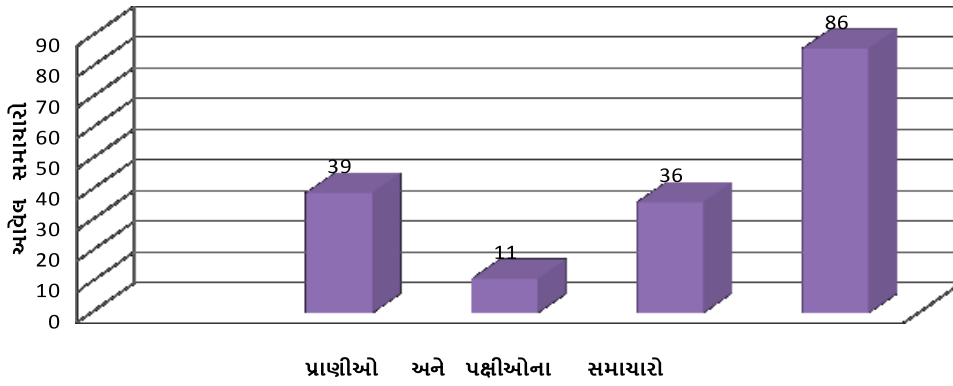


કોષ્ટક: ૩ ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ પ્રાણીઓ અને પક્ષીઓના સમાચાર વર્ષ મુજબ

ક્રમ	વિગત	કુલ
૧	પ્રાણીઓ	૩૯
૨	પક્ષીઓ	૧૧
૩	અન્ય	૩૬
	કુલ	૮૬

આલેખ:૩

ડી.ડી ગિરનાર ચેનલ ઉપર પ્રસારિત કરવામાં આવેલ પ્રાણીઓ અને પક્ષીઓના સમાચાર વર્ષ મુજબ



કોષ્ટકો દ્વારા પ્રાપ્ત થયેલ આંકડાઓ ઉપરથી તારવેલા તારણો:

કોષ્ટક ૧ અને ૧.૧ માં ડીડી ગિરનાર ચેનલ ઉપર પ્રદર્શિત કરવામાં આવતા અભ્યારણના સમાચારો મહિના અનુસાર એટલે વર્ષ ૨૦૧૮માં આવેલ તમામ સમાચાર એકત્રિત કરવામાં આવેલ છે. જેમાં તમામ અભ્યારણ્ય વિષયક કુલ ૮૬ સમાચાર આવેલ છે. સૌથી વધુ ૩૯ સમાચાર ગીર રાષ્ટ્રીય ઉદ્યાન વિશે આવેલ છે અને સૌથી ઓછા સમાચાર પૂર્ણા અભ્યારણ્ય વિશે આવેલ છે. આ પરથી ફલિત થાય છે કે દ્રશ્ય શ્રાવ્ય માધ્યમોએ મુદ્રિત માધ્યમોના સમકક્ષ લોકોમાં પર્યાવરણ અંગે જાગૃકતા ફેલાવવામાં અગત્યનો ફાળો ભજવી રહ્યા છે.

કોષ્ટક ૨ અને ૨.૧ માં ડીડી ગિરનાર ચેનલ ઉપર પ્રદર્શિત કરવામાં આવતા અભ્યારણના વિવિધ કેટેગરીના સમાચારો મહિના અનુસાર એટલે વર્ષ ૨૦૧૮માં આવેલ તમામ સમાચાર એકત્રિત કરવામાં આવેલ છે. જેમાં વિવિધ કેટેગરીના કુલ ૮૬ સમાચાર આવેલ છે. સૌથી વધુ ૧૫ સમાચાર સિંહ વિશે આવેલ છે અને સૌથી ઓછા સમાચાર જંગલ અને વન સંરક્ષણ વિશે આવેલ છે.

કોષ્ટક 3 અને 3.9 માં ડીડી ગિરનાર ચેનલ ઉપર પ્રદર્શિત કરવામાં પ્રાણીઓ અને પક્ષીઓના સમાચારઓ મહિના અનુસાર એટલે વર્ષ 2018માં આવેલ તમામ સમાચાર એકત્રિત કરવામાં આવેલ છે. જેમાં પ્રાણીઓ અને પક્ષીઓ વિષયક કુલ 15 સમાચાર આવેલ છે. સૌથી વધુ પ્રાણીઓ વિશે 36 સમાચાર અને પક્ષીઓ વિશે 19 સમાચાર આવેલ છે.

વર્ષ 2018ના ડેટા ઉપરથી કહી શકાય કે દૂરદર્શન સરકારી સંસ્થા હોવાને કારણે તેમાં અભ્યારણ્યના જે સમાચાર આવે છે તે મોટે ભાગે હકારાત્મક હોય છે. આ સમાચારોમાં વન વિભાગની કામગીરી, જુદા જુદા દિવસોની ઉજવણી અને પ્રાણીઓ-પક્ષીઓ વિષેની જાણકારી આપતા સમાચાર વધુ હોય છે. દૂરદર્શનમાં આવતા સમાચારોમાં અભ્યારણ્યો અને પર્યાવર બચાવવા માટેની માહિતી વધુ જોવા મળે છે. આ ડેટાને આધારે એવું કહી શકાય કે સમગ્ર વર્ષ દરમિયાન આવતા સમાચારોમાં સૌથી વધુ ગીર અભ્યારણ્ય અને ત્યારબાદ જાણીતા 3 થી 4 અભ્યારણ્યના સમાચાર ખૂબ વધુ પ્રમાણમાં આવ્યા હતા. ગુજરાતનાં 24 અભ્યારણ્યોમાંથી 7 અભ્યારણ્યના એક પણ સમાચાર આવ્યા ન હતા. ગીરના અભ્યારણ્યમાં સિંહ વિશેના સમાચારોમાં સિંહની સંખ્યા, સિંહ સંરક્ષન માટેની વન વિભાગની કામગીરી, સિંહ બાલ વિષેની સંપૂર્ણ માહિતી, દીપડા ધ્વારા માનવ વસાહતોમાં આવીને કરતો શિકાર, માનવ વસ્તી સાથે રહેતા સિંહ વગેરે વિષે વિશેષ સમાચારો આવ્યા હતા.

આ ઉપરાંત દૂરદર્શન ધ્વારા "પર્યાવરણ " જેવા દર શનિવારે આવતા વિશેષ કાર્યક્રમો ધ્વારા પણ પર્યાવરણ બચાવવાના અને અભ્યારણ્યોના સંરક્ષણ માટેના કાર્યક્રમો પ્રદર્શિત કરવામાં આવ્યા હતા. આમ દૂરદર્શન અભ્યારણ્યોના સંરક્ષણ માટે લોક જાગૃતિ માટેના પ્રયત્નો કરે છે. તેમજ વન વિભાગની અભ્યારણ્યોના સંરક્ષણ માટેની કામગીરીને લોકો સુધી પહોંચવામાં મદદ રૂપ થાય છે.

### ઉપસંહાર:

અભ્યાસના હેતુ અનુસાર વર્ષ-2018ના જાન્યુઆરીથી ડિસેમ્બર મહિના સુધી ડીડી ગીરનાર ચેનલ પર આવેલા સમાચારો ગુજરાતના તમામ અભ્યારણ્યો, વિવિધ વિષયોના અને માત્ર પ્રાણીઓ અને પક્ષીઓ ઉપર આવેલા સમાચારો પધ્ધતિસર રીતે કોષ્ટક દ્વારા એકત્ર કરતા અને ત્યારબાદ પ્રાપ્ત થયેલ આંકડાકીય માહિતી જોતાં જણાય છે કે તમામ અભ્યારણ્યોના કુલ મળીને 15 સમાચારો વર્ષ 2018ના સમયગાળા દરમિયાન પ્રદર્શિત કરવામાં આવ્યા છે. જેમાં સૌથી વધુ 19 સમાચારો સિંહ વિશેના છે. જે આલેખ:2 જોતાં જણાય છે કે વિવિધ વિષયો ઉપર આવેલ સમાચારોના 40% સમાચારો માત્ર ગીર અભ્યારણ્યના સિંહ વિશે છે. ત્યારબાદ આલેખ:3 જોતાં જણાય છે કે અભ્યારણ્યોના સમાચારોમાં પ્રાણીઓના સમાચારોને પક્ષીઓના સમાચારો કરતા વધુ મહત્વ આપવામાં આવે છે.

### સંદર્ભસૂચિ:

<https://courses.lumenlearning.com>

<http://www.mbaskoo.com/business-concept/marketing-and-strategy/terms/13669mass-communication.html>

<http://www.google.com/ampl/thebusinesscommunication.com/what-is-mass-communication/ampl>.  
<http://www.ukessays.com/essays/medradio-medium-mass-communication.php>.  
<https://en.m.wikipedia.org/wiki/history-of-paper>.  
<https://saylordotorg.github.io/text>  
<https://dardarshan.gov.in/ddgirnar/didigirnar-o>



# खेल विकास में मीडिया की भूमिका

डॉ.लक्ष्मणभाई वी.गोळ, आचार्य, श्री यु.एच.चौधरी आर्ट्स कॉलेज,वडगाम,जिला.बनसकांठा, ३८५४१०

## सार:

खेल विकास राष्ट्रीय विकास की दिशा में एक कदम है। व्यक्तिगत और सामाजिक जीवन को प्रभावित करने के कारण, खेल ने लोगों और सरकार का ध्यान आकर्षित किया है। मास मीडिया खेल विकास का एक महत्वपूर्ण साधन है, जो कि खेल विकास के अधिकांश उद्देश्यों को साकार करने को प्रभावित करता है। बढ़ते दर्शकों के साथ मास मीडिया में से एक ऑन-लाइन समाचार एजेंसियां हैं। इस तरह के मीडिया में खेल कवरेज की स्थिति की जांच करना खेल विकास कार्यक्रमों के लिए अनुसंधान की जरूरतों में से एक है और जिस राशि से खेल सामग्री खेल के विकास में मदद कर सकती है वह इस शोध का मुख्य सवाल था। जिस तरह से खेल अखबारों के पन्नों और टेलीविज़न और रेडियो शोड्यूल् को भरता है वह मीडिया गतिविधि की संरचना और सीमा पर पड़ने वाले प्रभाव की गवाही देता है। वर्तमान युग में, मीडिया और खेल के बीच घनिष्ठ संपर्क अपरिहार्य है। दोनों एक दूसरे को खिलाते हैं, खेल को बहुसंख्यक आबादी को प्रचार और बड़े पैमाने पर दृष्टिकोण की आवश्यकता होती है, जो मीडिया करता है, जबकि मीडिया खेल की विभिन्न गतिविधियों द्वारा प्रदान की गई खेल समाचारों पर फीड करता है

