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Different Aspects of Media Ethics for Making Sound Moral Decisions in Media Profession

Dr. Sushil Kumar Rai

Meta Strategies of Communication

Dr. Dharmendra Singh

Pragyaan: Journal of Mass Communication

Volume 17, Issue 1 & 2, January- December 2019

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From the Editor

Mass Media is a significant force in modern culture and society. It has the power to mobilize mass movements. When Mass Media has become one of the most dynamic and fastest growing disciplines of our times, particularly in India, Pragmaan: Journalism of Mass Communication (Pragmaan: JOMC) has the responsibility to explore all the significant changes and developments and to provide insightful research on new trends in the area of mass media and communication. Pragmaan: JOMC is a bi-annual, peer reviewed, open access Journal. The Journal welcomes high quality research papers/articles, review articles and case report describing original research in the fields of communication and mass media studies. This issue of Pragmaan: JOMC presents five research papers/articles covering diverse areas of Mass Communication.

In this issue, the first paper on “Zooming the Learning and Mental Outburst of Students amid Pandemic” analyzes the impact of COVID-19 on education, academic institution, teaching and learning pattern. The study also explains some important queries like how does the scheme help the people and how are people getting benefit of the scheme at state level? Second Paper on “The Watchdog and the Bone Story: A study on media and its social responsibility” aims to study the present status of media towards their specified social responsibilities. A Third study on “The Critical Analysis of Backward Region Grant Fund (BRGF) Program with reference to State of Chhattisgarh” attempts to analyze the work done by BRGF in different areas in the State of Chhattisgarh. It discusses that how advertorials and pressure group dominance have started affecting the moral and ethical standards of media functioning and how the AdManager's position has gone more important than the news editor. Fourth paper on “Imperatives of Digital Literacy for a 21st Century Citizenry” focuses on the importance of digital literacy for a 21st century citizenry and how this new phenomenon is being practiced and mastered by youngsters of today more than in any other era. Fifth paper entitled “Role of Nonviolent Communication in our Daily Life” has attempted to study the role and different dimensions of non violent communication that offer the right nourishment needed to handle the conflicts and avoid stressful conditions. Sixth Paper on “Different Aspects of Media Ethics for Making Sound Moral Decisions in Media Profession” explains the different aspects and dimensions of media ethics, professional standards in journalism and various issues in the ethics of media with special reference to Indian media. A Seventh Study on “Meta Strategies of Communication” attempts to analyze the process of discovery and rediscovery of the individual life and meta strategies of communication.

We are thankful to the authors for their scholarly contributions to the Journal. We express our gratitude to our panel of referees for the time and thought invested by them into the papers and for giving us sufficient insights to ensure selection of quality papers. We would like to acknowledge the valuable contributions of Prof. Gautam Sinha (VC), Mr. Aditya Kumar Shukla (Associate Editor) and all the faculty members of School of Mass Communication in preparing the reader friendly manuscript for the Press.

We hope our readers find the contents, findings and suggestions contained in this issue of Pragmaan: JOMC as informative, stimulating and of practical relevance. We welcome comments and suggestions for further improvement in the quality of our Journal.

Thanking You

With Best Wishes

Dr. Sushil Kumar Rai

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Zooming the Learning and Mental Outburst of Students amid Pandemic

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ABSTRACT

The closure of schools, universities and educational institutions across India, and maintaining social distancing as a preventive and precautionary measure against COVID-19, have all changed the mode of teaching from a conventional standard system to a virtual and online framework. Such a speedy and sudden move within the instructive framework might seriously push the students. This research aims to identify the academic problems faced by students by analyzing the worries and fears that students in Raipur district are experiencing during the time of COVID-19. The results show that the issue with the most elevated percentage of stress among students is their instability over the end of semester exams and/or grading system.

Keywords: Online learning; Pandemic; Mental Outburst; University students; Exams.

1. Introduction

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. In December 2019, a pneumonia outbreak was reported in Wuhan, China. On 31 December 2019, the outbreak was traced to a novel strain of coronavirus, which was given the interim name 2019-nCoV by the World Health Organization (WHO), later renamed SARS-CoV-2 by the International Committee on Taxonomy of Viruses. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. As of 20 June 2020, there have been at least 460,530 confirmed deaths and more than 8,687,231 confirmed cases in the COVID-19 pandemic. The pandemic has resulted in travel restrictions and nationwide lockdowns in many countries.

India initiated the required preparedness and action at the field level on January 17, much before the advice from the WHO. The Government of India confirmed that India's first case of Coronavirus disease 2019 on 30 January 2020 in the state of Kerala, when a university student from Wuhan traveled back to the state. India had the immediate action as the Janata curfew was a 14-hour curfew (7 am-9 pm) that was scheduled for 22 March 2020, before the total lockdown announced by the Prime Minister of India. Everyone except people of 'essential services' such as police, medical services, media, home delivery professionals, and firefighters were needed to take part in

the curfew. At 5 pm (22 March 2020), all citizens were asked to stand in their doorways, balconies or windows, and clap their hands or ring their bells in appreciation for the professionals delivering these essential services.

Education International organization tracked the country-wide school closures in 188 countries with 1,576,021,818 learners impacted. The pandemic COVID-19 created problems in the world of education, such as, students and teachers were not able to go school like it used to. Schools had to find a way to ensure students were able to study and teachers were able to teach in the midst of this outbreak. As of mid-April, 1.5 billion children and youth were affected by school closures in 195 countries, from pre-primary to higher education. While this figure is dropping, 1.3 billion learners in 186 countries are still unable to attend school. Of the 195 countries that had closed schools in April, 128 have yet to announce plans for their reopening.

While Education contributes to people's life meaning, the education system creates future adults who can give good contributions to their own country in the future. Thus, it is a disaster if education stops, and people are not able to study or learn any longer. This might happen now since the pandemic has halted the education systems especially in countries where the government is trying to prevent the spread towards home quarantine.

When it comes to online instruction and learning, numerous variables offer assistance. For online instruction

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to succeed, both understudies and educated must see how it capacities and absorbs within the medium, and the different online stages. Just as students trust their instructors, teachers and professors to use these media to teach and explain whatever subject they are delivering, they must feel immersed and engaged in a rewarding social and educational experience. On the other hand, online education may fail if faculty members are not trained in using online programs, if online courses are not designed properly, or if there is inadequate financial management. Implementing new ideas, and strategies in a workplace can be difficult because of the beliefs and attitudes of the people working in that given place. Adopting new technology while teaching can also affect the success of students and educational institutions.

With all the changes happening around us because of the COVID-19 pandemic: self-quarantine and maintaining social distancing, the use of online teaching by most of the teachers in India, and the minister's overnight decision to change to online teaching, this study aims to investigate mental stress due to online education of students at Raipur District of Chhattisgarh.

2. Methodology

Qualitative methods for gathering, presentation, and analysis of the findings were used for the research study. There were various methods of data collection in qualitative research, including observations, textual or visual analysis, and interviews. Content Analysis as a research method was applied for the instructions and guidelines to colleges and universities by UGC to go for online teaching and learning. Content analysis is studying documents and communication artifacts, which might be texts of various formats, pictures, audio, or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner. It is a widely used method in communication research and is particularly popular in media and popular culture studies. Content analysis is a systematic, quantitative approach to analyzing the content or meaning of communicative messages.

Further, the questionnaire was prepared to collect the responses. The questionnaire is the main instrument for collecting data in survey research. Basically, it is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics. A questionnaire was sent out to students of UG and PG (male and female) enrolled in Amity University Chhattisgarh, Raipur, Kushabhau Thakre University of Journalism & Mass Communication, Raipur,

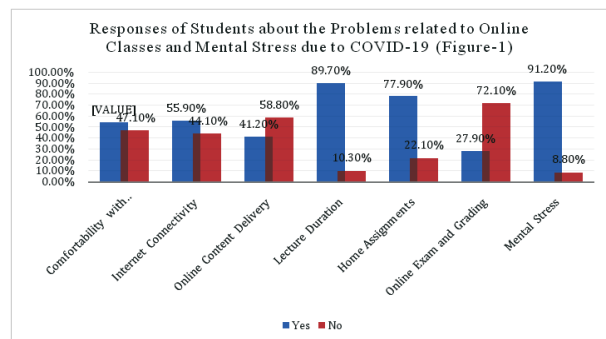
IIT Raipur, and Pt. Ravishankar Shukla University, Raipur enquiring about the difficulties they are facing.

Seven themes of concerns were detected in the students' response to the questionnaire: 1) Home-Setting for study at home, 2) Availability of Internet connectivity, 3) Content delivery through the online medium, 4) Time duration of lecture per day, 5) Assignments for the course study, 6) Online Exam and Grading systems, and 7) Mental stress due to online study and career due to COVID-19.

3. Result and Analysis

The responses were collected from 203 students from Raipur based institutions and universities, out of that 90 students were male and 113 were female students. The below figure shows the problems and fears of the students:

The above Figure-1 of responses show that 54.4% of students are comfortable with their home infrastructure to attend online classes at home, whereas 47.1% of students show their inability to continue their classes from home due



to home infrastructure. Students from different geographical, economic, and family background pursue their courses in Raipur, which may be the reasons for their home infrastructure.

In the same way, students living in rural or remote areas face weak internet connectivity. As per the responses from figure-1, 55.9% of students have the internet network/bandwidth problem whereas 44.1% of students have sufficient bandwidth to study online. 58.8% of students claim that online content delivery can't fulfil their course criteria. It may be due to their practical classes which are not available in their home. Usually, the students of Engineering, Technology, Fashion, Architecture, and Media use their university infrastructure for their practical knowledge, which can't be availed through the online medium, whereas 41.2% of students of humanities, literature, and arts can be satisfied with online classes.

Responses recorded by 89.7% of students shown in Figure-1 say that the lecture duration per day as scheduled by the

curriculum is sufficient even for online classes, whereas only 10.3% of students claim insufficient duration to clear the concept and to gain knowledge from the online classes. Here, 77.9% of students say that home assignments are helpful to understand the topic and complete the syllabus whereas 22.1% of students say that home assignments do not help understand the course and topics.

Since greater number of students have home-infrastructure and internet connectivity problems, 27.9% of students claimed to be satisfied with the online exams and/or grading system whereas 72.1% of students don't feel easy with the online mode of examination and/or grading system.

From figure-1, responses recorded in the above questions are the main cause of stress during the online study and career post-COVID-19. 91.2% of students said that they have mental stress regarding their studies and career after the COVID-19, whereas only 8.8% of students are relaxed with their home-setup and facility. These situations cause mental outbursts for students during this period of pandemic and homestay.

4. Conclusion

The overall result indicates that a high number of students are being affected due to their uncertainty about the online exam and/or grading system. They are mentally stressed due to their study and career post-COVID-19. Online classes are stressful for students because attending 5-6 hours of lecture on the online medium is difficult which causes mental pressure on the brain. As stress occurs when a person is uncertain about something important, it affects both the body and mental health, Universities across the world should be clear with their plans for exams and assessments as soon as possible, as this would help to reduce much of the stress the students are experiencing besides the stress of the COVID-19 pandemics.