**कीवर्ड:** मीडिया, खेल, विकास

## परिचय:

आज की दुनिया में लगभग हर कोई खेल की घटना से निपट रहा है। लोग एथलीट या खेल प्रशंसक हैं, जो रेडियो, टीवी और समाचार पत्रों सहित बड़े पैमाने पर मीडिया में खेल समाचार और सामग्री का पालन करते हैं। इसलिए, खेल और मीडिया को व्यापक रूप से विकसित किया गया है। खेल मास मीडिया में रिपोर्टिंग और अध्ययन में वृद्धि, विशेष रूप से दर्शकों और विभिन्न खेल मीडिया में सामग्री के बारे में ऐसे उदाहरणों में से एक है। मास मीडिया खेल में बढ़ती रुचि का एक समारोह है और दर्शकों की इस रुचि में वृद्धि समाचार पत्रों, पत्रिकाओं, रेडियो, टीवी, हाल ही में इंटरनेट और उनके व्यापक खेल कवरेज जैसे बड़े पैमाने पर मीडिया का ध्यान विकसित करती है। व्यक्तिगत और सामाजिक जीवन के विभिन्न आयामों पर खेल के प्रभाव को ध्यान में रखते हुए, राष्ट्रीय स्तर पर इसके विकास का महत्व और इस संबंध में मीडिया की मध्यस्थ भूमिका, खेल विकास में मीडिया की भूमिका की पहचान करना और इसके लिए उपयुक्त योजना तैयार करना आवश्यक है। खेल क्षेत्र में मीडिया कार्यों के प्रभावी उपयोग के लिए किसी भी मैक्रो प्लानिंग के लिए इस क्षेत्र की गहरी पहचान और खेल में विकास के विभिन्न अक्षों में इन कार्यों की जांच की आवश्यकता होती है। देश के बड़े पैमाने पर मीडिया, विशेष रूप से राष्ट्रीय जन मीडिया, को इस संबंध में पारंपरिक और अनुभागीय निर्णय लेने की आवश्यकता है और विभिन्न अक्षों में रणनीतिक योजना की ओर बढ़ें और लगातार राष्ट्रीय और संगठनात्मक लक्ष्यों पर विचार करें। दर्शकों तक सूचना करने और विचारों का आदान-प्रदान करने के माध्यम से विकास जागरूकता की आवश्यकता को पूरा करने में मास मीडिया की एक अक्षीय और

निर्विवाद भूमिका है। यह बिंदु मनुष्यों के लिए अपने आसपास की दुनिया को जानना और उनके महत्वपूर्ण व्यक्तिगत और सामाजिक निर्णयों को स्पष्ट और अधिक जानकारी के आधार पर बनाना संभव बनाता है ताकि वे अपनी सामाजिक जिम्मेदारियों से परिचित हो सकें, खासकर विकास के लिए।

### **खेल:**

खेल में सभी प्रकार की प्रतियोगी शारीरिक गतिविधि या खेल शामिल होते हैं, जो आकस्मिक या संगठित भागीदारी के माध्यम से प्रतिभागियों को आनंद प्रदान करते हुए शारीरिक क्षमता और कौशल का उपयोग, या सुधार करने का लक्ष्य रखते हैं, और कुछ मामलों में, दर्शकों के लिए मनोरंजन हैं।

### **स्पोर्ट्स मीडिया का विकास:**

पूर्व-ऐतिहासिक काल से अब तक के खेलों का विकास औद्योगीकरण, आधुनिकीकरण और दूरसंचार का एक कार्य है। खेल की घटनाओं का रेडियो प्रसारण शुरू हुआ, बस खेल का स्वर्ण युग हुआ और आखिरकार खेल को बनाने में मदद मिली, 1920 के दशक के अंत और 1930 के दशक के प्रारंभ में रेडियो का स्वर्ण युग था।

अखबारों में स्पोर्ट पेज 1920 के दशक के दौरान संपन्न हुए। खेल के संदर्भ में टेलीविजन स्पष्ट रूप से अग्रणी माध्यम बन गया है। रेडियो की तरह, यह माध्यम लाइव रिपोर्टिंग की अनुमति देता है, लेकिन यह न केवल ध्वनि, बल्कि लाइव छवियों को प्रसारित करता है, वहां होने की भावना रेडियो दर्शकों के लिए टेलीविजन दर्शकों के लिए और भी मजबूत है। घरों में टेलीविजन जीवन का एक तथ्य बन गया था। लाखों लोग अपने टीवी सेट से चिपके रहे। 1950 के दशक के अंत में कितने लोग "अब तक का सबसे महान खेल" मानते हैं, 1958 में बाल्टीमोर कॉल्ट्स और न्यूयॉर्क जायंट्स (वुड्स, 2006) [6] के बीच एनएफएल चैम्पियनशिप। खेल को टेलीविजन के अधिक अनुकूल बनाने के लिए कई खेलों ने अपने नियमों में बदलाव स्वीकार किए हैं। टेलीविजन प्रसारण की शुरुआत, साथ ही, पहले से ही खेल से निकटता से संबंधित थी। नए माध्यम के परीक्षण के रूप में, प्रमोटरों ने बर्लिन में 1936 के ग्रीष्मकालीन ओलंपिक में एक टीवी कार्यक्रम की स्थापना की। यह कार्यक्रम प्रेषक से 10 मील की दूरी के भीतर प्राप्त किया जा सकता है। लेकिन जब तक कोई टीवी सेट नहीं था, आयोजकों ने बड़ी स्क्रीन के साथ 21 सभाखंड भी प्रदान किए। ये घटनाक्रम टेलीविजन पर खेल के लिए एक सफलता थे। केबल और सैटेलाइट टेलीविजन के कारण टीवी चैनलों की बढ़ती संख्या ने 1979 में संयुक्त राज्य अमेरिका में खेल, ई.एस.पी.एन. (मनोरंजन और खेल प्रोग्रामिंग नेटवर्क) में विशेषज्ञता वाला पहला नेटवर्क शुरू करना संभव बना दिया। (कैशमोर, 2000) [8]। 1990 के दशक के मध्य से, न केवल टेलीविजन बल्कि इंटरनेट भी खेल की घटनाओं के लाइव चित्र प्रसारित कर सकता है। हालाँकि, पर्सनल कंप्यूटर और डेटा ट्रांसफर दरों की मेमोरी कैपेसिटी ने अब तक इस तरह के खेल प्रसारण की सीमा तय कर दी है। इसलिए खेल रिपोर्टिंग के लिए टेलीविजन अभी भी सबसे महत्वपूर्ण माध्यम बना हुआ है। लेकिन इंटरनेट पहले से ही आज खेल प्रशंसकों के लिए बहुत सारे दिलचस्प विकल्प प्रदान करता है। (बीबर, हेबेकर, और शिवर, 2000) [8]

### **मीडिया स्पोर्ट्स को कैसे प्रभावित करता है:**

कुछ लोग विवाद करेंगे कि मीडिया खेल को सकारात्मक रूप से प्रभावित कर सकता है। मीडिया खेल की लोकप्रियता को प्रभावित कर सकता है, स्थानीय टीमों के लिए मुफ्त प्रचार प्रदान कर सकता है, और वर्तमान खिलाड़ी व्यक्तित्व और टीमों और व्यक्तिगत खिलाड़ियों के लिए प्रशंसक निष्ठा का निर्माण कर सकता है और मीडिया कंपनी के



अलावा अन्य किसी खेल के आयोजन को दिखाने के अधिकारों के लिए भुगतान करते हैं। साथ ही टीवी पर दिखाए जाने वाले खेल अधिक प्रायोजन उत्पन्न करते हैं, लोग खेल के नियमों को टीवी पर देखने से सीखते हैं, टीवी पर और अखबारों में अच्छे खेल लोगों को देखकर उन्हें लोगों को देखने के लिए एक रोल मॉडल बनाता है, मीडिया उन लोगों के लिए खेल लाता है जो आम तौर पर इसे अनुभव करने के लिए नहीं मिल सकता है अन्यथा यह लोगों को शामिल होने के लिए प्रोत्साहित कर सकता है, टीवी पर देखने से हमें यह देखने में मदद मिल सकती है कि कैसे एक तकनीक का प्रदर्शन किया जाना चाहिए जो आपके प्रदर्शन में मदद कर सकता है। लेकिन चैनलों के सर्फ करने के दौरान खेल के बिट्स को पकड़ सकते थे। मीडिया ने खेल तमाशा आसानी से सुलभ, मजेदार और सभी के लिए सुविधाजनक बनाकर खेल की लोकप्रियता का विस्तार किया। स्थानीय टीम के लिए मुफ्त प्रचार सभी मीडिया का प्रमुख योगदान है, आउटलेट, प्रिंट और इलेक्ट्रॉनिक स्थानीय व्यवसाय भी ग्राहकों को आकर्षित करने की उम्मीद में स्थानीय टीमों के अपने समर्थन का विज्ञापन करके खेल को प्रचारित करने में मदद करते हैं। प्रचार के लिए खिलाड़ी मीडिया पर निर्भर रहते हैं। स्टार खिलाड़ियों को उनके समुदाय में एक सार्वजनिक चेहरा दिया जाता है, और उन्हें रोल मॉडल के रूप में रखा जाता है। स्थानीय रेडियो टॉक शो कॉल करने वालों को घरेलू टीम पर टिप्पणी करने के लिए आमंत्रित करते हैं। टेलीविजन पर कोच और शीर्ष एथलीटों के साक्षात्कार स्थानीय प्रशंसकों को खेल से पहले, दौरान और बाद में एक खेल के प्रति टीम के दृष्टिकोण को समझने में मदद करते हैं। मीडिया खेल को नकारात्मक रूप से प्रभावित कर सकता है, खेल को दर्शकों के सामने प्रस्तुत करने के तरीके से भी। आपके दृष्टिकोण के आधार पर, आप प्रगति के संकेत देख सकते हैं। परंपरावादी आमतौर पर खेल में किसी भी बदलाव का विरोध करते हैं, दावा करते हैं कि परिवर्तन खेल की अखंडता को बर्बाद करते हैं। खेल में ये नकारात्मक घटनाओं के रूप में या केवल प्रगति के संकेत हैं। मीडिया का खेल पर भी नकारात्मक प्रभाव पड़ सकता है जैसे कि केवल लोकप्रिय खेलों में टीवी पर और समाचार पत्रों आदि में बहुत ध्यान दिया जाता है। यह लोगों को कम लोकप्रिय खेलों में प्रोत्साहित करने में मदद नहीं करता है। एक अन्य मैच के लिए है जो टीवी टिकट की बिक्री पर दिखाते हैं, अक्सर गिरते हैं, टीवी पर बहुत सारे खेल होते हैं अब एक दिन कुछ बहुत ज्यादा कहते हैं, खेल सितारे अक्सर अपने निजी जीवन पर बहुत अधिक ध्यान देने की शिकायत करते हैं, जिसे मीडिया डाल सकता है। टीवी दर्शकों के लिए अनुभव को बेहतर बनाने के लिए खेल प्रतियोगिताओं के आयोजकों पर दबाव डाल सकता है। समाचार पत्र, टेलीविजन और विशेष पत्रिकाएं (वुड्स, 2006) [6]। अखबारों ने एक सदी से अधिक समय तक व्यापक खेल खंडों में काम किया है। कई पाठकों के लिए, स्पोर्ट्स पेज पढ़ना पहली प्राथमिकता है और पेपर खरीदने का प्राथमिक कारण हो सकता है। भले ही वे व्यक्तिगत रूप से या टेलीविजन पर खेल प्रतियोगिताओं को देखते हों, अधिकांश प्रशंसकों को अगले दिन के पेपर में लेखों को पढ़ना पसंद है, राजनीति और विश्व समाचार सहित किसी भी अन्य विषय की तुलना में खेल के लिए अधिक स्थान समर्पित करते हैं। विज्ञापनदाताओं के लिए आकर्षक पाया है। जिन उत्पादों को लक्षित किया जाता है, उनके लिए विज्ञापनदाताओं ने खेल वर्गों में प्रदर्शित होने के माध्यम से अपने संभावित ग्राहकों तक पहुंचने का अवसर है। खेल को कवर करने वाली पत्रिकाओं ने विशिष्ट खेलों में बढ़ती रुचि का प्रभाव देखते हैं। अधिकांश सामान्य समाचार पत्रिकाएं शायद ही कभी खेल को कवर करती हैं जब तक कि एक प्रमुख मानव हित कहानी शामिल न हो। पत्रिकाएं खुद को उन कहानियों के लिए उधार देती हैं जो खेल में रुझानों की जांच करती हैं या पहले सूचीबद्ध सामाजिक मुद्दे महीने के लिए प्रमुख चारा हैं (वुड्स, 2006) [6]