As the COVID-19 pandemic moves from country to country, colleges all over the world ought to actuate a number of measures to decrease the negative mental effect of the circumstance on their students, such as having appropriate online scholarly counsels, as well as guidance for their wellbeing. Faculty members must be advised on how to incorporate new assessment methods to use with their students and embrace technology while paying attention to their students' experiences and effective learning. Choices concerning students ought to not be cleared out to person offices, they ought to be kept up and issued by the university's organization to dodge disarray and give consistency, which would console students' with

respect to reasonableness and lighten their concerns.

This research analyzed reports conducted after the completion of the academic session and before the commencement of exams. More research is required to get it what students are going across completely different disciplines and all through colleges, how they are adapting with these changes and modern rules and directions actualized by their colleges, as well as how they see these changes affect their scholastic future whereas keeping in intellect the different circumstances between understudies, colleges, cities, nations, and ways of life.

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The Watchdog and the Bone Story: A Study on Media and its Social Responsibility

*Dr. Ambika Sankar Mishra

ABSTRACT

Social responsibilities of mass media have turned into a hot debate in the present-day society. Media as a social institution is expected to work as the voice of the voiceless. But with continuous commercialization, the media industry has reached to such a state that it has become more and more profit-oriented and forgot its responsibilities towards the society. With the process of Editorialization, Tabloidization, and concepts like Page-3, breaking news, infotainment, and rat race for a better circulation or TRP to fetch better advertisements, the media houses have started forgetting their social obligations. Advertorials and pressure group dominance have started affecting the moral and ethical standards of the media business. Profit orientation has come to such a level that space/Airtime which is left by advertisers is becoming available for the news team. The Ad-Manager's position has become more important than the news editor and journalists have started working under pressure and media has started moving in the wrong track or it can be said that the watchdog has started becoming greedy for bones forgetting their prime responsibilities. With this practice, the media has slowly started losing the trust of the users. This study among Odia Journalists is an attempt to discuss the status of social responsibilities of media in the present day. It also explores the factors working as an obstacle in making media more and more socially responsible.

1. Introduction:

World famous warrior and French King Napoleon were once of the view that "I fear three newspapers more than a hundred thousand bayonets". Media as a tool of information dissemination is highly powerful and has the power to make or break. The all-powerful media in the era of information society has become more powerful due to the rapid growth in digital technology and media. It has acquired the ultimate power, in an era where Information is considered as money, power and strength. In this time, role of media has become very much important like walking on the edges of a sword. Compulsions of social responsibilities along with profit orientation for survival has thrown media to such a status that the media industry has started struggling between the two.

Social responsibilities of Mass Media have turned to be a topic of hot debate for intellectuals from all corners of society these days. The cause of rise in interest towards such a topic is very genuine as the all-powerful media has started becoming more and more commercialized. Mass media as a part of our life and as a part of communication system gets managed by trained professionals. The Media

produces highly powerful and effective contents which is like Hypodermic Needles to hit the passive audience to generate effect. Thus, it is always expected that the contents should be for the interest of society and should satisfy the needs of the individuals in a democratic and progressive culture. It should be always cautious and conscious relating to its contents. Any deviation to fulfill such expectations of society ultimately results in severe criticism from intellectuals. But a critical analysis of the issue related to media and society can really provide a better answer to such deviations.

2. The Media- Society Inter Relationship

Media as a tool of communication is a part of the society. We can say the all-powerful media of today is nothing but a tool of human experience grown from the instinct of our predecessors to communicate and communicate in a better way. So the media that we are seeing today is nothing but a medium of communication which grows and survives by drawing its basic nutrients from the society i.e. media draws its basic nutrients from the society to produce its contents and it is society from which the media gets its audience and financial support for survival. At the other

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hand communication is a basic need for any society. Greek philosopher Aristotle in this context rightly comments "Man becomes man only among men". We all need the support of communication process to exchange information and to get socialized. So, man can't survive without support of the communication system and social association or it can be said that survival of society is not possible without existence of a well-organized communication system. Thus, society and media both are dependent on each other for their growth and existence and both need to play their role effectively for the betterment of human race.

3. Media as a social institution

Media as a social institution has to fulfill certain responsibilities towards the society. It should become the voice of voiceless and should work as the watch dog of human rights and social justice in a democratic society. Discussing on the social responsibilities which the media should satisfy for constructing a better society the Press Council of India has suggested certain roles of media towards society.

- ? The content of media should reflect truth, accuracy, objectivity and balance.
- ? It should be self-regulating within the framework of law and established institutions.
- ? It should avoid whatever might lead to crime, violence or civil disorder or give offense to minority groups.
- ? As a whole it should be pluralist and reflect the diversity of its society and Journalists and media professionals should be accountable to society as well as to employers and the market.

Thus, the media is expected to provide free fair and fearless facts along with constructive criticisms towards the society. It should play the role of watch dog for protection of social security of the individuals in a society and as the fourth estate of the democratic system. It also should play an active role in policy formation and dissemination for social development.

4. Realities of Newsroom

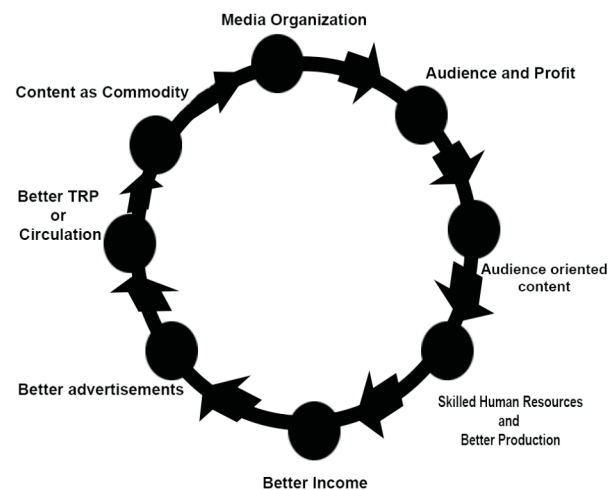
Media is expected to satisfy certain obligations towards the society as the fourth estate of society and as a social institution. Newsroom plays the role of central nervous system to satisfy these obligations through the process of gate keeping. The news editor or the channel head plays the role of a gatekeeper to filter and process news items to feed the content to its audiences. But media no more has remained as an institution to satisfy social needs rather it has turned to an industry with the principle of "*Jo dikhta*

hai, wo bikta hai (To sale the content that should be shown which is in demand"). With the rapid development in technology, media has turned to an industry and the market realities and market compulsions have thrown the media houses to join in the cut-throat competitions for financial benefits. The role of the ad-manager has become more important than the role of the news editor. So opportunities at news editors hand have gone minimized to control the contents of media and such phenomena has started creating mishaps. The advertising revenue, which is the lifeline of any media organization to survive, has also started influencing the media content through direct advertisements or advertorial stories. Advertorial stories have started creating obstacles for the news editor to regulate the flow of contents in a mass media institution. Similarly, the appointment of the business development executives in the media institution has given a new dimension to the media business. In the cut throat competition of today's media, the realities of price war have started influencing the Indian media. With the emergence of breaking news, editorialization and addition of colour, designs, pages, page-3 content, Tabloidization the media business has gone tougher. The process of commercialization runs in such a manner that it has turned to a vicious circle.

5. Vicious Circle of Media Commercialization

Fig-1

From the figure Shown above the following conclusions



- can be made:
- ❖ To fetch better profit and more audience there is a need of preparing audience-oriented contents which

can attract a better audience. To prepare audience-oriented content the media organization needs skilled and better human resources.

- ❖ To get skilled human resources there is a need of paying them in a better manner which adds to the expenditure burden of the media organization.
- ❖? For making more expenditure there is a need of generating more revenue for the media organization.
- ❖ For generating more revenue media organization requires more and more advertisements.
- ❖ For fetching better advertisements there is a need for media organizations to fetch a better TRP/Circulation rate.
- ❖ For a higher TRP or circulation figure media has to treat content like a commodity and has to make it attractive so that it can be sold at a high price in the market.
- ❖ The content that is prepared like a commodity is sold by a media organization for its survival.

Thus, it can be well understood that media organizations as a part of the mass media industry and as a part of the total commercialization process needs more profit and more audience for its survival.

The great Indian media which once was the mouth piece of great Indian leaders like Mahatma Gandhi, Baba Saheb Ambedkar, Tilak and Raja ram Mohan Ray during freedom struggle, or the great Indian media which purely raised its voice against the then Prime minister Indira Gandhi under the leadership of editors like Ramnath Goenka and others during the proclamation of emergency, has started moving away from its responsibilities. Thus, the race for TRP or circulation has already changed the picture of media. To gain a more detailed knowledge of the production of media content, if we look towards the filters which are critically playing their roles to control the production of media content, in reference to Propaganda Model by Edward Herman and Noam Chomsky (Manufacturing Consent) we can identify the following filters.

Size, Ownership, and Profit Orientation: The dominant mass-media outlets are large firms which are run for profit. Therefore, they must cater to the financial interest of their owners - often corporations or controlling investors. The size of the firms is a necessary consequence of the capital requirements for the technology to reach a mass audience.

❖**The Advertising License to Do Business:** Since most of the revenue of media outlets come from advertising (not

from sales or subscriptions), advertisers have acquired an influential position in the media business.

Sourcing Mass Media News: Herman and Chomsky argue that "the large bureaucracies of the powerful subsidize the mass media and gain special access to the news by their contribution to reducing the media's costs of production. The large entities that provide this subsidy become 'routine' news sources and have privileged access to the gates. Non-routine sources must struggle for access and may be ignored by the arbitrary decision of the gatekeepers

Flak and the Enforcers: "Flak" refers to negative responses to a media statement or program (e.g. letters, complaints, lawsuits, or legislative actions). Flak can prove expensive to the media, either due to loss of advertising revenue, or due to the costs of legal defense or defense of the media outlet's public image. Flak can be organized by powerful, influential private groups

Anti-Communism or fear: In the days of cold war anti-communism was considered as a filter in the selection of media content, but latter in post cold war days fear has replaced the concept of anti-communism. The fear may be the fear from the rules of a dictator.

Thus, in the rat race for advertisements, the media industry has compelled to provide contents which should satisfy the financial interests of the media organization. Media content has turned to a commodity to be sold at the market like potato or onion. The media houses have started targeting to achieve the magic number of better TRP or circulation. So, media has started providing inflammable contents cherishing the idea of "Ganda hai par dhanda hai ye" (Anything It is bad, but we have to do.). For this reason, slowly the media is now facing criticism from the different corners of the society.

6. Methodology

Journalists are the people who are associated with media industry, who from morning to evening are sincerely engaged in the profession of providing news. It is they, who decide which news will go and which should not. So it is important to find out that whether they are agreeing to these realities or not and whether these factors are affecting their job at work or not. Thus to find out the views of journalists in relation to this changed scenario a study has been done by sincere feedback from nearly 50 working journalists from the state Odisha. The cause of taking the views of Odia journalists is that the State Odisha is now witnessing a rapid industrialization in media and corporate players have started playing a crucial role in

providing advertisements. At the other hand most of the Odia newspapers and TV channels are also controlled by people with political affiliations to different parties.

Questionnaire as a tool for data collection is used for the purpose of the study and responses of 50 working journalists are taken by purposive sampling. Data used in the study are both primary and secondary by nature.

7. Data Analysis

The analysis and responses indicated that while all Journalists are saying it that they are getting enough scope in the matter of selecting and reporting news stories at the same time they are also with the view that the advertisement department is unnecessarily intervening in their work. Similarly while a large section of Journalists are with the view that there should be more and more developmental stories from rural areas at the same time many are also with the view that promotional stories from rural and backward areas will decrease the readership or viewership at the same time. It is also interesting to note that a large section of them are also with view that there are less number of investigative stories from rural and backward localities. Thus, in most of the cases the views are contradictory to each other and most of them are working under the pressure of media economics. Though they have also agreed a need in change in the attitude of media in reporting and are concerned about the rural and backward people, but the burden of obligation towards their organization and its financial interest are compelling them to work under pressure. Which ultimately restricting the coverage of developmental stories only within 26-50%.

8. Result and Conclusion

Different dimensions of the media business along with the compulsions and social expectations have already been discussed and it has been clearly found that the commercial compulsions of the media have already dominated the social expectations from the media and the watchdog has gone hungry for the bones. So, the first solution which can be suggested in this situation is to develop community media as the alternative or there is a need and necessity of drawing a line of self regulation. The line of self regulation can be a better alternative because media is not only a tool of transmitting information, but also it is a business of trust. The trustworthiness and reliability of its content if lost once, then the total credibility that the media is enjoying today will sink ultimately. At the same time people associated with the media business should not forget it that media is not only a business or

commercial institution, but also it is a social institution and it has certain obligations towards society. The media houses should not ignore the fact that they must work as the voice of the voiceless and in a country like India they must play the role of an information agent to bridge the information gap. They should not forget it that shortcuts and immoral practices may work to satisfy a short political interest, but in long run it will destroy the whole reputation and credibility of media.

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The Critical Analysis of Backward Region Grant Fund (BRGF) Program with reference to State of Chhattisgarh

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ABSTRACT

It has been the endeavour of the government to effectively reach out to all classes of people with various schemes at the state level. However, a uniform approach cannot be made use of to address socio-economic issues in different states. This implies that a unique approach based upon factors such as environment, cultural milieu, different ways of life etc. is required to effectively implement welfare schemes in different states. State-level schemes are particularly seen to be effective as people enroll themselves in large numbers as communication is easier and transport facilities are readily available especially in rural areas. State-level schemes usually deploy localized communication strategies like use regional language and indigenous human resources. The Backward Regions Grant Fund (BRGF) is an Indian government program that has been created to address regional imbalances in development. This paper aims to critically analyse the viability of BRGF in Chhattisgarh state.

Keywords: Backward Region Grant Fund (BRGF), Schemes, Rural development programs, Rural areas.

1. Introduction

Chhattisgarh has its central region located on highly fertile Mahanadi River's upper basin including all its dividing streams. There is high cultivation of rice here. Whereas Maikal Hills (part of the Satpuras) in the upper Narmada basin in the western region is separated from the upper Mahanadi basin as well as from some regions of Odisha on the eastern locations by the hilly ranges. The southern portion of the Godavari River with some of its dividing stream in the watershed, lies in the Deccan plateau. The primary river is the Mahanadi. The additional major rivers are Rihand, Indravati, Jonk, and Arpa Shivnath along with Hasdo (a tributary of Mahanadi). This is situated in the east of Madhya Pradesh, Amrit Dhara Waterfall. Mountains, rivers, dense forests, along with waterfalls all are included by the natural beauty of Koriya. The most famous waterfall in Koriya is the Amrit Dhara Waterfall. During the British rule in India, Koriya in Chhattisgarh had been a princely state. Koriya is very famous for its rich mineral deposits. Coal is found in the abundance in this part of the nation. These jungles are rich in wildlife.

Amrit Dhara waterfall is the ordinary waterfall in Koriya that starts from the River Haddo. By Nagpur, this waterfall is located at 7 kilometers of distance. This waterfall has been located on the Street of Manendragarh Baikunthpur.

The Amrit Dhara Waterfall in Koriya found in Chhattisgarh, India falls from the height of 27 meters. The waterfall was approximately 3 to 4.5m broad. The place at which the water falls, a cloudy ambiance has been created all around. Chirimiri is also known as The Jannat of the Chhattisgarh.

The BRGF programme was released by the Indian Prime Minister Manmohan Singh at Barpeta, Assam on 19th February 2007. The BRGF Programme addresses 250 districts within 27 States, of which 232 districts come under the purview of Parts IX as well as IX-A of Constitution working with the Municipalities along with the Panchayats. Critical analysis of Backward Region Grant Fund (BRGF) program with reference to state of Chhattisgarh has been done in this paper. For the purpose of study, five districts were selected for data collection. Primary data was collected through self-administrated questionnaire for

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beneficiary, gram panchayat, bank manager, auditor and block development officer and secondary data were collected with the help of Thakur Pyarelal Institution of Panchayat & Rural Development (TPIPRD). Random sampling technique was used for data collection. Some tasks under BRGF remains unfulfilled because of no submission of a report and improper billing. Also, distribution of funds under BRGF as per the needs and requirements of support seekers. Moreover, billing under BRGF was found to be fraudulent as it was very easy to get fund under the BRGF Scheme. The BRGF Programme addresses 250 districts within 27 States, of which 232 districts belong to the purview of Parts IX as well as IX-A of Constitution working with the Municipalities along with the Panchayats, correspondingly. The rest of the 18 districts have been covered by various other local government" constructions, for example, Regional Councils along with Autonomous District underneath the 16th Schedule of Constitution along with state-certain plans as in the situation of Nagaland as well as the hilly regions of Manipur. The method calls for every district to tackle research to identify the district's issues as well as then develop a scheme to deal with the issues. The Backward Regions Grant Fund was created to correct the regional imbalances in the development by means of providing the financial resources for supplementing as well as converging current developmental inflows into the defined backward districts.

2. Statement of Problem

The Backward Regions Grant Fund (BRGF) is an Indian government program that has been created to address regional imbalances in development. This paper aims to critically analyse the viability of BRGF in Chhattisgarh state. This problem has been developed based on the basis of three standards introduced by F. N. Kerlinger. Kerlinger has determined three standards of the problem statements

- (a) A problem between two or more variables.
- (b) It must be stated unambiguously as well as clearly in the question form.
- (c) It must be amenable to the empirical tests.

Fulfilling the requirements in his problem declaration will end up on the researchers' part, in a concise as well as the clear concept of what he really needs to accomplish this sets the stage for the further preparation, so that statement of problem for this study is how BRGF has implemented in the state of Chhattisgarh.

3. Literature Review

Singh et al. (2018) discussed the course on "Panchayati Raj Institutions and Anti-Poverty Programme" comprises of three blocks. The first block is related to "The Programmes for Self & Wage Employment and Rural Housing". The second block is about the "Other Development Programmes" and the third block deals with the "Area Based and Other Related Programmes". This block two on "Other Development Programmes" consists of three units. These are: 1) Backward Region Grant Fund (BRGF), 2) Prime Minister's Rozgar Yojana (PMRY) and 3) Rashtriya Mahila Kosh (RKM). The first unit on Backward Region Grant Fund (BRGF) deals with the development of Backward Region across the states. The basic goal of the programme is redressing the regional imbalances existing in the infrastructure advancement across the states. For the implementation of the programme, funds are made available for supplementing and converging existing developmental inflows for the development of the identified districts. The second unit is on, "Prime Minister's Rozgar Yojana (PMRY)". is generating gainful mass employment opportunities through micro businesses in an industry, business and service sectors.

Kumaiyan et al. (2017) reported that in a bid to reach the last mile, PRI institutions have started to play the enlarged role in the planning, identification as well as implementation of development programmes through the e-governance prototype called E-Panchayats. With Information and Communication Technologies making its foray in different realms of Government and Governance, the influence of the same has been vociferously felt by the grassroot Panchayats as well. This paper thus deliberates on how the digitization of Panchayats not only fulfills the needs of the citizens through the Government to Citizen Approach (G2C) judiciously but also strike a new chord of faith between the state and the citizens.

According to **Gebert et al. (2011)** a Poverty Impact Assessment (PIA) was commissioned by an European Union State Partnership Programmed Chhattisgarh (EU SPP) and also contracted by the GI International Services Technical Assistance to the EU SPP in late 2010. This particular PIA analysis is performed in 2 phases with 3 visits to the Chhattisgarh from late 2010 through until the very first half of 2011. The statement which follows are based on the comprehensive document study, village trips as well as consultation meetings with equally governmental organizations as well as civil society organizations. EU-SPP's general goal is oriented to the poverty reduction: The SPP is the multisector that support programmer targeted at the poverty alleviation in the Rajasthan as well as Chhattisgarh. In the light of these program objective, it is

well justified to perform a PIA. Despite the most effective efforts of the several institutional as well as civil society stakeholders, like poor targeted organizations themselves, rural poverty in the Chhattisgarh is still greatly entrenched as well as prevalent.

Gupta et al. (2011) revealed that intergovernmental transfer from the center to the state happens by the three networks: formula-based transfer for the State Plan Schemes by the Planning Commission, statutory along with other transfers required by the Finance Commission, along with other discretionary transfer by the Planning Commission as well as several other Central Ministries. Whole tax sharing that has been a component of the Finance Commission transfers. With majority of transfers that constituting of grants by itself, grants apart from anyone for the State Plans now comprises 69%. These have been typically not formula determined as well as with the majority of the total quantity, have been usually restrictive on the several other action in the state levels like placing up the matching quantities.

According to Hai (2017) rural development is an emerging area of study, policy and research today. As per Mahatma Gandhi National Rural Employment Guarantee Act the centrally sponsored wage employment Scheme aiming at rural development via generation of income, saving, investment, poverty alleviation and durable productive asset creation has been introduced. West Bengal's share in the whole of India in respect of total number of workers with job cards, total number of individual workers and households employed, total number of persons, days produced and total number of the household completed 100 days of work recorded an increase under MGNREGS, which indicates that the state's performance in these respects was above than that in the rest of India in the recently years.

According to Kumar et al. (2015), social as well as political movements don't originate in the vacuum. Nevertheless they are the residual consequences associated with the deep-seated structural problems as well as frustration rooted in an objective problems of the present community; political along with economic order, its institutions as well as notions of development methods, governance and the participation of individual tasks and change. The state looks forward to the central power for the manipulative business as it transmits legitimate control. Meantime, the violence carried by it, features as the arbiter for the socially valued product allocation as well as it happens to be the mainstay of the present institution and methods which shape interactions between people, organized interests, political systems along with the institutions.

According to Khan et al. (2011), the Ministry of Rural Development (MoRD) of the Government of India (Gol)

released the National Rural Livelihoods Mission (NRLM). The Mission - aided by the World Bank's investment support - goals at producing effective as well as good institutional platform of rural poor, allowing them to boost the family earnings through sustainable livelihood enhancement and enhanced ability to access the financial services. Under NRLM's phasing strategy the program will be implemented intensively in 25% of the districts and 10% of the blocks. Of all the intensive blocks, States are encouraged to carry the some of the resource blocks wherein NRLM is applied in the partnership with a few specified resource groups or maybe NGOs. It is envisaged that these Resource Blocks will create best practice sites, which would then serve as the local immersion points. As a result, these blocks would support learning for the rest of the state.