### **खेलों पर मीडिया का नकारात्मक प्रभाव:**

मीडिया का खेल पर भी नकारात्मक प्रभाव पड़ सकता है: पूर्वाग्रह - केवल वास्तव में लोकप्रिय खेलों को टीवी पर और समाचार पत्रों आदि में बहुत ध्यान दिया जाता है। यह लोगों को प्रोत्साहित करने में मदद करता है।

कम लोकप्रिय खेलों में। उपस्थिति का अभाव - टीवी पर दिखाए जाने वाले मैचों के लिए, टिकट की बिक्री अक्सर कम हो जाती है। आजकल टीवी पर बहुत खेल है, कुछ तो बहुत ज्यादा कहते हैं! ध्यान दें - स्पोर्ट स्टार अक्सर अपने निजी जीवन पर बहुत अधिक ध्यान देने की शिकायत करते हैं। टीवी दर्शकों के लिए अनुभव को बेहतर बनाने के लिए मीडिया खेल प्रतियोगिताओं के आयोजकों पर दबाव डाल सकता है। उदाहरण के लिए, पिछले ओलंपिक में, मैराथन एक समय में चलाया गया था, जो टीवी कंपनियों के अनुकूल था, भले ही यह दिन के सबसे गर्म समय में था

### **निष्कर्ष:**

हमने खेल पर मीडिया के प्रभाव की जांच की, जो वे प्रचार के लिए टीमों और एथलीटों के लिए उत्पन्न करते हैं कि वे विशिष्ट खेलों की लोकप्रियता को कैसे प्रभावित करते हैं। इसी तरह, खेल मीडिया ने खेल की प्रस्तुति में कुछ नाटकीय बदलावों को मजबूर किया है, खासकर टेलीविजन पर, क्योंकि टेलीविजन यह खेल के लिए एक प्रमुख राजस्व स्रोत है। खेल, मीडिया और विज्ञापन उद्योग के बीच का संबंध सहजीवी है, एक पारस्परिक रूप से यह निर्भर संबंध है। यह प्रिंट मीडिया को समय का नुकसान है, लेकिन वे उस समय के लिए बनाते हैं, जिससे डिजीटली से पहले उनकी कहानी के एंगल, टेनर और तथ्यों को सेट किया जा सके। खेल और खेल मीडिया में एक समाज की विचारधारा को प्रभावित करने की क्षमता है जिस तरह से वे प्रमुख मूल्यों को प्रस्तुत करते हैं।

### **संदर्भ:**

१. वुड्स आरबी। खेल में सामाजिक मुद्दे। Champaign: ह्यूमन कैनेटीक्स, 2006।
२. टेक पीई। टेक पीई से लिया गया। 2015: कॉम
३. [http://www.teachpe.com/gcse\\_society/media.php](http://www.teachpe.com/gcse_society/media.php)
४. नाज़मी वाई, खोसमेहर एएच। मीडिया और खेल पर प्रभाव। इंटरनेशनल जर्नल ऑफ़ स्पोर्ट स्टडीज, 2012, 624-630।

## મીડિયાની ભૂમિકા અને પર્યાવરણની મુખ્ય સમસ્યાઓ

આચાર્ય અમિતા રમેશચંદ્ર, પીએચ.ડી સંશોધક,

પત્રકારત્વ અને જન-સંચાર વિભાગ

ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી

**સારાંશ:** વિવિધ દેશોમાં વીજ ઉત્પાદન માટે કોલસાનો વ્યાપક પણે ઉપયોગ થાય છે. કોલસો, વર્તમાન સમયમાં પૃથ્વી પરનો ઉર્જાનો સૌથી મોટો સ્ત્રોત છે, વિવિધ દેશોમાં વીજળી ઉત્પન્ન કરવા માટે કોલસાનો ઉપયોગ મોટા પ્રમાણમાં થાય છે. કોલસામાં કાર્બન, હાઈટ્રોજન અને સલ્ફર હોવાથી કોલસાના દહનથી ઉર્જા ઉત્પન્ન થાય છે, કાર્બન ઓક્સાઈડ, સલ્ફર ઓક્સાઈડ, નાઈટ્રોજન ઓક્સાઈડ, સીસુ, પારો સાથે અનેક ભારે ધાતુઓ સહિત કેટલાક પ્રદૂષણો હવા અને પાણીમાં એકઠા થાય છે અને અસ્થિરતા, વિઘટન, ઓક્સિડેશન, હાઈડ્રેશન જેવી અન્ય રાસાયણિક પ્રતિક્રિયાઓમાં પરિણમે છે જેના લીધે ગંભીર પર્યાવરણીય અસરો થાય છે અને તેનાથી મનુષ્યના આરોગ્યને હાનિ તરફ દોરી જાય છે. આ ઉપરાંત, કોલસાની ભસ્મ ઉડીને, ભીના અને સૂકા બંને સ્વરૂપોમાં, એકત્રીત થાય છે અને હાડકાની વિકૃતિઓ અને કિડનીની તકલીફ સહિતના ગંભીર બીમારીઓને પ્રેરિત કરે છે, ખાસ કરીને રેડિઓનક્લાઈડ્સના સંપર્ક સાથે આવવાથી થાય છે. આ ઉપરાંત અસ્થમા, કેન્સર, હૃદય અને ફેફસાની બિમારીઓ, ન્યુરોલોજીકલ સમસ્યાઓ, ગ્લોબલ વોર્મિંગ, શ્વાસનળીનો સોજો, નર્વસ સિસ્ટમ પર અસર, સાથે પાચન ક્રિયા અને રોગપ્રતિકારક શક્તિને નુકશાન પહોંચાડે છે. કોલસાના ઉપયોગથી જે ગેસ અને વાયુ ઉત્પન્ન થાય છે તેના કારણે વાતાવરણમાં ફેરફાર આવે છે અને સાથે હવાનું પ્રદૂષણ અને જળના પ્રદૂષણ એ અશ્મિભૂત ઈંધણના ઉપયોગથી વધુ એક સ્થાનિક અસર પહોંચાડે છે. કોલસાના ઉપયોગથી જે ગેસ અને વાયુ ઉત્પન્ન થઈ વાતાવરણમાં ફેલાય છે જેનાથી બાળકના વિકાસ માટે ગંભીર ખતરો છે. આ સમીક્ષા માનવ આરોગ્ય અને પર્યાવરણ પરના મુખ્ય પ્રદૂષણો જેવા કે કાર્બન ઓક્સાઈડ, સલ્ફર ઓક્સાઈડ, નાઈટ્રોજન ઓક્સાઈડ, સીસુ, પારો સાથે અનેક ભારે ધાતુઓની અસરને આવરી લેશે. ઉદ્યોગોમાં વપરાતા કોલસાથી દેશ ભરમાં જ્યાં ઉદ્યોગો આવેલ છે અને તેના બે કિલોમીટરના રહેણાંક વિસ્તારમાં આની ખુબ ગંભીર અસરો થાય છે તેના વિશે જાગૃત્તિ લાવવા માટે મીડિયા દ્વારા હજુ સુધી ખાસ મોટા પગલાં કે સમાચારના માધ્યમથી જાગૃતતા લાવવામાં આવી નથી. પ્રિન્ટ મીડિયાના માધ્યમ દ્વારા અત્યાર સુધીમાં પબ્લિકમાં જાગૃતતા લાવવા માટે ઉદ્યોગની આસપાસ ઉડતા ધુમાડાના, ફોટા કે ફોટો સ્ટોરી દ્વારા સમજ કેળવવાનો ફક્ત પ્રયાસ કરવામાં આવ્યો છે ના કે આ આરોગ્ય માટે કેટલો નુકશાન કારક છે અને બાળ વિકાસમાં ગંભીર ખતરો છે તેના માટે લોક જાગૃતિના પ્રયત્નો હજુ સુધી કરવામાં આવેલ નથી. કોલસાના દહનથી આ પ્રદૂષણ સંચિત આરોગ્ય આધારિત અસરો વિશે આ સમીક્ષા બીમારીઓના જોખમો અને કોલસા સાથે સંકળાયેલા આરોગ્ય અને

પર્યાવરણીય હુમલાઓ પર કાબૂ મેળવવા માટે મીડિયા દ્વારા જાગૃત્તા લાવવા અને રોગ -એસોસિએશને માનક વ્યવસ્થાપન પ્રોટોકોલની શોધખોળ કરવા માટે એક મહત્વપૂર્ણ ઉપયોગી સાધન તરીકે થઈ શકે છે.

**વિશિષ્ટ શબ્દ (Keywords) :** એન્થ્રાસાઇટ, બિટ્યુમિનસ, લિગ્નાઈટ, પીટ, થર્મલ કોલસો, ધાતુશાસ્ત્ર કોલસો, કોલસો અને હવા પ્રદૂષણ, કોલસો અને ગ્લોબલ વોર્મિંગ, કોલસાથી પર્યાવરણ પર અસર, સલ્ફર ડાયોક્સાઇડ, નાઈટ્રોજન ઓક્સાઇડ, કાર્બન ડાયોક્સાઇડ, મિથેન.

**સમસ્યાનું નિવેદન (Statement of Problems):** ઉદ્યોગોમાં વપરાતો કોલસો માનવ શ્રુષ્ટિ અને પર્યાવરણ માટે અતિ જોખમી છે. આ સમસ્યાના નિવારણ માટે ઉદ્યોગોની આજુ બાજુ વધુમાં વધુ વૃક્ષો વાવવા જોઈએ, આ વૃક્ષો ઉપર ઉગતા પાન બને એટલા મોટાં હોવા જોઈએ જેથી ઉદ્યોગોમાં વપરાતા કોલસાથી જે ગેસ અને વાયુ ઉત્પન થાય છે તેને રોકી ને માનવ શ્રુષ્ટિને હાનિથી અને પર્યાવરણના જોખમમાં ઘટાડો કરી શકે. દરેક કંપનીમાં પોલ્યુશન યુનિટ લગાવવા જોઈએ જે વાતાવરણને પોલ્યુશન મુક્ત બનાવે છે. આ સાથે નવી ટેકનોલોજીના યુગમાં ઈલેક્ટ્રીક ભઠ્ઠીઓની અનેક કંપનીઓ આપણા દેશમાં આવી ગઈ છે, કોલસાની ભઠ્ઠીની જગ્યાએ ઈલેક્ટ્રીક ભઠ્ઠીનો ઉપયોગ માનવ હિત અને પર્યાવરણ માટે લાભ દાયક છે. જેના ઉપયોગથી કોઈ પણ પ્રકારનો ગેસ કે વાયુ ઉત્પન્ન થતો નથી, આ ઈલેક્ટ્રીક ભઠ્ઠીનો જેમ બને એમ ઉપયોગ વધે અને કોલસાથી થતા નુકસાનને અટકાવવા માટે સરકાર દ્વારા ઈલેક્ટ્રીક સીટી બિલમાં અમુક રાહત આપે છે જેથી વેપારીઓ આ ઈલેક્ટ્રીક ભઠ્ઠીના વપરાશ માટે વધુ આગળ આવે, પરંતુ આપણા દેશમાં હજુ પણ કોલસાથી ચાલતી ભઠ્ઠીઓનું પ્રમાણ ઘણું છે.

### **પરિચય (Introduction) :**

કોલસો, વર્તમાન સમયમાં પૃથ્વી પરનો ઉર્જાનો સૌથી મોટો સ્ત્રોત છે, વિવિધ દેશોમાં વીજળી ઉત્પન્ન કરવા માટે કોલસાનો ઉપયોગ મોટા પ્રમાણમાં થાય છે. કોલસામાં કાર્બન, હાઈડ્રોજન અને સલ્ફર હોવાથી કોલસાના દહનથી ઉર્જા ઉત્પન્ન થાય છે, કાર્બન ઓક્સાઇડ, સલ્ફર ઓક્સાઇડ, નાઈટ્રોજન ઓક્સાઇડ, સીસુ, પારો સાથે અનેક ભારે ધાતુઓ સહિત કેટલાક પ્રદૂષણો હવા અને પાણીમાં એકઠા થાય છે અને અસ્થિરતા, વિઘટન, ઓક્સિડેશન, હાઈડ્રેશન જેવી અન્ય રાસાયણિક પ્રતિક્રિયાઓમાં પરિણમે છે જેના લીધે ગંભીર પર્યાવરણીય અસરો થાય છે અને તેનાથી મનુષ્યના આરોગ્યને હાનિ તરફ દોરી જાય છે. ભારતમાં કોલસો બે મુખ્ય ભૂસ્તરશાસ્ત્રીય યુગની સીરીઝમાં થાય છે, એટલે કે ગોંડવાના, જેની ઉંમર ૨૦૦ કરોડ વર્ષથી વધુ છે અને ત્રીજી થાપણોમાં, જે ફક્ત ૫૫ મિલિયન વર્ષ જૂનો છે ગોંડવાના કોલસાના મોટા સંસાધનો, જે ધાતુશાસ્ત્રના કોલસા છે, તે દામોદર ખીણ (પશ્ચિમ બંગાળ-ઝારખંડ)માં સ્થિત છે. ઝારિયા, રાણીગંજ, બોકારો એ મહત્વપૂર્ણ કોલસાના ક્ષેત્ર છે. ગોદાવરી, મહાનદી, સોન અને વર્ધા ખીણોમાં પણ કોલસાનો જથ્થો છે. ઉત્તર પૂર્વ રાજ્યો મેઘાલય, આસામ, અરુણાચલ પ્રદેશ અને નાગાલેન્ડમાં ત્રીજા સ્તરનો કોલસો જોવા મળે છે.

### **➤ કોલસાના પ્રકાર**

- **એન્થ્રાસાઇટ** આ કોલસામાં ૮૦% કરતા વધારે કાર્બન સામગ્રી જોવા મળે છે. જેથી આ કોલસાની શ્રેષ્ઠ ગુણવત્તા છે. ભારતમાં, તે ફક્ત જમ્મુ અને કાશ્મીરમાં જોવા મળે છે
- **બિટ્યુમિનસ** આ કોલસામાં ૬૦% થી ૮૦% કાર્બન સામગ્રી જોવા મળે છે. આ કોલસાની બીજી શ્રેષ્ઠ ગુણવત્તા છે. આ વ્યવસાયિક ઉપયોગમાં સૌથી લોકપ્રિય કોલસો છે. ધાતુશાસ્ત્ર કોલસો એ ઉચ્ચ ગ્રેડનો બિટ્યુમિનસ કોલસો છે જે વિસ્ફોટ ભઠ્ઠીઓમાં ધાતુઓને ઓગાળવા માટે વિશેષ મૂલ્ય ધરાવે છે.
- **લિગ્નાઇટ** એ નીચા ગ્રેડનો બ્રાઉન કોલસો છે, જે ઉચ્ચ ભેજવાળી સામગ્રીથી નરમ હોય છે. મુખ્ય લિગ્નાઇટ તમિલનાડુના નેવેલીમાં છે અને તેનો ઉપયોગ વીજળીના ઉત્પાદન માટે થાય છે.
- **પીટ** આ કોલસામાં ૪૦% કરતા ઓછી કાર્બન સામગ્રી જોવા મળે છે.

### ➤ **બિટ્યુમિનસ કોલસો**

બિટ્યુમિનસ કોલસો એટલે કહેવાય છે કે, કારણ કે તેમાં ટાર જેવા પદાર્થ હોય છે જેને બિટ્યુમેન કહેવાય છે. બિટ્યુમિનસ કોલસો બે પ્રકારનો છે (૧) થર્મલ અને (૨) ધાતુશાસ્ત્ર. બિટ્યુમિનસ અને સબ-બિટ્યુમિનસ કોલસો ૯૦ ટકાથી વધુ વપરાશમાં લેવાયેલા બધા કોલસાનું યુનાઈટેડ સ્ટેટમાં પ્રતિનિધિત્વ કરે છે. જ્યારે કોલસો બળી જાય છે ત્યારે ઉચ્ચ સફેદ જ્યોત ઉત્પન્ન કરે છે.

### ➤ **બિટ્યુમિનસ કોલસાના પ્રકાર**

- **થર્મલ કોલસો:** બિટ્યુમિનસ કોલસાને કેટલીકવાર સ્ટીમિંગ કોલસો કહેવામાં આવે છે, તેનો ઉપયોગ પાવર પ્લાન્ટમાં વરાળથી વીજળી ઉત્પન્ન કરવા માટે અને ઉદ્યોગમાં મેટલ ઓગાળવા માટે વપરાય છે. વરાળથી દોડતી ટ્રેનોમાં ક્યારેક "બીટ કોલસો", બિટ્યુમિનસ કોલસાના ઉપનામ આપવામાં આવે છે.
- **ધાતુશાસ્ત્ર કોલસો:** બિટ્યુમિનસ કોલસાને કેટલીકવાર કોર્કિંગ કોલસા તરીકે ઓળખાય છે, તેનો ઉપયોગ આયર્ન અને સ્ટીલના ઉત્પાદન માટે જરૂરી કોક બનાવવાની પ્રક્રિયામાં થાય છે. બિટ્યુમિનસ કોલસાને હવા વગરના અત્યંત તાપમાને ગરમ કરીને બનાવવામાં આવે છે જે કોક એ સંકેન્દ્રિત કાર્બનનો ખડક છે. અશુદ્ધિઓને દૂર કરવા માટે કોલસાને ઓક્સિજનની ગેરહાજરીમાં ઓગાળવાની આ પ્રક્રિયાને પાયરોલિસિસ કહેવામાં આવે છે.

### ➤ **બિટ્યુમિનસ કોલસાની લાક્ષણિકતાઓ**

બિટ્યુમિનસ કોલસામાં આશરે ૧૭ ટકા સુધીનો ભેજ હોય છે. બિટ્યુમિનસ કોલસાના વજનમાં આશરે ૦.૫ થી ૨ ટકા વજન નાઈટ્રોજન છે. તેનું નિશ્ચિત કાર્બન સામગ્રી આશરે ૮૫ ટકા જેટલી છે, જ્યારે વજનમાં ૧૨ ટકા જેટલી રાખ સામગ્રી છે. અસ્થિર પદાર્થમાં કોઈપણ સામગ્રીનો સમાવેશ થાય છે જે ઉચ્ચ તાપમાને કોલસામાંથી મુક્ત થાય છે. કોલસાના કિસ્સામાં, અસ્થિર પદાર્થોમાં સલ્ફર અને હાઇડ્રોકાર્બન શામેલ હોઈ શકે છે.

- **હીટિંગ વેલ્યુ:** બિટ્યુમિનસ કોલસો ખાણકામ મુજબ આશરે ૧૦,૫૦૦ થી ૧૫,૦૦૦ બ્રિટિશ થર્મલ યુનિટ (બીટીયુ) પૂરા પાડે છે.
- **ઉપલબ્ધતા:** બિટ્યુમિનસ કોલસા વિપુલ પ્રમાણમાં છે. બધા ઉપલબ્ધ કોલસા સંસાધનોમાંથી અડધાથી વધુ બટ્યુમિનસ છે.
- **ખાણકામ સ્થાનો:** બીટ્યુમિનસ કોલસો યુ.એસ.માં, ઇલિનોઇસ, કેન્ટુકી, વેસ્ટ વર્જિનિયા, અરકાનસાસ અને મિસિસિપી નદીની પૂર્વ દિશામાં મળી શકે છે.
- **પર્યાવરણીય ચિંતાઓ:** બિટ્યુમિનસ કોલસાના કણ પદાર્થને જો અયોગ્ય રીતે સળગાવીયે તો સરળતાથી વધુ આગ અને અતિશય ધુમાડો પેદા કરી શકે છે. તેની ઉંચી સલ્ફર સામગ્રી એસિડમાં વધારો થવામાં ફાળો આપે છે.

બિટ્યુમિનસ કોલસામાં ખનિજ પિરાઇટ હોય છે, જે આર્સેનિક અને પારો જેવી અશુદ્ધિઓના યજમાન તરીકે સેવા આપે છે. કોલસો બર્ન કરવાથી પ્રદૂષણ તરીકે હવામાં ખનિજ અશુદ્ધિઓ છૂટી પડે છે. દહન દરમિયાન, લગભગ ૯૫ ટકા બિટ્યુમિનસ કોલસાની સલ્ફર સામગ્રી ઓક્સિડાઇઝ થઈ જાય છે અને તેને ગેસિયસ સલ્ફર ઓક્સાઇડ તરીકે મુક્ત કરવામાં આવે છે.

બીટ્યુમિનસ કોલસાના દહનથી જોખમી ઉત્સર્જનમાં પાર્ટિક્યુલેટ મેટર (પીએમ), સલ્ફર ઓક્સાઇડ (એસઓક્સ), નાઇટ્રોજન ઓક્સાઇડ (એનઓએક્સ), સીસા (પીબી) અને પારો (એચજી) જેવા બાહ્ય-તબક્કાના હાઇડ્રોકાર્બન જેવા કે મેથેન, એલકેન્સ, એલકેન અને બેન્ઝીનેસ, અને પોલીક્લોરિનેટેડ ડિબેન્ઝો-પી-ડાયોક્સિન-સ અને પોલીક્લોરિનેટેડ ડાયબેન્ઝોફ્યુરાન્સ, જેને સામાન્ય રીતે ડાયોક્સિન અને ફ્યુરાન્સ તરીકે ઓળખવામાં આવે છે. જ્યારે સળગાવી દેવામાં આવે છે ત્યારે બીટ્યુમિનસ કોલસો હાઇડ્રોજન ક્લોરાઇડ (એચસીએલ), હાઇડ્રોજન ફ્લોરાઇડ (એચએફ) અને પોલિસીક્લિક સુગંધિત હાઇડ્રોકાર્બન (પીએએચએસ) જેવા જોખમી ગેસ ઉત્પન્ન કરી હવામાં મુક્ત કરે છે.