Saroha (2017) reported that at the time of independence there were regional disparities in development in India. For a diverse and large country like India, the objective of the planned process of development was to achieve the goal of balanced regional development so that national unity and integrity can be maintained along with economic advancement of the country. The purpose was creating conditions where the resources in terminology of the natural endowment, capital and skill for every area are fully utilized. But even after planned efforts and motives, the regional disparities at an inter-state level have increased with the successive five-year plans. Some states have moved forward and others have remained backward due to differential rates of advancement in different sectors. The primary goal of an existing paper is describing the magnitude of inter-state disparities over the period of time.

4. Objectives of the Study

To fulfil the purpose of the research problem, the following are some of the important objectives embarked for this study:

To analyze the work done by BRGF in different areas.

To analyze the unfulfilled work under BRGF even though the plan was made by the authority.

To analyze the distribution of funding under BRGF.

To analyze the causes of Audit Objection in various plans under BRGF.

5. Research Methodology

Research was been regarded as much more professional, intensive as well as the systematic practice of having on a specific technique of evaluation. The systematic technique in problem-solving was been a casual application of the program identification, observation, hypothesis formulation, realization as well as evaluation. The study has been guided towards the problem solution.

In this survey the most fundamental step is sampling. It gives more accurate conclusions. Therefore, it is very imperative to decide an appropriate sampling technique for the research work. The sampling techniques possess to fulfill questions. It presents the nature of the kind of universe for the population from which the samples are drawn. In the present research, the samples are selected from the population for which one block has been selected out of five blocks and a questionnaire is used to collect the relevant primary data. For the research study, purposive random sampling is used.

6. Experimental Results and Hypothesis of the Study

According to Romm and Valline, a statement capable of being tested and thereby verified or rejected. Whereas Good and State described hypothesis as a shrewd guess of inference that's formulated and provisionally adopted to explain observed facts of conditions and to guide in further investigation. Keeping this view in consideration the analysis has been done as follows:

6.1 Level of Agreement

Q.1. Do you know / heard about BRGF Scheme?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	yes	143	71.5	71.5	71.5
	no	57	28.5	28.5	100.0
	Total	200	100.0	100.0	

Table 6.1: Awareness about BRGF Scheme

From the above table, it's clear that out of 200 respondents there are 143(71.5 percent) heard about BRGF Scheme and 57(28.5 percent) not know about BRGF Scheme.

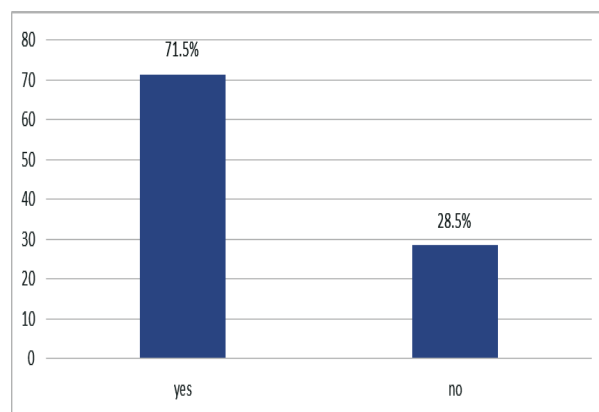


Fig. 6.1: About BRGF Scheme

Q.2. Any work has been done in your village under BRGF Scheme?

		Freq uency	Percent	Valid Percent	Cumula tive Percent
Valid	yes	150	75.0	75.0	75.0
	No	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

Table 6.2.: About BRGF Scheme awareness

From the above table, out of 200 respondents 150(75.0 percent) said yes work has been done in your village under BRGF Scheme. 50 (25.0 percent) respondents said no work has been done in your village under BRGF Scheme.

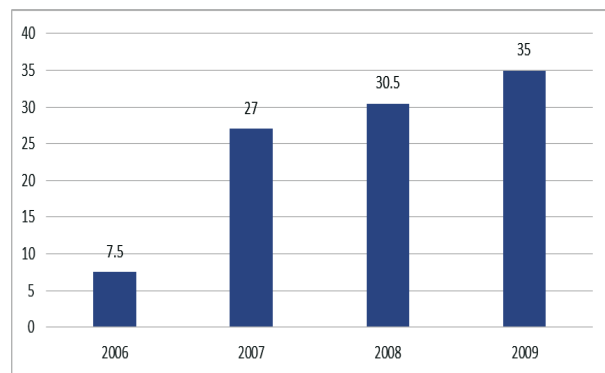


Fig. 6.2: BRGF Scheme came into existence in your Village/Panchayat

Q.3. How many works have been done under BRGF Scheme in your Village/Panchayat?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	1	8	4.0	4.0	4.0
	2	43	21.5	21.5	25.5
	3	70	35.0	35.0	60.5
	more than 3	79	39.5	39.5	100.0
	Total	200	100.0	100.0	

Table 6.3: Works done under BRGF Scheme in Village/Panchayat

From the above table, out of 200 respondents, 8 (4.0 percent) said 1-month works has been done under BRGF Scheme in their Village/ Panchayat. 43(21.5) respondents said 2 months works has been done under BRGF Scheme in 70(35.0) respondents said 3 months works has been

done under BRGF Scheme and 79(39.5) respondents said more than 3 months works has been done under BRGF Scheme in their Village/Panchayat.

Q.4. How much fund has been sanctioned under BRGF scheme in your Village/Panchayat?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	1-3 lakhs	5	2.5	2.5	2.5
	3-5 lakhs	50	25.0	25.0	27.5
	5-8 lakhs	67	33.5	33.5	61.0
	More than 10 lakhs	78	39.0	39.0	100.0
	Total	200	100.0	100.0	

Table 6.4: Fund sanctioned under BRGF scheme in Village/Panchayat

From the above table, out of 200 respondents, 5(2.5 percent) of respondents said 1-3 lakhs fund has been sanctioned under BRGF scheme for their Village/Panchayat. 50(25.0) of respondents said 3-5 lakhs fund has been sanctioned under BRGF scheme 67 (33.5) respondents said 5-8 lakhs fund has been sanctioned under BRGF scheme and 78(39.0) respondents said more than 10 lakhs fund has been sanctioned under BRGF scheme for their Village/Panchayat.

Q.5. What kinds of problems were faced while maintaining the accounts?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Document related	25	12.5	12.5	12.5
	Data related	96	48.0	48.0	60.5
	Lack of knowledge related to accountant	43	21.5	21.5	82.0
	Other	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Table 6.5: Kinds of problems faced while maintaining the accounts.

From the above table, out of 200 respondents, 25(12.5 percent) respondents said that Document related problems were faced while maintaining the accounts. 96

(48.0) respondents said that data related problems were faced while maintaining the accounts. 43 (21.5) respondents said Lack of knowledge related to accountants were faced while maintaining the accounts and 36(18.0) respondents said their were other problems exist in maintaing the accounts.

Q.6. Do really people get benefitted by BRGF schemes?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	yes	118	59.0	59.0	59.0
	no	82	41.0	41.0	100.0
	Total	200	100.0	100.0	

Table 6.6: Benefit details by BRGF schemes

From the above table, out of 200 respondent, there are 118(59.0 percent) respondents said yes people get benefitted by BRGF schemes and 82(41.0 percent) respondents said people were not get benefitted by BRGF schemes.

Q.7. Were all the tasks completed on given period of time?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	yes	123	61.5	61.5	61.5
	no	77	38.5	38.5	100.0
	Total	200	100.0	100.0	

Table 6.7: Task completion period

From the above table, It is clear that out of 200 respondents, there are 123(61.0 percent) respondents said yes, all the tasks completed on given period of time and 77(38.5 percent) respondents said no, all the tasks were not completed on given period of time

Q.8. End users are satisfied or not?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	yes	119	59.5	59.5	59.5
	no	81	40.5	40.5	100.0
	Total	200	100.0	100.0	

Table 6.8: End users satisfactory details

According to above table, out of 200 respondents, there are 119(59.5 percent) respondents said yes End users are satisfied and 81(40.5 percent) respondents said End users are not satisfied.

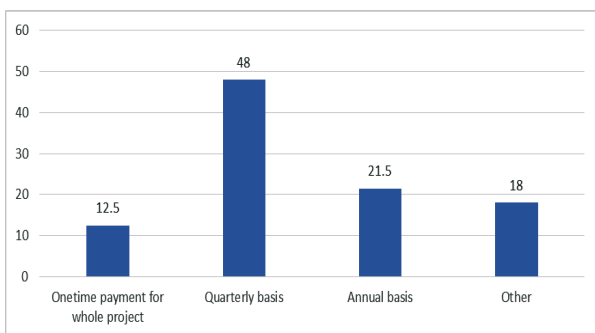
Q.9. What is the pattern of funding?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Onetime payment for whole project	25	12.5	12.5	12.5
	Quarterly basis	96	48.0	48.0	60.5
	Annual basis	43	21.5	21.5	82.0
	Other	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Table 6.9: Pattern of funding

According to above table, out of 200 respondents, there are 25 (12.5 percent) respondents said Onetime payment for whole project is the pattern of funding. 96 (48.0) respondents said Quarterly Basis is the pattern of funding. 43 (21.5) respondents said Annual Basis is the pattern of funding and 36 (18.0) respondents said other pattern of funding.

Fig. 6.3: Pattern of funding



Q.10. What was the time period for maintaining the book?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Daily	1	.5	.5	.5
	Weekly	126	63.0	63.0	63.5
	Monthly	37	18.5	18.5	82.0
	Yearly	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Table 6.10: time period for book maintenance

From the above table, it's clear that out of 200

respondents, 1(.5 percent) respondent said daily was the time period for maintaining the book. 126 (63.0) respondents said that the time period for maintaining the book is weekly. 37 (18.5) respondents said monthly was the time period for maintaining the book and 36(18.0) respondents said yearly was the time period for maintaining the book.

Q.11. Who are the responsible persons behind the audit objections?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Government	2	1.0	1.0	1.0
	Stake holders	89	44.5	44.5	45.5
	Concern person of respective department	37	18.5	18.5	64.0
	Accountant.	72	36.0	36.0	100.0
	Total	200	100.0	100.0	

Table 6.11: List of responsible persons behind the audit objections

From the above table, it can be observed that out of 200 respondents, 2(1.0 percent) respondents said Government is the responsible for the audit objections. 89 (44.5) respondents said stakeholders are responsible persons behind the audit objections. 37 (18.5) respondents said Concerned persons of respective department responsible for the audit objections and 72(36.0) respondents said accountants are responsible persons behind the audit objections.

Q.12. What was the gap which makes your work delay?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Funding process	32	16.0	16.0	16.0
	Imple- mentation process	97	48.5	48.5	64.5
	Techni- ques	30	15.0	15.0	79.5
	Other factor	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

Table 6.12: The gap which makes work delay

As per above table, out of 200 respondents, 32(16.0 percent) respondents said Funding process was the gap for your work delay. 92 (48.5) respondents said implementation process was the gap for work delayed. 30 (15.0) respondents said techniques was the gap for delays in work and 41(20.5) respondents said other factors are responsible for delayed in work.