અપૂર્ણ દહન પીએએચએસને ઉચ્ચ સ્તર તરફ દોરી જાય છે. બિટ્યુમિનસ કોલસો ઉંચા તાપમાને સળગાવવાથી તેનામાં કાર્બન મોનોક્સાઇડની બનતી પ્રક્રિયામાં ઘટાડો થાય છે. બિટ્યુમિનસ કોલસાના મોટા દહન યુનિટ્સમાં સામાન્ય રીતે સારી રીતે જાળવણી કરેલા સ્લેગિંગ અને એકત્રીકરણની લાક્ષણિકતાઓ હોય છે તેથી પ્રદૂષણનું પ્રમાણ ઓછું ધરાવે છે.

સબ-બિટ્યુમિનસ કોલસાના દહન કરતા બિટ્યુમિનસ કોલસાનું દહન હવામાં વધુ પ્રદૂષણ મુક્ત કરે છે, પરંતુ તેની ગરમીની માત્રા વધારે હોવાને કારણે વીજળી ઉત્પન્ન કરવા માટે અને ઓછું બળતણ થવાના કારણે તેનો ઉપયોગ વધુ થાય છે. બિટ્યુમિનસ અને પેટા-બિટ્યુમિનસ કોલસાથી ઉત્પન્ન થતાં કિલોવોટ વીજળીમાં લગભગ સમાન પ્રમાણમાં પ્રદૂષણ ઉત્પન્ન કરે છે.

➤ કોલસાના ઉપયોગથી વાતાવરણમાં ત્રણ પ્રકારના ફેરફાર થઈ શકે છે, જેમાં...

(૧) કોલસાના દહન દરમિયાન ગ્રીનહાઉસ વાયુઓ કાર્બન ડાયોક્સાઇડ અને નાઈટ્રોસ ઓક્સાઇડ બહાર કાઢે છે. અશ્મિભૂત ઈંધણ સળગાવવાથી વાતાવરણમાં ગ્રીનહાઉસ વાયુઓ મુક્ત થાય છે, જેના કારણે કાર્બન ડાયોક્સાઇડ અને અન્ય ગેસનું સ્તર વધે છે તેના કારણે ગરમીના પ્રમાણમાં વધારો થાય છે તેના લીધે વૈશ્વિક વાતાવરણમાં પરિવર્તન આવે છે. કોલસાથી ચાલતા પાવર પ્લાન્ટ અન્ય ઉર્જા ઉત્પન્ન કરતાં વીજળીના સ્ત્રોત દીઠ વધુ ગ્રીનહાઉસ વાયુઓ મુક્ત કરે છે.

(૨) હવામાં પ્રદૂષણ એ અશ્મિભૂત ઈંધણના ઉપયોગની બીજી આડઅસર છે. વાયુ પ્રદૂષણ સામાન્ય રીતે કાર્બન ડાયોક્સાઇડની અસરો કરતા વધુ પ્રાદેશિક હોય છે અને સ્થાનિક વસ્તી અને ઈકોસિસ્ટમ્સ પર વિનાશક અસરો કરી શકે છે. એસિડીક ગેસ વાયુ ઈમારતો અને માળખાને નુકશાન પહોંચાડે છે તેના કારણે મીઠા પાણીના વાતાવરણને એસિડમાં પરિવર્તિત કરે છે, અને જળચર ઈકોસિસ્ટમ્સને નુકસાન પહોંચાડે છે. અસ્થિર ઓર્ગેનિક સંયોજનો (VOCs) ભૂમિ-સ્તરના ઓઝોન અથવા ધુમ્મસની રચના માટે પ્રતિક્રિયા આપે છે. વિવિધ પ્રકારના ધુમ્મસ શ્વાસ અને રક્તવાહિનીની તકલીફોની અસરોનું કારણ બની શકે છે અને ખાસ કરીને વૃદ્ધ, નાના બાળકો અને અસ્થમાવાળા લોકો માટે જોખમી છે.

(૩) હવાના પ્રદૂષણની જેમ, જળનું પ્રદૂષણ એ અશ્મિભૂત ઈંધણના ઉપયોગની વધુ એક સ્થાનિક અસર પહોંચાડે છે. જેમાં નિષ્કર્ષણની પ્રક્રિયા દરમિયાન અથવા કચરો પેદાશોના સંચાલનમાં પાણી સામાન્ય રીતે પ્રદૂષિત થાય છે. જેના કારણે જળ પ્રદૂષણથી પર્યાવરણના માનવ સ્વાસ્થ્ય પર વિનાશક અસરો પણ થઈ શકે છે.

➤ **કોલસો અને હવા પ્રદૂષણ**

કોલસાથી ચાલતા પાવર પ્લાન્ટ્સમાંથી જે વાયુ નીકળે છે તેના પ્રદૂષણથી અસ્થમા, કેન્સર, હૃદય અને ફેફસાની બિમારીઓ, ન્યુરોલોજીકલ સમસ્યાઓ, એસિડ વરસાદ, ગ્લોબલ વોર્મિંગ અને અન્ય ગંભીર પર્યાવરણીય અને પબ્લિક આરોગ્યની અસરો થાય છે.

કોલસો લાંબા સમયથી અમેરિકન ઉર્જાનો વિશ્વસનીય સ્ત્રોત રહ્યો છે, પરંતુ તે જબરદસ્ત ખર્ચ સાથે આવે છે. રસાયણશાસ્ત્ર કે જે કોલસાને ઉર્જા ઉત્પન્ન કરવામાં સક્ષમ બનાવે છે આજ કાર્બન પરમાણુઓ તૂટી જવાથી પણ ઘણાં હાનિકારક પ્રદૂષણો થાય છે અને તેના લીધે પર્યાવરણીય અસરો થાય છે જે જાહેર આરોગ્યને નુકસાન પહોંચાડે છે આ બે હવાનું પ્રદૂષણ અને ગ્લોબલ વોર્મિંગ એ સૌથી ગંભીર છે. જ્યારે કોલસો બળી જાય છે, ત્યારે તેના કાર્બન પરમાણુ ધરાવતા રાસાયણિક બંધનો તૂટી જાય છે અને તે ઉર્જાને હવામાં મુક્ત કરે છે. જો કે, અન્ય રાસાયણિક પ્રતિક્રિયાઓના કારણે તેમાં ઘણા ઝેરી વાયુ યુક્ત પ્રદૂષકો અને ભારે ધાતુઓ ઉત્પન્ન થઈ પર્યાવરણમાં લઈ જાય છે. પારાના ઉત્સર્જનના ૪૨ ટકા ભાગ કોલસાના છોડ માટે જવાબદાર છે, એક ઝેરી ભારે ધાતુ જે નર્વસ,

પાયનક્રિયા અને રોગપ્રતિકારક શક્તિને નુકસાન પહોંચાડે છે અને તે બાળકના વિકાસ માટે ગંભીર ખતરો છે.

- **સલ્ફર ડાયોક્સાઈડ:** જ્યારે કોલસામાં સલ્ફર ઓક્સિજન સાથે પ્રતિક્રિયા આપે છે ત્યારે, એસઓટુ વાતાવરણમાં અન્ય પરમાણુઓ સાથે ઉત્પન્ન થાય છે, જે નાના એસિડિક કણો બનાવે છે જે માનવ ફેફસામાં પ્રવેશ કરી શકે છે. તે અસ્થમા, શ્વાસનળીનો સોજો, ધુમ્મસ જેવી પ્રતિક્રિયાઓ આપે છે, જે પાક અને અન્ય ઈકોસિસ્ટમ્સને નુકસાન પહોંચાડે છે, અને તળાવો અને પ્રવાહને એસિડિફાઈ કરે છે.
- **નાઈટ્રોજન ઓક્સાઈડ:** નાઈટ્રોસ ઓક્સાઈડ ધુમ્મસ અને બળતરા યુક્ત ફેફસાની પેશીઓ તરીકે દેખાય છે, અસ્થમાની તકલીફમાં વધારો કરે છે અને લોકોને ન્યુમોનિયા અને ઈન્ફલ્યુએન્ઝા જેવા શ્વાસન રોગો માટે વધુ સંવેદનશીલ બનાવે છે.
- **કાર્બન ડાયોક્સાઈડ:** અશ્મિભૂત દહન ઈંધણોમાંથી ગ્લોબલ વોર્મિંગનું મુખ્ય ઉત્સર્જન ડ્રાઇવર છે. સીઓટુ પણ કોલસાના દહનનું મુખ્ય આડ પેદાશ છે: દરેક ગ્રામ કાર્બન બર્ન માટે લગભગ ૪ ગ્રામ સીઓટુ ઉત્પન્ન થાય છે (તેના પ્રકાર પર આધાર રાખીને, કોલસામાં ૬૦ થી ૮૦ ટકા જેટલું કાર્બન હોઈ શકે છે).
- **મિથેન:** તે જ વિસ્તારોમાં વારંવાર જોવા મળે છે કે જ્યાં કોલસો ઉત્પન્ન થાય છે, ત્યાં ખાણકામની પ્રવૃત્તિ દરમિયાન બહાર પડે છે.

કાર્બન કેપ્ચર અને સ્ટોરેજ ટેકનોલોજી એ ઉભરતી ટેકનોલોજીઓ છે જે કોલસાના પ્લાન્ટ્સને કેટલાક સીઓટુને પકડવાની મંજૂરી આપી શકે છે, અન્યથા તેઓ રિલીઝ કરશે; ત્યારબાદ સીઓટુ પૃથ્વીના વાતાવરણને નુકસાન પહોંચાડ્યા વિના ભૌગોલિક ભંડારમાં પરિવહન કરી સ્ટોર કરી શકાય છે.

- **રજકણ પદાર્થ:** આને વધુ "સૂટ" તરીકે ઓળખાય છે, આ કોલસાના ધુમાડામાં રાખ રંગનો એક પદાર્થ છે, અને તે ક્રોનિક બ્રોન્કાઈટિસ, તીવ્ર અસ્થમા, હાર્ટ એટેક જેવા હૃદય સંબંધી અસરો અને અકાળ મૃત્યુ સાથે જોડાયેલો છે.
- **કોલસો અને ગ્લોબલ વોર્મિંગ:** કોલસાના લાંબા ગાળાના નુકસાનકારક ઘણા પર્યાવરણીય નુકશાન અને ગ્લોબલ વોર્મિંગ જેટલું પ્રભાવશાળી બીજું કંઈ નથી. ગ્લોબલ વોર્મિંગ એ મુખ્યત્વે માનવ પ્રવૃત્તિઓથી ઉદભવતા ગેસના ઉત્સર્જનથી ચાલે છે, જે વાતાવરણમાં ઉભરીને ફેલાય છે અને પૃથ્વીની સપાટીને ગરમ કરે છે. અને તાપમાનમાં વધતા પરિણામો અને સમુદ્ર સપાટીમાં ઝડપી વધારો તેમજ દુષ્કાળ, ગરમીના મોજા, ભારે વરસાદના તીવ્ર વાવાઝોડા અને લોકોને નુકસાનના વધતા જોખમોનો સમાવેશ થાય છે.