Q.13. How many tasks are incomplete till now from long back?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	Less than 10	66	33.0	33.0	33.0
	10 to 20	72	36.0	36.0	69.0
	20 to 50	21	10.5	10.5	79.5
	50 above	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

Table 6.13: Incomplete tasks till now from long back During survey out of 200 respondents, 66(33.0 percent) respondents said less than 10 tasks are incomplete till now from long back.72 (36.0) respondents said 10 to 20 tasks are incomplete till now from long back and 21(10.5) respondents said 20 to 50 tasks are incomplete till now from long back. 41(20.5) respondents said 50 above tasks are incomplete till now from long back.

Q.14. Is there was a problem in fund release? If yes, please mention the phase?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	From Initial Stage	27	13.5	13.5	13.5
	In 2nd Year of Scheme	39	19.5	19.5	33.0
	After 3-4 Years	51	25.5	25.5	58.5
	At the very last stage	83	41.5	41.5	100.0
	Total	200	100.0	100.0	

Table 6.14: Mentioned phase of Fund release problem As per data of above table, out of 200 respondents, 27(13.5 percent) respondents said their are problems from Initial Stage in fund release. 39(19.5) respondents said in 2nd Year of Scheme the problem started in fund release.51(25.5) respondents said after 3-4 years their are

problems in fund release and 83(41.5) respondents said at the very last stage problem in fund release.

Q.15. The work which has been implemented was according to the plan or not?

		Freq uency	Percent	Valid Percent	Cumula- tive Percent
Valid	yes	95	47.5	47.5	47.5
	no	105	52.5	52.5	100.0
	Total	200	100.0	100.0	

Table 6.15 The work implementation as per plan From the above table, it is clear out of 200 respondent95 (47.5 percent) respondents said, Yes, the implemented work was according to the plan and105(52.5 percent) respondents said No, the work has not been implemented according to the plan.

6.3 Hypothesis Testing

HYPOTHESIS 1: The various aspects of BRGF has been successful in all the areas where it is implemented

To check the above hypothesis, first variable is various activities under BRGF as construction, education, job, electricity, mining, motor mechanics, electrical, carpenter, plumber, painter, JCB repairing, welding and security guard and second variable is areas where the work is implemented successfully under BRGF. Data was collected regarding the success of BRGF under which work was implemented. For that purpose gram panchayat, beneficiary, bank manager, auditor and block development officer participated.

After that ANOVA test was fitted to check the above hypothesis.

ANOVA					
BRGF Implementation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.667	9	2.630	20.481	.000
Within Groups	24.395	856	.128		
Total	48.062	865			

Table 6.16: ANOVA analysis between the various aspects of BRGF has been successful in all the areas and where it is implemented

According to the table 6.16, p value is .000 which is statistically significant as p 0.05, hence, it is inferred that the various aspects of BRGF has been successful in all the areas where it is implemented.

HYPOTHESIS 2 : Unfulfilled task under BRGF maybe because of no submission of a report and improper billing
Regression analysis was conducted to check the above hypothesis. The interpretation of the regression analysis is based on the standardized coefficient beta and R square (R²) which provide evidence whether the independent variable and dependent variables have a relationship or not.

Regression analysis was fitted between unfulfilled task under BRGF and submission of a report along with improper billing. Data was collected regarding the unfulfilled task under BRGF. For that purpose, gram panchayat, beneficiary, bank manager, auditor and block development officer was participated.

Table 6.17: Model summary on unfulfilled task under BRGF maybe because of no submission of a report and improper billing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367 ^a	.135	.130	.33948
a. Predictors: (Constant), Unfulfilled task of BRGF				

Table 6.18: ANOVA analysis between unfulfilled task under BRGF maybe because of no submission of a report and improper billing

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.556	9	3.556	30.851	.000 ^b
	Residual	22.819	856	.115		
	Total	26.375	865			
a. Dependent Variable: Report issue						
b. Predictors: (Constant), Unfulfilled task under BRGF						

Table 6.19: Regression analysis between unfulfilled task under BRGF maybe because of no submission of a report and improper billing

Coefficients							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	1.489	.106		14.034	.000	
	Task under BRGF	.332	.060	.367	5.554	.000	supported
a. Dependent Variable: Report issue							

The analysis shows that submission of report and proper billing fulfilled task under BRGF is statistically significant as Beta = 0.367, p 0.05. Therefore, some task under BRGF remains unfulfilled because of no submission of a report and improper billing.

HYPOTHESIS 3 : Distribution of funds under BRGF is as per the needs and requirements of support seekers.

To check the above hypothesis, first variables is distribution of funds under BRGF and second variable is needs and requirements of support seekers. Data was collected regarding the distribution of funds under BRGF as per the needs and requirements of support seekers. For that purpose, primary data was collected from gram panchayat, beneficiary, bank manager, auditor and block development officer regarding the needs and requirements of support seekers. Secondary data was collected regarding the distribution of funds under BRGF. After that ANOVA test was fitted to check the above hypothesis.

Table 6.20: ANOVA analysis between distribution of Funds under BRGF as per the needs and requirements of support seekers

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.097	1	4.097	22.569	.000 ^b
	Residual	28.678	864	.182		
	Total	32.775	865			
a. Dependent Variable: Needs and requirements of support seekers						
b. Predictors: (Constant), Distribution of Funds under BRGF						

According to the table 6.20, p value is .000 which is statistically significant as p 0.05, hence, it is inferred that distribution of funds under BRGF as per the needs and requirements of support seekers.

HYPOTHESIS 4: Billing under BRGF was found to be fraudulent as it was very easy to get fund under the BRGF Scheme.

To check the above hypothesis, first variable is billing fraud under BRGF and second variable is easy to get fund under

the BRGF Scheme. Data was collected regarding the same. For that purpose, primary data was collected from gram panchayat, beneficiary, bank manager, auditor and block development officer. After that ANOVA test was fitted to check the above hypothesis.

Table 6.21: ANOVA analysis of Billing under BRGF was found to be fraudulent as it was very easy to get fund under the BRGF Scheme

ANOVA					
BRGF Fund					
	Sum of Squares	df	Mean Square	F	Sig
Between Groups	86.772	6	14.462	22.039	.000
Within Groups	126.648	859	.656		
Total	213.420	865			

According to the table 6.21, p value is .000 which is statistically significant as $p < 0.05$, hence, it is inferred billing under BRGF was found to be fraudulent as it was very easy to get fund under the BRGF Scheme.

7. Findings and Conclusion

The performance of the survey in Chhattisgarh and district BRGF. Highpoints and the key gaps as well as issues that hamper the GPs accurate operational to progress efficient components in a system of decentralized governance. Some issues as well as gaps are lack of education, weak leadership, lack of motivation, lack of the responsibilities understanding; inefficient funding process, gram-sabha not effectively functioning, corruption, unnecessary administration as part of the proper system of decentralized, insignificant participation of grassroots, along with women and minorities, low levels of development of socio-economics, illiteracy as well as poverty.

Therefore, these states have required capacity building and great room for improved panchayats in the BRGF districts. Weak leaders, delay in funding, lack of responsibilities of the elected representatives as well as, lack of training, poverty, overindulging officials, excessive political interference in BRGF districts, illiteracy as well as negligible involvement of female are the major problems which require instant focus in order to empower the Gram Panchayats.

Study reveals that the there are gaps in each domain of economy, social justice, society as well as polity. Fill the gaps with abilities of entitlement this is aim of the citizens,

empowerment, and freedom of choice and values of democracy. We have a plan to exploit and remove hunger, illiteracy as well as malnutrition. Approaches by us is built on convergence as well as synergy. Convergence between programmes and synergy between civil society as well as state.

In the district, BRGF is planned for addressing the prevailing critical gaps (Backward Regions Grant Fund). With the support of BRGF, we will change the poverty landscape of our district by planning of grassroots. The discussions are based on some key expectations as well as knowledge, which is based on background review of the development of the literature on the district and particular state of the Chhattisgarh Report of Development. It is found that in development is mostly due to the insufficient/poor availability or accessibility of the number of aspects like convergence, connectivity, effective service delivery mechanisms, resource-based knowledge as well as asset and synergy which in turn leads to minor levels of facility delivery of governance.

However, there is actual system of Panchayati Raj Institutions in the districts with a substantial basket of schemes, resources as well as programmes. Participation of the Gram Sabha is under the lowest level which also leads to poor marginalized social groups as well as women participation. So it is a genuine as well as real felt requirement that implementation of the programmes must be well plant and effectively managed.

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Imperatives of Digital Literacy for a 21st Century Citizenry

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ABSTRACT

The Internet has become an indispensable part of our lives. We cannot imagine a world without digital technology. Technology use has become not only a complementary tool to our daily communication but a primary means to carry out our day today activities right from basic things like speaking and sending messages to more sophisticated activity like raising funds for a social cause. This new phenomenon is practiced and mastered by youngsters of today more than in any other era. However, when we look around, we can see that mostly the technological side is given emphasis while totally ignoring the cognitive part. Bridging that gap between the technological skill and a critical analysis of the information found on the Internet is the focus of this paper. A digitally literate person navigates through the ever-changing digital landscape with a sense of judgment in accessing and utilizing any piece of information found on the Internet today. It requires the person to be efficient technically and at the same time includes some of the most important issues of cognitive authority, privacy and creativity, responsible and ethical usage of Internet, among others.

Keywords: Computer, IT or ICT literacy, Technological Literacy, Digital Literacy, Information Literacy, Media literacy, Communication Literacy and Visual literacy

1. Introduction

The idea of literacy evolved from signing one's own name to reading and writing, and today it is transitioning to a different level accommodating the digital era. Young people today spend more time on the smart phone and other digital devices than they ever did in the past. Searching for information on the Internet for knowledge purpose, completing assignments, using social media to connect with friends and acquaintances, watching videos, creating messages and sharing and interacting online are some of the most common activities among the young people of today. Google and YouTube are today more preferred in seeking information or viewing almost any topic of interest. Online shopping and making use of online services like banking, salons and booking film tickets to travel have become more popular than ever before, and both government and private services have become increasingly internet based. The traditional meaning and definition of literacy therefore no longer sustains the overall idea of literacy. It demands a new definition and meaning which goes beyond just reading and writing and accommodates the ever-advancing digital platform of the 21st century.

An observation on these digital practices reveals that most of these students are knowledgeable regarding how to use these digital devices and often have no knowledge or very little understanding about how to use these digital devices appropriately with the right digital etiquettes. It is quite evident that the primary focus has always been on learning the technology itself and no time is spent on discussing or understanding the appropriate use of it.

A digitally literate person is someone who does not accept any information on face value but makes an informed decision about the sources and the kind of information easily available. This goes beyond the normal skill of how to operate a digital device. It involves a critical thinking part which differentiates a digitally literate person from a digitally illiterate person. Apart from being mindful of the internet ethics, a digitally literate person also ensures online safety and most importantly, responsible use and re-use of information from any sources. A person who lacks digital literacy hinders the idea of a capable student, an empowered employee and a responsible citizen of the country.

It is not right to say that digital literacy is a better

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replacement of the traditional meaning or definition of literacy. Rather, it only adds to the actual meaning of literacy in the new era when the traditional paper has been replaced with digital platforms. Digital literacy enables a person to communicate and learn through several means.