### ➤ કોલસાથી પર્યાવરણ પર અસર

કોલસાની અસંખ્ય નુકસાનકારક પર્યાવરણીય અસરો છે જે તેની ખાણકામ, દહન, કચરાના સંગ્રહ અને પરિવહન દ્વારા થાય છે.



કોલસાની ખાણોમાંથી વાયુ પ્રદૂષણ મુખ્યત્વે મિથેન (સીએચ<sub>4</sub>), સલ્ફર ડાયોક્સાઇડ (એસઓ<sub>2</sub>), અને નાઇટ્રોજન ઓક્સાઇડ (એનઓક્સ), તેમજ કાર્બન મોનોક્સાઇડ (સીઓ) સહિતના વાયુઓના ઉત્સર્જનને કારણે થાય છે.

પાલિકાના નક્કર કચરા પછી દેશનો બીજો સૌથી મોટો કચરો કોલસાનો દહન કચરો છે. વર્ષો પછી ખાડાઓ દ્વારા વરસાદના ફિલ્ટર્સને કારણે ઝેરી રાખ, ઝેરી ધાતુઓ સ્થાનિક વાતાવરણમાં બહાર આવે છે. કોલસો ધોવાથી ઉત્પન્ન થયેલ પ્રવાહી કોલસો છે. કોલસાની ખાણોની નજીક આવેલા ક્ષણો પર સામાન્ય રીતે તેનો નિકાલ કરવામાં આવે છે, પરંતુ કેટલાક કિસ્સાઓમાં તે સીધી ત્યજી દેવાયેલી ભૂગર્ભ ખાણોમાં ઇન્જેક્ટ કરવામાં આવે છે. કોલસાના કાદવમાં ઝેરી તત્ત્વો હોવાને લીધે, લીક્સ અથવા છલકાઈ ભૂગર્ભ અને સપાટીના પાણીને જોખમમાં મૂકે છે.

## ➤ ઈન્ટરવ્યુ

(૧) અમદાવાદ ખાતે રહેતા અને ભારત દેશની સાથે વિદેશમાં પણ અનેક ભઠ્ઠીઓના સંશોધન કાર્ય સાથે જોડાયેલ મેટાલોજીક દિનેશભાઈ શુક્લા, તેમની ઉંમર ૫૩ વર્ષ છે જે ૩૩ વર્ષનો આ ફિલ્ડમાં બોહળો અનુભવ ધરાવે છે, તેમને કોલસાથી ચાલતી ભઠ્ઠીથી માનવ આરોગ્ય અને પર્યાવરણને થતા નુકશાન અને તેના ઉપાય વિશે પુછતાં આ પ્રમાણે જાણવા મળ્યું હતું, કોલસાથી ચાલતી ભઠ્ઠીને કુપોલા તરીકે ઓળખાય છે. કોલસાથી ચાલતી ભઠ્ઠીમાં એક ટન માલ ઓગાળવા ૫૦૦ કિલ્લો ગ્રામ કોલસાનો ઉપયોગ થાય છે આ જોતા રોજનો ૨૫ ટન કોલસો દરેક પ્લાન્ટ દીઠ વપરાય છે. આ કોલસાના દહનથી દરેક યુનિટ દીઠ ૨૫ કિલ્લો ગ્રામથી લઈ ૨૫૦ કિલ્લો ગ્રામ જેટલી કોલસાની રાખ વાતાવરણમાં ઉડે છે જે બે કિલો મીટરના વિસ્તારમાં રહેતા લોકોને નુકશાન કરે છે. કોલસો વાપરતી ભઠ્ઠીઓ અમદાવાદ ખાતે ૨૦૦ જેટલી આવેલી છે. કોલસો વાપરતી ભઠ્ઠીમાં દસ કિલ્લો માલ ઓગાળવા માટે સામે દસ કિલ્લો કોલસાનો ઉપયોગ થાય છે, આ કોલસો માનવ સ્વાસ્થ્યને હાનિ કારક છે. આ કોલસાની ચાલતી તમામ ભઠ્ઠીઓ અમદાવાદ ખાતે રેસિડન્સી એરિયાની આજુ બાજુ આવેલી છે. કુપોલા ભઠ્ઠીની જેમ પીટ ભઠ્ઠીને ખાડામાં બનાવવામાં આવે છે. આ પીટ ભઠ્ઠીઓ અમદાવાદ ખાતે ૧૫૦ જેટલી આવેલી છે. સ્પોનજાઈરન ભઠ્ઠીમાં મલેશિયન અને ઓસ્ટ્રેલિયન કોલસો વપરાય છે, અને આ કોલસો સ્ટીલ પ્લાન્ટમાં વપરાય છે. આ સ્ટીલ પ્લાન્ટમાં રોજનું ચાર હજાર ટન પ્રોડક્શન થાય છે. આ કોલસો પણ આરોગ્ય માટે નુકશાન દાયક છે. આવી અનેક ભઠ્ઠીઓ જેમ કે ફિટ ભઠ્ઠી, કોક ફાયર પ્લાન્ટ ભઠ્ઠી વગેરેમાં વપરાતો કોલસો મનુષ્યના આરોગ્યને અસર કરે છે. આ અસરથી બચવા કે ઓછી કરવા માટે મોટા પાંદડા વાળા વૃક્ષો વાવવાથી આરોગ્યને રક્ષણ મળી શકે છે. આ સાથે દરેક યુનિટમાં પોલ્યુશન યુનિટ લગાવવા જોઈએ અને તેનો યોગ્ય માત્રામાં જરૂરી ઉપયોગ થવો જોઈએ જેથી મનુષ્યના આરોગ્ય અને વાતાવરણને નુકશાનીથી બચાવી શકાય.

(૨) હિરેન ઉપાધ્યાય જે મીડિયાનો ૧૭ વર્ષનો અનુભવ ધરાવે છે અને હાલ મીડિયા સાથે ફિલાંસ કાર્ય કરે છે, તેમને કોલસાથી ચાલતી ભઠ્ઠીઓ માંથી જે ગેસ અને વાયુ ઉત્પન્ન થાય છે તેનાથી પબ્લિકના સ્વાસ્થ્યને ખુબ નુકશાન થાય છે તો તેના અવેર્નશ માટે મીડિયાની ભૂમિકા આજ સુધીમાં કેવી રીતે અને કેટલી રહી છે તે પૂછતાં તેમણે જણાવ્યું કે,

કોલસાના દહનથી જે ગેસ અને વાયુ ઉત્પન્ન થાય છે તેનાથી પબ્લિકના સ્વાસ્થ્યને ખુબ હાનિ પોઈંચે છે. મોટાભાગે કોલસાથી ચાલતી ભઠ્ઠીઓ રહેણાંક વિસ્તારના એક-બે કિલોમીટરના વિસ્તારમાં જ આવેલી છે. આ વિસ્તારમાં રહેતા લોકોને આ ગેસ અને વાયુથી ખુબ નુકશાન થાય છે. આના અવેર્નેશ માટે મીડિયાનો રોલ ખુબ મહત્વનો હોય છે. પરંતુ આજ સુધી પ્રિન્ટ મીડિયામાં ફોટો સ્ટોરી દ્વારા જ અવેર્નેશ બતાવી છે, ફોટો ફેક્ટરીઓમાંથી નીકળતો ધુમાડો અને તેના રક્ષણ માટે મોઠે માર્સ્ક બાંધવા પૂરતી અવેર્નેશ બતાવવામાં આવે છે, ના કે કોલસાની ભઠ્ઠીઓમાંથી નીકળતો ગેસ અને વાયુથી પબ્લિકના સ્વાસ્થ્ય ને કેટલા પ્રમાણમાં નુકશાન થઈ શકે છે અને કઈ કઈ બીમારીઓથી ઘેરાઈ શકે છે. આજ સુધી ઈલેક્ટ્રોનિક મીડિયા એ આ પ્રકારની અવેર્નેશ માટે સમાચાર બતાવ્યા નથી. ઈલેક્ટ્રોનિક મીડિયામાં ફક્ત કેમિકલ યુક્ત પાણીથી જે જમીન અને પબ્લિકને નુકશાન થાય છે તે બતાવવામાં આવ્યું છે. ઈલેક્ટ્રોનિક મીડિયા દ્વારા હેલ્થ અને અવેર્નેશ માટેના સમાચાર આજ સુધી બતાવવામાં આવ્યાં નથી.

**સંશોધન હેતુ (Objective of Research):** આ સંશોધન દ્વારા ઉદ્યોગની આસ પાસ રહેતા લોકોમાં જાગૃત્તા લાવવા અને પોતાના આરોગ્ય માટે સચેતી કેળવે તે માટે કરવામાં આવ્યો છે. સાથે પ્રિન્ટ મીડિયા અને ઈલેક્ટ્રોનિક મીડિયાના માધ્યમોને આ માહિતી ઉપયોગી થઈ આ માધ્યમોમાં સમાચાર, આર્ટિકલ, લેખ, જાહેરાત વગેરે દ્વારા લોકોમાં વધુ અવેર્નેશ આવે તે માટેનો આ સંશોધન દ્વારા પ્રયાસ કરવામાં આવ્યો છે.

**સંશોધન પદ્ધતિ (Research Methodology):** સંશોધન પ્રાથમિક અને ગૌણ માહિતીના દ્વારા કરવામાં આવ્યું છે. જેમાં ઓનલાઈન વેબ માહિતીમાં રજૂ કરેલ આર્ટિકલ, લેખ દ્વારા મદદ લેવામાં આવી છે. આ સાથે કોલસાની ભઠ્ઠીના ફાયદા અને ગેરફાયદા વિશે જાણકાર અને આ વિષય સાથેનો બોહળો અનુભવ ધરાવનાર દિનેશભાઈનું ઈન્ટરવ્યુ અને મીડિયાનો બોહળો અનુભવ ધરાવનાર અનેક હોદ્દાઓમાંથી પસાર થઈ ઉચ્ચ હોદ્દામાં કામ કરનાર અને હાલ ફ્રીલાન્સ મીડિયા સાથે સક્રિય રીતે જોડાયેલ રહેનાર હિરેનભાઈની પાસેથી માહિતી મેળવતા અને તેમના ઈન્ટરવ્યુ દ્વારા આ સંશોધનને પાર કરવામાં આવ્યું છે.