Digital literacy has two sides – being comfortable and competent to use and explore a digital device and the other side which involves the ability to critically analyse information accessed digitally.

2. Definition of Digital Literacy

Although the concept of digital literacy was first introduced by Paul Gilster in his book "Digital Literacy", there is no proper consensus regarding one single definition. Digital literacy has its origin from other concepts like computer or IT literacy, information literacy and other such related literacies. This also often leads to confusion since there are several inter-related definitions.

In 1997, Gilster first coined the term "digital literacy" in his book by the same name. He defined digital literacy as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers". Gilster tries to define digital literacy 11 times ranging from digital literacy as 'the ability to access networked computer resources and use them,' to it being 'partly about awareness of other people and our expanded ability to contact them to discuss issues and get help'. However, the most cited definition of Gilster among other scholars is that digital literacy is about '*mastering ideas, not keystrokes*'. This particular definition stresses on the point that digital literacy goes beyond the mastering of the technical side and is more about the mastering of ideas.

Gilster's definition of digital literacy was introduced even before any of the popular trends of today made its name like Instagram, Facebook, YouTube or Snapchat. But even in the absence of such popular sites, his definition and early emphasis was always beyond the technical expertise and was much more about the critical analysis part.

The initial definition given by Gilster and his contemporaries has changed, evolved and expanded over the years. Today a participatory culture has taken over which requires an internet user to express, interact, share and engage. These activities of engagements are far beyond what Gilster could have ever envisioned. This expansion of the definition has taken place to accommodate the present complex and ever-changing and unpredictable digital norms and practices.

Mackey and Jacobson (2011) are of the opinion that digital literacy involves critical thinking. A range of digital

literacy conceptions were also explored by Martin and Madigan (2006) and how these concepts are sustained by different groups and communities.

Today the digital landscape is changing fast. An internet user cannot isolate oneself from participating in a public forum or social media. He or she is compelled to be an active participant in the digital world. In such a scenario, being digitally literate is the only way to navigate safely and sensibly.

3. Literacies of the Digital

Digital Literacy is not an independent concept. It has its origin and link to other kinds of literacies, which were already popular during the pre-digital period. Some of these different types of literacies have been listed below:

- 3.1 Computer, IT or ICT literacy originated in the late 1960s. Since then, it has passed through three major phases - the *Mastery* phase (up to the mid-1980s), the *Application* phase (mid-1980s to late-1990s) and the *Reflective* phase (late-1990s on). The *Mastery* phase was such a phase in which the computer was seen to be a powerful and mysterious tool and skills were acquired to master it. This phase was followed by the *Application* phase which involved coming up with user friendly interfaces for mass usage instead of seeing it as a mysterious invention. The final phase which started from the mid-90s and called as *Reflective* phase moved from the initial stages of mastering computer skills and mass usage and transitioned to a phase in which it was realised that Information Technology can be used for designing student-centric pedagogies and such other future learning strategies.
- 3.2 Technological literacy is another type of literacy which appeared in the 1970s. This type of literacy was a result of two factors. The first one was that technological development can have adverse effects on the environment and humanity. The other factor was the fear that avoiding technological advancement can hinder the workforce in UK and USA. These two factors were contradictory to each other. While one encouraged technological advancement, the other factor discouraged it because of growing concerns.
- 3.3 Information literacy came into the picture since the late 1980s in the US. Its focus was mainly on student-centric learning. This concept gained a huge popularity with the heightened perception that the World Wide Web had infinite amount of knowledge and it was an urgent need to fully master this literacy.

The main focus of this kind of literacy lies in the fact that information literacy is a pre-requisite to effectively participate in the information society.

- 3.4 *Media literacy is very similar to the concept of information literacy. While information literacy is focused on how information is accessed and the assessment of the received information, media literacy is more focused on the characteristics of different genres of media and how the content or messages are created and interpreted. Here a lot of emphasis is put on the nature of the sender and receiver in order to analyse and understand the meaning of the message and its content.*
- 3.5 *Visual literacy is specially connected to art. This concept emerged out of criticism of art and its education. When this concept made its emergence, it was basically concerned with how the artists and designers used different ways and techniques to visually communicate. It was concerned with perception and how it's connected to art. It also aimed to develop visually literate designers and eventually focused on visual aspects of culture. Visual literacy was concerned with the visual meaning and interpretation of visual images, which is a powerful tool for communication.*
- 3.6 *Communication literacy advocates the significance of communication as a means of social interaction, whether it has been mediated face to face or through a digital platform. Communication literacy also tries to emphasise that since a digital communication is the absence of face to face communication, the user of the digital medium should be even more aware regarding the nature and implications of the medium. Theorists who advocated Communication literacy also understood the role and significance of the digital platform in shaping the framework of understanding literacy.*

If we look at the different kinds of literacies outlined above, it is quite evident that most of these literacies overlap in its definition and meaning. It is also clear that most of them have originated from the same concerns and need of the society. Therefore, the definitions are almost identical except in the direction or focus because of which it originated. If we try to analyse the origin and meaning, we can see a clear transition from skill-based to application-based to finally matters of critical analysis and reflection. It also, in larger spectrum, concerns itself with a student-centric approach, which was not the initial focus.

4. Need for Digital Literacy

Although today information is available at our fingertips, in order to understand what legitimate or dubious and which information can be ethically reused, digital literacy becomes one of the most important skills to be possessed.

While the technical part is commonly taught, the critical analysis, understanding and distinguishing between an authentic and non-authentic source are still very rarely understood by the internet users of today. One very critical area is judging the information and the source that it comes from.

Digital literacy is one of the most important skills to be possessed today since it empowers the internet user to not only be a student who can discern authentic sources from non-authentic ones but also shapes one to be a responsible citizen of the society.

Although the internet is full of different types of information, all that information is not authentic. There are thousands of misinformation and misleading sources which are also available to exploit a person in different ways. Therefore, questioning the information and its sources is the first step towards digital literacy. It teaches one to not accept any information on face value, rather critically analyse and ethically re-use whether for the purpose of education or any other practical usages. At the end of the day, being digitally literate definitely helps one to navigate through thousands of sources of information comfortably and at the same time trains one to judge the sources and keep one safe on the web.

It is therefore imperative to learn and understand how to critically evaluate information found online. Online users who are skeptical about the information or sources are more likely to find information that are accurate, unbiased and credible and less likely to fall for online frauds, phishing and other such online traps.

If a student is taught how to critically analyse information found online, in the long run, that same student can play an important role to be a responsible citizen of the society and bring changes as an active citizenry. Ignoring this important skill at the beginning can hamper the overall growth and development of an individual in this digitalised era.

5. Conclusion

When Paul Gilster wrote about digital literacy, the digital world did not develop in such a great intensity. Digital literacy, a term coined way back in 1997, continues to defy a clear definition in part due to the fast-changing social

and technical reality. Glistler wrote about digital literacy before *Google*, *Facebook* or *YouTube*; yet, these online tools and their associated practices – online inquiry, social networking, e-learning – are integral to the way we think about living, learning and working in our digital society. Digital literacy provides the framework to teach the user appropriate ways to interpret the constant influx of information.

The future of this present digital era looks quite unpredictable since the digital landscape is constantly changing to accommodate newer technological advancement. Youngsters of today use digital screens for most part of their day either for education or leisure. It is used not only for accessing and retrieving information from the internet but also for creation of messages that can be sent or forwarded to people and as a result influence how people think or act. Therefore, it is even more important to be digitally literate to face the unknown and unpredictable digital future. Accessing, analyzing and evaluating media are essential skills, and will only become more imperative in a world that is making the shift towards increasingly prevalent and sophisticated technological automation.

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Role of Nonviolent Communication in our Daily Life

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ABSTRACT

At a time when societies across the world are facing problems at different levels like societal, individual, etc, there is an emergent need of understanding an alternative approach of communication that will help in avoiding the illusion of separation and ill-feeling. There is a strong need of introspection, right from the intra-personal communication level to the mass communication level. Careful analysis is needed to understand how both verbal and non-verbal communication affects our emotions, cultural backgrounds, our ego, feelings of hegemony and superiority, difference of feelings etc. Therefore, we need to understand an alternative approach of communication process that destresses us and provides us with a peaceful state of mind. This article will delve on the different dimensions of nonviolent communication which is likely to help users integrate it as a daily habit and practice.

Keywords: Nonviolence, Communication, Compassion, Gratitude

1 Introduction:

We cannot survive without food. Whatever we are consuming is either healing or poisoning us. Human-being has a notion that nourishment only takes place through the intake of food through mouth, but the consumption through eyes, ears, and nose also nourishes. The conversation going on and around us and those in which we participate is also food. At every moment of our life we are communicating. This communication is with self, with family, relatives, friends, strangers and many more. It can be both verbal and non-verbal. Whether we are involved in any activity or are inactive, whether we are silent or speaking, everything has a message and these can influence not only us but others. In most cases, the others are expected to respond to these messages and hence they too are communicating. Therefore, it is imperative to quote Lord Buddha that "Words have the power to both destroy and heal. When the words are both true and kind, they can change the world." Vietnamese Zen Master Thich Nhat Hnah (2013) on a similar note echoed, "When we say something that nourishes us and uplifts the people around us, we are feeding love and compassion. When we speak and act in a way that causes tension and anger, we are nourishing violence and suffering."

From early morning breakfast to the dinner table we are bombarded with stories of deaths, suicides, murders, kidnapping. Almost everyday newspapers and television

channels report about women and children being sexually assaulted and men being brutally killed. Similarly, there are many instances of fake news, disinformation, hate speeches, memes, trolls flooded in the social media with least amount of compassion. Hnah (2013) further echoed, "We often ingest toxic communication from those around us and from what we watch and read...We ingest communication that makes us feel bad or insecure about ourselves or judgmental and superior to others. We can think about our communication in terms of nourishment and compassion."

For most of us, communication is a simple act which happens naturally. If we start looking at our communication process, we will realize the wide range of factors that come into play when we interact right from the level of intrapersonal communication to mass communication. Careful analysis will reveal how during verbal or nonverbal communications our emotions, cultural background, beliefs and ideas all come into play. Further, it also involves how we speak, our tone and voice, volume, pace with which we speak, what we are thinking of the others, with whom we are involved in conversation and what do we want from our conversation and discussion. Our ego, feelings of hegemony and superiority, differences with others, our own life conditions and many other reasons could be reasons on why we indulge in unhealthy communication. Therefore, we need to be involved in a communication process that nourishes and de-stresses us

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and is more mindful and nonviolent in its approach. Therefore this article deals with the concept of nonviolent communication and its utilization in our day to day life.

2. Essence of Nonviolent Communication:

Nonviolent communication (NVC) is often synonymous with compassionate communication. The concept is contains nothing new and all that has been integrated into NVC has been known for centuries with the idea that language and communication skills strengthen our ability to remain human.

Daisaku Ikeda (2007), a contemporary peace scholar, gave three principles and guidelines for communication: (1) exchange among civilizations as a source of value creation; (2) a spirit of open dialogue; and (3) the creation of a culture of peace through education, which are essential parameters for nonviolent communication. According to Hnah (2003), speaking and listening with compassion are essential practices of nonviolent communication. Mindful communication means being aware of what we are saying and to use conscious, loving speech. It also means deep listening to the other person to hear what is being said.

Many people find it difficult to communicate effectively because they have so much frustration and anger built up inside. Even when we come to another person with sincere goodwill and the intension to listen, if we are unable to use calm and loving speech there is no hope that the other person will hear us and understand what we are trying to say. We may intend to use calm and loving speech but when we often start speaking; our pain, despair and fear emerge. In spite of our best intentions, we start to blame complain and judge harshly. Our speech begins to reverberate with the kind of energy that turns people against us because they cannot bear to hear what we are saying. When this happens we need to learn or re-learn how to communicate. In Buddhism, there are four bodhisattva guidelines for right speech. These include a) Tell the truth. Don't tell lie or turn the truth upside down, b) Don't exaggerate, c) Be consistent, d) Use peaceful language.

Mahatma Gandhi's strict adherence to the principles of truth and nonviolence in all his actions, his speech, his writings or his movements form an important guiding post for the practice of nonviolent communication. In his autobiography, Gandhi (1927) mentions if one does not practice non-violence in one's personal relations with others, and hopes to use it in bigger affairs, one is vastly mistaken. Nonviolence like charity must begin at home. But if it is necessary for the individual to be trained in non-violence, it is even more necessary for the nation to be

trained likewise. One cannot be nonviolent in one's own circle and violent outside it. Or else, one is not truly nonviolent even in one's own circle; often the non-violence is only in appearance. It is only when you meet with resistance, as for instance, when a thief or a murderer appears, that your non-violence is put on its trial.

In Harijan, he wrote My writing cannot be poisonous, they must be free from anger, for it is my special religious conviction that we cannot truly attain our goal by promoting ill will... There cannot be room for untruth in my writings, because it is my unshakable belief that there is no religion other than truth. My writings cannot but be free from hatred towards any individual because it is my firm belief that it is love that sustains earth.

According to Bode (1995), the Gandhian approach to nonviolent communication includes: a) nonviolent speech and action, b) maintenance of relationships and enrichment of personhood, c) openness and d) flexibility. For Gandhi, the goal of communication was to build and maintain human relationships and personhood. Gandhi's insistence on nonviolence recognized the importance of others, valued humanity and appreciated the importance of human relationships and personhood. Gandhi's nonviolent communication theory included the valuing of personhood throughout the world, but he also stressed the importance of individual relationships and friendships. Openness was manifested in Gandhi's rhetoric and is a characteristic of his nonviolent communication theory. For Gandhi, openness included communication practices such as free speech and press, public discussions and direct negotiation.

Using Gandhi's approach to nonviolence, one of the prominent practitioners of nonviolent communication, Marshall Rosenberg (2015) explains Nonviolent Communication is founded on language and communication skills that strengthen our ability to remain human, ever under trying conditions. It guides us in reframing how we express ourselves and hear others. Instead of habitual, automatic reactions, our words become conscious responses based firmly on awareness of what we are perceiving, feeling and wanting. We are led to express ourselves with honesty and clarity, while simultaneously paying others a respectful and empathetic attention. In any exchange, we come to hear our own deeper needs and those of others. It trains us to observe carefully and to be able to specify behaviors and conditions that are affecting us. We learn to identify and clearly articulate what we are concretely wanting in any given situation. The form is simple, yet powerful and transformative. Although Rosenberg (2015) refers it as "a process of communication" or a "language of

compassion," but again he added NVC is more than a process or a language.

According to Ellen W. Gorsevki (2014), Nonviolent communication(NVC) can be defined as a spoken, written, or nonverbal means of conveying and receiving information, for instance by sight or touch, the goal of developing and sustaining healthy and productive relationships.

On the importance of nonviolent communication, Senior Gandhian Natwar Thakkar pointed out that "To me nonviolent communication literacy would mean how our communication efforts should be nonviolent; how our ability and capacity to communicate not only with ourselves but with our family and society be nonviolent in all aspects and overall how the entire process of communication whether between individuals, groups, communities and the world at large should be nonviolent in nature. This would entail deep understanding of the art and science of nonviolence and its centrality in all our daily actions. It's not just verbal and nonverbal communication, nonviolent communication literacy would also include whether our thoughts and ideas are nonviolent or not. This would also mean how we can rid of our preconceived notions of individuals or groups with whom we want to communicate and stop evaluating them to suit our own ideas. More than often we are attuned to think in terms of moralistic judgments which may be our own constructions. By developing deep understanding of the art and science of nonviolence and integrating it in our communication practices we could get over with biased and moralistic judgments; this in turn could contribute to emotional bridge building."

3. Learning the elements of nonviolent communication:

Marshall Rosenberg (2015) in his book *Nonviolent Communication: A Language of Life*, discuss the benefits of using it in all aspects of our lives. He says Nonviolent Communication helps us to connect with each other and ourselves in a way that allows our natural compassion to flourish. It guides us to reframe the way we express ourselves and listen to others by focusing our consciousness on four areas: what we are observing, feeling and needing and what we are requesting to enrich our lives.

Nonviolent communication fosters deep listening, respect and empathy and engenders a mutual desire to give from the heart. Some people use nonviolent communication to respond compassionately to themselves, some to create greater depth in their personal relationships and still others

to build effective relationships at work or in the political arena. It is in this backdrop, Kundu (2019) enlisted some of the key elements of nonviolent communication.

- i. Lack of violence in the way we communicate with others through both verbal and nonverbal communication.
- ii. Learn to communicate with ourselves and self-introspect. We can practice nonviolent communication by observing our inner self and deeply listening to our self-talk. Self-awareness and being present when we communicate are important attributes to practice.
- iii. Use of appropriate and positive words and languages can solve most of the problems. Inappropriate use of language and words can contribute to conflicts while use of nonviolent expressions can help in resolution of conflicts. We are attuned to being evaluative when we communicate. Even the mass media is evaluative in nature. In nonviolent communication we should avoid evaluative language.
- iv. Avoidance of stereotypes in communication efforts is an important component of nonviolent communication. More than often we fall into the trap of stereotyping individuals without understanding their points objectively. We stereotype individuals on the basis of their race, ethnicity, religion, gender, caste, disabilities and many other criteria. We generally make our responses on the basis of the stereotypes which we construct. This may cause unhealthy communication.
- v. Avoiding being judgemental is another component of nonviolent communication.
- vi. Avoid evaluative language: Nonviolent communication is based on language skills that bring forward our inherent compassion. In nonviolent communication, we should avoid evaluative language.
- vii. Avoid being aggressive: An important element of nonviolent communication is even in situations of personal criticisms: we should avoid being aggressive. More than often, in situations when we start facing criticisms, we lose our cool and end up using words that can be termed as aggressive. Through regular practice of nonviolent communication, we will start using non-aggressive language that will hurt no others.
- viii. Encouraging mutual respect among all is an important ingredient of nonviolent communication. Most of the problems that we face due to breakdown

in communication can be resolved when we start respecting each other.

- ix. Empathy: In nonviolent communication, factors such as empathetic listening, mutual toleration and expressing honestly are very important.
- x. Compassion: A basic premise of nonviolent communication is all human beings are capable of being compassionate. When we reach out to others with compassion we can expect others to be compassionate with us.
- xi. Connecting with needs of others: An important aspect of nonviolent communication is caring for the needs of others. It is critical to look at the other person's views from the 'needs' level.
- xii. Flexibility in communication is important in order to practice nonviolent communication.
- xiii. Practicing active listening skills is critical for nonviolent communication. Conscious attempts need to be made to sincerely listen to others. In our daily lives, we can easily feel when the other person is listening to us with sincerity and is engaging. We can easily understand that the other person is present. It gives us the space for conversation and even if there are differences of views. It keeps the door open for further engagement.
- xiv. Expressing gratitude: We must practice to express gratitude to whatever we have and whatever anyone does for us. This is an important ingredient of nonviolent communication and it makes us more aware.

4. Conclusion

The world is hungering for peace where we find conflicts and differences becoming daily occurrences in our lives. Therefore, practicing nonviolent communication offers the right nourishment needed to handle the conflicts and avoid stressful conditions. This will help in avoiding illusion of separation and ill-feelings. Use of nonviolent communication will act as a balm and help healing wounds of hatred and mistrust. Practicing nonviolent communication will help us be patient and handle our anger constructively and to channelize our anger constructively to avoid stress.

While underscoring the two keys to compassionate communication, Hanh (2013) underscores that we communicate to be understood and to understand others. If we are talking and no one is listening, we are not communicating effectively. There are two keys to effective and true communication. The first is deep listening and the second is loving speech. Deep listening and loving speech

are the best instruments I know for establishing and restoring communication with others and relieving suffering. He further stressed on the word 'Right Speech', because right speech conveys our insight, our understanding and our compassion. By practicing right speech we feel wonderful in our bodies and minds and the one who listens to us also feels wonderful. It's possible for us to use right speech, the speech of compassion, tolerance, and forgiveness, several times a day. Rosenberg (2005) further points out the applicability of nonviolent communication in our daily life that can bring these changes a) within ourselves, b) in people whose behavior is not in harmony with our values, c) in the structures within which we're living. Therefore learning new communication skills is exciting and energizes the learner. The more we practice, the faster we learn the new language and acquire the skills of nonviolent communication which can help us to realize the greater difference in making our connection to others.

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Different Aspects of Media Ethics for Making Sound Moral Decisions in Media Profession

Dr. Sushil Kumar Rai

ABSTRACT

Media ethics is usually considered as a set of principles, moral disciplines or articulated code for journalists and media professionals to keep them on the right track so that they perform their role and responsibilities well. It also helps and guides them to produce value-based news items and different contents to media, public and society. Media ethics, as a behavioral approach to assessing and understanding media performance, is premised upon a complex set of ideas drawing on philosophical principles and psychological theories of moral development. It is contextual understanding of the ethical issues being discussed including societal culture and values and organizational norms. The paper analyses the concept of media ethics with special reference to the Indian media. It is a fact that with the development of technology and the advent of the Internet the standard ethical practices are facing continuous challenge. This paper discusses different aspects and dimensions of media ethics, quality determinants for media accountability, professional standards in journalism and various issues in the ethical conduct of media.

Keywords: Traditional Media, Media ethics, democracy, Utilitarian ethics, Deontology, Social responsibility, Journalistic standards, Citizen Media.

1. Introduction

The media has assumed and reinforced its important role providing a legitimate reflection of public interest and opinion. Since Edmund Burke's famous remarks made in the House of Commons in England in recognition of the important contributions the press made, the place and position of the media in society as the fourth estate. It acts as a check on abuses of power both by government and professionals. Media acts as the defender of public by safeguarding them against excesses of the public officials. Since many hundred years, press has been serving different roles, from a servant of the state, as the protector of liberty against the government, as the voice of common people, whistle blower and many more.

Media has connected the people with day to day happenings and important activities. Information is now flowing fast to the people through various media like print, electronic and new media. The media are known to be playing an effective role not only in informing but also in influencing their thinking and shaping their attributes. In other words, we can say that media has a very significant impact on our society. It has become an indispensable feature of human activity. It can bring about radical

changes and improve social situation as it influences our socio-economic, cultural and political activities.