**સંદર્ભ સૂચિ:**

<https://m.jagranjosh.com/general-knowledge/coal-resources-of-india-1448695551-1>

<https://www.thebalance.com/bituminous-coal-characteristics-applications-1182545>

[https://www.sourcewatch.org/index.php/Environmental\\_impacts\\_of\\_coal](https://www.sourcewatch.org/index.php/Environmental_impacts_of_coal)

## **Role of Ambedkar as a catalyst in reforming Gandhi on untouchability**

### **Abstract**

Mahatma Gandhi and Bhimrao Ambedkar were two major stalwarts of Indian politics. The former is called the father of the Indian nation while the latter is considered father of the Indian Constitution. The two did great work to remove untouchability from the Hindu religion. Yet they had almost irreconcilable differences over the mode of eradication of untouchability. Gandhi emphasized on social reforms to bring caste Hindus around in accepting untouchables and campaigned for the entry of Harijans into temples and public spaces. He considered untouchability an excretion, a corruption, which had seeped into Hinduism and for which the caste Hindus must do penance. Ambedkar employed his politics to find a legal remedy of untouchability. Gandhi-Ambedkar confrontation preceding the Poona Pact made a profound impact on the former and he launched a crusade against the scourge. The confrontation worked as a catalyst on the Mahatma forcing him to do a U-turn on four caste system, inter-marriages, inter-dining and caste-based vocations. The research paper is an attempt to find out how Ambedkar played a catalyst to bring about a reformation in Gandhi on the issue of untouchability. The paper will be qualitative.

**Keywords:** Untouchability, Mahatma Gandhi, Bhimrao Ambedkar, inter-marriages, & inter-dining.

---

### **Introduction**

According to dictionary.com, untouchability is the quality or condition of being an [untouchable](#), ascribed in the Vedic tradition to persons of low caste or to persons excluded from the caste system. Untouchability is apparently, a direct product of the caste system in Hindu religion. Shail Shakya, a researcher, says “it is not merely the inability to touch a human being of a certain caste or sub-caste. It is an attitude on the part of a whole group of people that relates to a deeper psychological process of thought and belief, invisible to the naked eye, translated into various physical acts and behaviours, norms and practices” (Shakya, 2014). Untouchability has existed

for centuries and untouchables have been deprived of their right to education, right to possess land and other forms of property.

Mahatma Gandhi argued against untouchability even when he was all of 12 years. He disregarded his mother Putli Bai's advice not to go close to Uka, an untouchable, who used to clean latrines in their house. At 18, he defied caste by undertaking sea voyage to reach Britain for studying law. In South Africa, he allowed people from different religions, and castes to stay in his house. Not only did Gandhi clean chamber pots of his guests but also forced his wife Kasturba to do the same there. In 1915, a couple of years after his return from South Africa, he defied the caste system by allowing an untouchable family to stay in his Satyagraha ashram. He married his adopted daughter Lakshmi to a Brahmin boy in the ashram. From 1921 to 1927, around the time Bhimrao Ambedkar agitated for access of Mahars to a public pond in Mahad (Raigarh district in Maharashtra), the Mahatma campaigned for admission of untouchable children into public schools. Gandhi incidentally supported the Mahad Satyagraha.

But the cautious reformer in Gandhi turned into a real revolutionary in the late 1920s when he faced criticism from Ambedkar (*Mook Nayak* and *Bahishkrit Bharat*) and subsequently, had a confrontation with him on the issue of separate electorates for the untouchables. He launched a crusade for entry of untouchables into temples and travelled around 20,000 kms and addressed at 161 places in different provinces between November 1933 and August 1934. Subsequently, he made a U-turn on caste vocations, inter-dining, and inter-caste marriages. In his twilight years, he even made inter-caste marriages in his Sevagram ashram mandatory. Gandhi wanted to be reborn as an atishudra.

Bhimrao Ambedkar was born in a Mahar family in Mhow (Madhya Pradesh, then central province) in 1891. He grappled with severe caste discrimination during major part of his life. When he was in primary school he had to sit outside his class. In secondary school, there was an objection to his studying Sanskrit. Even when he worked in the office of Baroda's king, he had to face caste slurs, stigma and social discrimination.

Ambedkar wanted a separate electorate for untouchables but settled for a joint electorate after Mahatma Gandhi sat on an indefinite fast against the separate electorate. For a while, he was part of All-India Anti-Untouchability League (AIAUL) along with Gandhi but quit it after Gandhi converted it into Harijan Sevak Sangh. Unlike Gandhi who stressed on using religion and moral force to eradicate untouchability, Ambedkar wanted destruction of the entire caste edifice through legal, political, and social means. Though initially, he was against leaving Hindu religion and for a solution within it, later, he denounced it and embraced Buddhism. Ambedkar accused Mahatma Gandhi's Congress of being a party of caste Hindus. He pointed out that while the Congress made wearing Khaddar a pre-condition for joining it did not do the same about untouchability. Ambedkar was of the view that no mahatma could remove untouchability. He told untouchables to 'educate, organize and agitate' themselves.

Ambedkar was Chairman of the committee that drafted the Indian Constitution. He was instrumental in introducing Article 17 which abolishes the practice of untouchability and severely punishes those who practice it. Anti-Untouchability Act of 1955 and Prevention of Atrocities Act, 1989 further bolster the fight against untouchability. Ambedkar was Law Minister in the first government of independent India led by Pandit Jawaharlal Nehru.

The research paper will be qualitative. The objective of the paper is to find out how Ambedkar played a catalyst in reforming Mohandas Karamchand Gandhi on untouchability and caste-based discrimination.

---

### **Review of Literature**

In J H Hutton's words, "Caste as it now is an institution which has grown and developed through many centuries – but since it is so firmly rooted in India, and since it is found nowhere else, it would appear almost certain, on the face of it, that its first beginnings are to be sought in India and not outside" (Hutton, 1961). H H Risley, another writer, on the other hand, defines caste as, "A collection of families or groups of families bearing a common name which usually denotes or is associated with specific occupations, claiming common descent from mythical ancestor – human or divine, professing to follow the same professional callings and are regarded by those

who are competent to give an opinion as forming a single homogeneous community” (Risley, 1915). The two writers help one understand the meaning of caste.

In his essay, ‘Gandhi, Ambedkar, and the Eradication of Untouchability’, Sudarshan Kapur does a detailed analysis of different backgrounds and commitments of Mahatma Gandhi and Bhimrao Ambedkar and then declare that though ‘each helped to significantly weaken the hold of Hindu orthodoxy and as a consequence strengthened the social and political status of the untouchables’ yet both failed to eradicate untouchability. (Kapur, 2010) Kapur cites Andre Beteille to suggest that ‘Gandhi failed because the change of heart did not go far enough or deep enough’ and ‘Ambedkar failed because conversion to Buddhism or any other religion has rarely led to escape from the stigma of pollution’ (Kapur, 2010)

Kapur’s essay helps one understand as to why Ambedkar and Gandhi followed different trajectories in removing untouchability from the Hindu caste system. It concludes that India needs both before the researcher conjectures on better relevance of Gandhi because ‘the most effective strategies for achieving change are, in the long run, those that employ reconstructions of a tradition’s inherited symbols rather than strategies that discard those symbols for alien ones’ and because ‘ends are important , but means are more important’. (Kapur, 2010). The essay underestimates the efficacy of Ambedkar’s radical approach which finds much resonance among the modern generation.

In his book Dr. Babasaheb Ambedkar, Dhananjay Keer, claims that Gandhi was cautious not to hurt the susceptibilities of his orthodox capitalist admirers who were the prop of his movement. He adds that it was not Gandhi’s purpose to refashion or to reorganize Hindu society (Keer, 1971). Keer quotes Ambedkar saying that the safety of the Depressed Classes lay in being independent of the Government and the Congress. “We must shape our course ourselves and by ourselves”, Ambedkar declared (Keer, 1971).

In his essay, ‘B R Ambedkar, W E B DuBois and the Process of Liberation’, S D Kapoor quotes Ambedkar’s words, “Caste is a notion, it is a state of the mind. The destruction of the caste does not therefore mean the destruction of the physical barrier. It means a notional change” to say that

the process of liberation of the lower castes from invisibility to visibility, from a non-human to a human existence....has been painful because at each stage of their (untouchables) struggle, they are reminded of their lurid past; it has been prolonged because they have to fight against an invisible wall of segregation, supported by religiously sanctioned attitudes. The attitudes that castism have put in them cannot be jettisoned out of the system at will. (Kapoor, 2003)

---

## **Analysis**

Bhimrao Ambedkar and Mohandas Karamchand Gandhi fought for the same objective for about three decades. They both wanted eradication of untouchability. But their approaches were distinct. Gandhi wanted to remove untouchability from the Hindu religion by using moral force while Ambedkar was for political and legal empowerment of the untouchables. He would not even mind taking the untouchables out of the Hindu fold to achieve equality for them.

“When I started on my public career and long thereafter I considered that for good or for evil we were part of Hindu society....I thought for long that we could rid the Hindu society of its evils and get the Depressed Classes incorporated into it on terms of equality....Experience has taught me better. I stand today absolutely convinced that for the Depressed Classes there can be no equality among the Hindus because on inequality rest the foundations of Hinduism.” (Kapur, 2010)

Ambedkar suffered a great deal in his personal life due to being born as an untouchable. Gandhi in comparison only had sporadic encounters with caste prejudices. Ambedkar was never in agreement with Gandhi on the mode of removing untouchability. Through *Mooknayak*, the Marathi newspaper that Ambedkar launched on January 31, 1920, he questioned Mahatma Gandhi’s demand for Swaraj. The titles of his four editorials on Swaraj were “Self-rule’s emphasis is not on good rule”, “The parents of Swaraj”, “This is not self-rule but rule over us” and “Our ascent to self-rule; Its evidence and its methods” (Siddarth, 2020).

The Mahatma responded to this criticism in two ways. Firstly, the Congress under him passed a resolution at its Nagpur session in 1920 against untouchability. Secondly, he also declared that Indians could not seek parity with the British and demand swaraj until they practiced untouchability. “The question of Dheds and Bhangis is intimately connected with this matter. If we continue to harass them and regard them as untouchables, with what face can we demand equality with British? It is necessary that we understand this before talking of equality” (CWMG, 1922-24).

But Ambedkar continued to attack Gandhi directly or indirectly in *Bahishkrat Bharat*, the Marathi fortnightly that he started on April 3, 1927 despite the fact that Gandhi supported his Satyagraha in Mahad for access of untouchables to a public tank in the same year. In a piece written on April 22, 1927, Ambedkar wrote, “Till today, we believed what Mahatma Gandhi said – that untouchability is a big blot on the Hindu religion. But now we have changed our view. We now believed that Untouchability is a blot on us. As long as we believed that untouchability was a blot on the Hindu religion, we gave the responsibility of removing it to you (upper castes). But



now that we know that it is a blot on us, we have decided to take in our hands the sacred task of removing this blot” (Siddarth, 2020).

Gandhi, who up till this time, was a cautious reformer and every now and then backed caste-based vocations, and opposed inter-caste marriages, and inter-dining, responded to his criticism by equating untouchability with violence. He did not even spare his own associates in the Congress for believing in the caste system. First he castigated Rameshwardas Poddar on March 19, 1926. “It is very sinful to regard anyone as untouchable by birth. He who has faith in his heart and is pure in the body – what is the harm in his entering a temple? You should clear yourself of the blemish of untouchability. It is not proper for you to uphold untouchability” (CWMG, 1926). A fortnight later, he wrote to P Govindan Kutti Menon, another of his associates, “You are misinformed in thinking that purity amongst the untouchables and unapproachables is not preached. Not only is it preached but it is practiced”. (CWMG, 1926)

The flashpoint in Gandhi-Ambedkar confrontation came in 1930s when British Empire planned to introduce a separate electorate for untouchables. Ambedkar was a votary of it while Gandhi opposed it tooth and nail. When Ambedkar met Gandhi first time on August 14, 1931 the two hardly agreed on anything. From Gandhi’s side, their discussion was an absent-minded rebuke that seemed to be more in sorrow than in anger; from Ambedkar’s side, it was an outburst of passionate reproach. Gandhi told Ambedkar that he had been instrumental in incorporating the problem in the programme of the Congress despite the party saying that it was a religious and social question and should not be mixed with political ones. He said the Congress had spent not less than rupees twenty lakhs on the uplift of the Untouchables. Ambedkar retorted to this saying that the Congress had done nothing beyond giving formal recognition to the problem. He accused the Congress of being insincere. (Had it been sincere, it would have surely made the removal of untouchability a condition, like the wearing of khaddar, for becoming a member of the Congress). (The meeting, 1931)

The bitter confrontation with Ambedkar spurred Gandhi into action. Afterwards, it was a new Gandhi who worked with a vengeance. In September 1932, he set up All India Anti Untouchability League (AIAUL) with the objective of eradicating the sordid practice. Gandhi

started a fast to death against the separate electorates granted to the depressed classes by Ramsay MacDonald's Communal Award. Ambedkar accepted joint electorates under the Poona Pact between the two. On November, 4, 1932, Gandhi wrote, "Restriction on inter-dining and inter-caste marriage is no part of the Hindu religion. It crept into Hinduism when it was in its decline....Today these two prohibitions are weakening Hindu society" (Ghose, 1991). Ambedkar was initially a part of the League but left it after it was converted into Harijan Sevak Sangh (Servants of Untouchables Society). Industrialist Ghanshyam Das Birla was founding president of the society. In January 1933, Gandhi started the weekly Harijan. A few months later, he also launched Harijan Sevak in Hindi and Harijan Bandhu in Gujarati.

Gandhi launched a major temple-entry programme as part of his anti-untouchability campaign. In about nine months (November 1933 to August 1934), he travelled 12650 miles and addressed meetings at 161 places. His statements against untouchability became much sharper now. "I would far rather that Hinduism died than that untouchability live" (YI, 1931). The Mahatma, who had claimed in 1920 that 'prohibition against intermarriage and inter dining is essential for rapid development of the soul', and also said that 'law of heredity is eternal', allowed his youngest son Devdas to enter into an inter-caste marriage with Lakshmi, daughter of C Rajagopalachari, in 1933.

"Ambedkar's statement that he would renounce Hinduism shook Gandhi also and it led him to reappraise and, to a certain extent, change his views on caste. In an article entitled 'Caste has to go' he wrote in Harijan on 16 November 1935, "The present caste system is the very antithesis of Varnashram there was and there should be no prohibition of inter-marriage or inter-dining" (Ghose, 1991). Due to relentless pressure from Ambedkar, Gandhi even talked of making inter-caste marriages mandatory for inmates of Sevagram, his ashram in Vardha over a decade later. He informed in January 1946, that he has told boys and girls at Sevagram Ashram that they cannot be married....unless one of the parties is a Harijan". (Ghose, 1991)

Gandhi did a U-turn on four caste system, caste-based vocations, and inter-dining. He said Brahmins, Kshatriyas, Vaishyas and Shudras are mere labels and had no more meaning. "Today Brahmins and Kshatriyas, Vaishyas and Shudras are mere labels. There is utter confusion of

varna as I understand it and I wish that all the Hindus will voluntarily call themselves Shudras” (Harijan, 1933).

He explained that he never made a fetish of consistency. “I am a votary of Truth and I must say what I feel and think at a given moment on the question, without regard to what I may have said before on it. ... As my vision gets clearer, my views must grow clearer with daily practice. Where I have deliberately altered an opinion, the change should be obvious, only, a careful eye would notice a gradual and imperceptible evolution. (Harijan, 1934)

A few months after India gained independence from the British, Gandhi emphatically declared, “If untouchability lives, Hinduism must die” (Harijan, 1947)

---

## **Conclusion**

It is clear to the researcher that there were two Gandhis who lived on the earth between October 2, 1869 and January 30, 1948.

The first Gandhi who lived before 1926 had sporadic encounters with the caste prejudices. He was an outlier and yet principally opposed untouchability. Though he tried to set examples against it he desisted from rebuking the caste Hindus for the fear that they might not support him and the Congress in the freedom movement. This Gandhi was for four caste system, caste-based vocations, and against inter-dining and inter-caste marriages. Writer Arundhati Roy basically has this Gandhi in mind when she calls the Mahatma ‘half-castiest’.

The second Gandhi existed from 1926 onwards. For him, anti-untouchability campaign was a crusade and an obsession. He did not mind repudiating or offending the caste Hindus. Not only did he allow inter-caste marriage of his son Devdas but also backed two inter-religious marriages between 1930 and 1935. First he endorsed the marriage of Bengali writer and politician Humayun Kabir with Shantilata Dasgupta and then approved of Braj Kumar Nehru’s alliance with a Jewess called Magdoina Friedmann of Budapest. The Mahatma, who in his first avatar never tired of counting the advantages of following hereditary occupations, went as far as calling Brahmins, Kshatriyas, Vaishyas and Shudras mere labels in the second half. The later Gandhi even feared that he might be misunderstood by posterity and advised his accomplices to destroy his writings after his death.

“Towards the end of his life, Mahatma Gandhi said he had, many times, found himself in the wrong and therefore changed his mind and that his writings should be destroyed along with his body when it was cremated, because there was a risk that people would conform mistakenly to something he had written” (Lindley, 2002). It is apparent that Ambedkar played a catalyst in the evolution of the second Gandhi particularly on untouchability.

---

Issue of Untouchability: Divergence & Convergence of Gandhi & Ambedkar, Shail Shakya, February 25, 2014, SSRN

Caste in India, J H Hutton, London: Oxford University Press, 1961, p.182

*The People of India*, H H Risley, Calcutta: Thacker, Spink & Co., 1915, p. 67

Gandhi, Ambedkar, and the Eradication of Untouchability, Sudarshan Kapur, Gandhi Marg, Volume 32, Number 1, April-June 2010

Ibid. Kapur cites from Andre Beteille, Pollution and Poverty,” in J. Machael Mahar, ed. The Untouchables in Contemporary India, (Tucson: University of Arizona Press, 1972), 418

Gandhi, Ambedkar, and the Eradication of Untouchability, Sudarshan Kapur, Gandhi Marg, Volume 32, Number 1, April-June 2010

Dhananjay Keer, Dr. Ambedkar: Life and Mission, Bombay, Popular Prakashan, 1971 [1954], p. 111

Ibid, p. 142

B R Ambedkar – WEB Dubois and the Process of Liberation, S D Kapoor, Economic & Political Weekly, December 27, 2003, pp. 51-52

Gandhi, Ambedkar, and the Eradication of Untouchability, Sudarshan Kapur, Gandhi Marg, Volume 32, Number 1, April-June 2010 cites from B. G. Kunte, comp. *Source Material on Dr. Babasaheb Ambedkar and the Movement of Untouchables* (Bombay: Education Department, Government of Maharashtra, 1982), vol. 1: 250-51. Also see Ibid. 135and368-69

Through ‘Mooknayak’, Ambedkar questioned Gandhi’s Swaraj, Siddarth, Forward Press, January 29, 2020

The Collected Works of Mahatma Gandhi, Volume 23 (covers the period from March 4, 1922 to May 7, 1924), p. 336

‘Bahishkrit Bharat’: Ambedkar’s decisive challenge to Brahmanism, Siddarth, Forward Press, January 30, 2020

The Meeting Between Gandhi and Ambedkar on August 14, 1931 available at <http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/timeline/graphics/gandhi1931.html> cites from Dhananjay Keer, Dr. Ambedkar: Life and Mission, Bombay, Popular Prakashan, 1971 [1954], pp. 164-167

Mahatma Gandhi, Sankar Ghose, Allied Publishers, 1991, p. 236

Young India, November 26, 1931, p.372

Mahatma Gandhi, Sankar Ghose, Allied Publishers, 1991, p. 236

Ibid

Harijan, March 25, 1933, p.3

Harijan, September 28, 1934, p.260

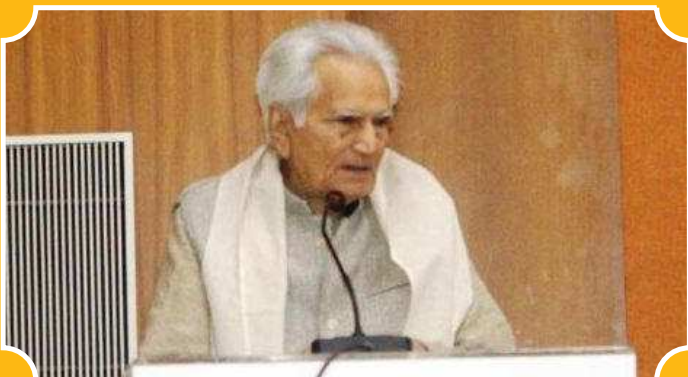
Harijan, September 28, 1947, p. 349

Hacettepe University Social Science Journal, Mark Lindley, Vol. 1, 2002

# PHOTO GALLERY









## युनिवर्सिटी गीत

स्वाध्यायः परमं तपः

स्वाध्यायः परमं तपः

स्वाध्यायः परमं तपः

शिक्षण, संस्कृति, सद्भाव, दिव्यबोधनुं धाम  
डॉ. बाबासाहेब आंबेडकर ओपन युनिवर्सिटी नाम;  
सौने सौनी पांण मणे, ने सौने सौनुं आत्म,  
दशे दिशां स्मित वडे डो दशे दिशे शुभ-लाभ.

अत्मज्ञ रही अज्ञानना शाने, अंधकारने पीवो ?  
कडे बुद्ध आंबेडकर कडे, तुं था तारो दीवो;  
शारदीय अजवाणा पडोव्यां गुर्जर गामे गाम  
ध्रुव तारकनी जेम झणडणे अकलव्यनी शान.

सरस्वतीना मयूर तमारे इणिये आवी गडेके  
अंधकारने उडसेलीने उजसना झूल महेके;  
बंधन नहीं को स्थान समयना जवुं न धरथी दूर  
घर आवी मा हरे शारदा दैन्य तिभिरना पूर.

संस्कारोनी सुगंध महेके, मन मंदिरने धामे  
सुपनी टपाल पडोये सौने पोताने सरनामे;  
समाज केरे दरिये डांकी शिक्षण केरुं वडाण,  
आवो करीये आपण सौ  
भव्य राष्ट्र निर्माण...  
दिव्य राष्ट्र निर्माण...  
भव्य राष्ट्र निर्माण

**Prof. (Dr.) Ami Upadhyay**

**Vice Chancellor, Dr. Babasaheb Ambedkar Open University**

Professor and Director, School of Humanities and Social Sciences,

'Jyotirmay' Parisar, Dr. Babasaheb Ambedkar Open University, Ahmedabad

[www.baou.edu.in](http://www.baou.edu.in)



978-81-944799-0-1