It is rightly said that media use is an index of development. As social beings, humans are sustained by mutual interactions, exchange of ideas, information and views with the fellow beings. Illiteracy, which is nothing, but absence of education and information is a stumbling block for any aspect of development-social, economic, political, cultural and even spiritual. Media has become the harbinger of development through the removal of these roadblocks and the provision of information and knowledge.

In a democratic country like India, the ultimate power lies with the people. But a democratic society needs vigilant and informed people who can see through the gimmicks of political parties and politicians. Media creates such valuable citizens. Besides, media has done much good to society by exposing various scams, scandals, frauds, embezzlements and many other cases of corruption leading to initiation of enquiries and other processes of prosecution against the perpetrators of these crimes. History is witnessing that press has been instrumental in putting an end to atrocities and bringing the downfall of

ruthless dictators, politicians and executives. Thus, media has big power to influence the whole system, authority and society. It is working as a 'watch dog' and 'public guardian' who shows how much media has become responsible and up to what level. In present scenario there is no need to say, the media has tremendous power and impact on society. The public is gradually being dependent on media for each information and justice. So, in this situation, for the sake of responsibility, accountability and credible guardianship, media must have important code of ethics through which media functioning can be regulated in proper way otherwise misuse of media power can destroy the harmony of society and function against public interest.

2. Media Ethics and its Different Aspects

Media has always been a very effective tool to influence the minds of public and society and now a day it has become more powerful by using information technology and extending its existing sphere. It has the capability to help and harm the society physically and psychologically in many ways. If media is misused, then it can be very dangerous to every system and everyone. This is the reason that ethical principles and guidelines are extremely important to keep the professional and practices on the right track. It also ensures the quality of work and quality of profession.

Basically, media ethics refers to making sound moral decision in journalistic work which finds its place in societal moral it. George Rodman says that Media ethics, more than being a kind of technology, it deals with the nature of human beings. It is a systematic study of general principles of right or wrong behavior. It implies the application of moral principles to issues concerning the society. Media ethics assist media workers in determining what is right and choosing the best from several alternatives. Ethics sets the guidelines, rules, norms, codes and principles to lead journalists and other media workers to make moral decisions. The word 'ethics' is basically originated from the Greek word 'ethos' that means character. The subject of ethics has been debated by philosophers, for centuries. It is said that some 2500 years ago, Greek philosophers had divided their work into three broad segments; Aesthetics- the study of beauty; epistemology- the study of knowledge; and ethics –the study of choices between good and evil, truth and false, virtue and vice. So, ethics is a subject that seeks to use rational and systematic principles, values and norms to determine what is good or bad, correct or incorrect right or wrong, as far as human actions are concerned. In the same way, media ethics or journalism

ethics is a branch of philosophy concerned with actions that are morally permissible and those that are not. Media assist media workers in determining what is right, and how to choose the best from several alternatives. Ethics constitutes a normative science of conduct and must therefore, be applied voluntarily.

3. Media Ethics Theories

There are so many ethical theories but there is an abundance of theories which are frequently employed to determine correct media behavior: consequentialism and deontology. In consequential ethics is the acceptability of an action is measured in terms of its consequences - only after consequences have been noted is the rightness or wrongness determined, meaning the ethical value (the goodness or the badness) of an action should be measured or judged on the consequences. It focuses only on the outcome of an action without regard for the means, that is, how the consequences came about. While deontological ethics is when the rightness or wrongness of an action is dependent on the action itself and not on the results or consequences it produces. The Utilitarian ethics considers the well-being of society at large and greatest number. The utilitarian approaches encourage responsible and thoughtful behavior.

Normative ethics is concerned with what people and institutions ought to do and how they should conduct themselves. Media workers are part of society and therefore, function within the parameters set by the expectations prevalent in a society at a particular time. Apart from society, the government of the country also informs expectations of what the media ought to do. Consequently, a nation's media, more than any other kind of institution is shaped by the prevailing political power.

In Authoritarian theory, the press was a very powerful tool, and those in power used it to convey only information they wanted the public to have. According to this theory, the rulers control the press and reserve the right to license publications and censor content. The emphasis here is on the control of the press to ensure the promotion of the interests of those in power. According to this theory; media is expected: (i). Not to undermine the interests of the vested power. (ii). Not to contravene the prevailing moral and political values because deviation could lead to censorship, formulation of stricter laws if the media contravene regulations. (iii). License is provided on conditions that must be adhered to as well as criminal charges against the media that criticize the authority.

In Social Responsibility Theory, media ethics focus evidently on self-control. Due to development of media, policy makers had to ensure that media optimally contributed to the democratic process, while simultaneously providing the envisaged social benefits to media users. Apart from ensuring press freedom, social theory had to make provision for obligations of the media. These obligations led to formulation of the social responsibility theory. In terms of this theory the media should: (i). Accept responsibilities towards society including setting professional standards for supply of information i.e. truth, accuracy, objectivity, privacy and balance of their reporting. (ii). Avoid publishing information that could lead to violence or social disruption. (iii). Expect societal intervention if the media fail to meet professional standards. (iv). reflect a diversity of content to ensure public access to a variety of viewpoints, and their right to react to these viewpoints.

4. Journalism Ethics and Standards

The ethics of journalism is one of the most well-defined media ethics. Sometimes Journalistic ethics tends to dominate media ethics as follows: News manipulation - News can manipulate and be manipulated. Governments and corporations may attempt to manipulate news media; governments, for example, by censorship, and corporations by share ownership. The methods of manipulation are subtle and many. Manipulation may be voluntary or involuntary. Those being manipulated may not be aware of this.

Truth- Truth may conflict with many other values. Public interest- Revelation of military secrets and other sensitive government information may be contrary to the public interest, even if it is true. The definition of public interest is hard. Privacy- Salacious details of the lives of public figures is a central content element in many media. Publication is not necessarily justified simply because the information is true. Privacy is also a right, and one which conflicts with free speech. Fantasy- Fantasy is an element of entertainment, which is a legitimate goal of media content. Journalism may mix fantasy and truth, with resulting ethical dilemmas. Taste- Photojournalists who cover war and disasters confront situations which may shock the sensitivities of their audiences. For example, human remains are rarely screened. The ethical issue is how far one risk shocking an audience's sensitivities in order to correctly should and fully report the truth. Conflict with the law- Journalistic ethics may conflict with the law over issues such as the protection of confidential news. There is also

the question of the extent to which it is ethically acceptable to break the law in order to obtain news. For example, undercover reporters may be engaging in deception, trespass and similar torts and crimes.

5. Entertainment Media and Ethical Issues

The depiction of violence, sex and uses of strong and absurd language are easily visible in entertainment media. Ethical guidelines and legislation in this area are common and many media (e.g. film, computer games) are subject to ratings systems and supervision by agencies. An extensive guide to international systems of enforcement can be found under motion picture rating system. In the context of product placement, an increasingly common marketing tactic is the placement of products in entertainment media. The producers of such media may be paid high sums to display branded products. The practice is controversial and largely unregulated.

Both advertising and entertainment media make heavy use of stereotypes. Stereotypes may negatively affect people's perceptions of themselves or promote socially undesirable behavior. Art is about the questioning of our values. Normative ethics is often about the enforcement and protection of our values. In media ethics, these two sides come into conflict. In the name of art, media may deliberately attempt to break away from existing norms and shock the audience. The extent to which this is acceptable is always a hotbed of ethical controversy.

6. Media Ethics and the Law

Like ethics the law seeks to balance competing aims. In most countries there are laws preventing the media from doing or saying certain things when this would unduly breach another person's rights? For instance, slander and libel are forms of defamation, a tort. Slander occurs when a person's good name is unfairly slurred. Libel is concerned with attacks on reputation through writing. A major area of conflict is between the public's "right to know", or freedom of the press, and individual's right to privacy. This clash often occurs regarding reporting into the private lives of public figures. There are restrictions in most countries on the publication of obscene material, particularly where it depicts nudity, desecration of religious objects or symbols (blasphemy), violence or sexual crime.

7. Media Ethics and Media Economics

Media ethics also deals with the relationship of media and media economics where things such as deregulation of media, concentration of media ownership, FCC

regulations in the US, media trade unions and labor issues, and other such worldwide regulating bodies, citizen media (low power FM, community radio) have ethical implications.

8. Media Ethics and Inter-cultural Aspects

If values differ at inter-cultural level, the issue is the extent to which behavior should be modified in the light of the values of specific cultures. Two examples of controversy from the field of media ethics: (i). Google's self-censorship in China. (ii). The Jyllands-Posten Muhammad cartoons controversy in Denmark, and subsequently worldwide. There are some similarities and differences between media ethics and other fields of applied ethics. Privacy and honesty are issues extensively covered in medical ethical literature, as is the principle of harm-avoidance. The trade-offs between economic goals and social values have been covered extensively in business ethics (as well as medical and environmental ethics). The issues of freedom of speech and aesthetic values (taste) are primarily at home in media ethics. However, several other issues distinguish media ethics as a field in its own right.

A theoretical issue peculiar to media ethics is the identity of the observer and observed. The press is one of the primary guardians in a democratic society of many of the freedoms, rights and duties discussed by other fields of applied ethics. In media ethics the ethical obligations of the guardians themselves comes more strongly into the foreground. Who guards the guardians? This question also arises in the field of legal ethics. A further self-preferentiality in media ethics is the questioning of its own values. Meta-issues can become identical with the subject matter of media ethics. This is most strongly seen when artistic elements are considered. Benetton advertisements and Turner prize candidates are both examples of ethically questionable media uses which question their own questioner.

Another characteristic of media ethics is the disparate nature of its goals. Ethical dilemmas emerge when goals conflict. The goals of media usage diverge sharply. Expressed in a consequential manner, media usage may be subject to pressures to maximize economic profits, entertainment value, information provision, the upholding of democratic freedoms, the development of art and culture, fame and vanity.

9. Conclusion

Though, media is also suffering from some pitfalls; growing consumerism and materialism have adversely

impacted our media. The partisan attitude, sectarian outlook and biased individualism in some sections of media are a testimony that media too is susceptible to harmful influences. Often, in fierce rivalries, ethics of journalism are thrown out of the window to settle old scores. Running after opportunistic gains is another malady our media suffers from. The incidents are against the ethics of media. Deliberately creating sensational stuff to attract with reality- is another tactic that media must avoid. Media has great responsibility and power. In this regard Gandhi said: 'The press is great power, but just as an unchained torrent of water submerges the whole countryside and devastates crops, even so an uncontrolled pen serves but to destroy. If the control from without, it proves more poisonous than want of control. It can be profitable only when exercised from within.' Therefore, media has very important and specific role in the society. To fulfill the role of 'watchdog' and 'public guardian', media must have certain ethics and standards like accuracy, truthfulness, objectivity, fairness, sobriety, decency and confidentiality and these conducts cannot be avoided at any level of functioning at any cost.

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Meta Strategies of Communication

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1. Introduction

Life is an endless process of discovery and re-discovery. This includes, man's rediscovery of himself which is always in the process and never acquires a fulfillment. Creation Cocktail itself is a master-trope of language, culture, sensibility and understanding. It has Puranic layers of meaning within meanings, structure within structures which endlessly go on destroying and recreating themselves. Human body is an imposition of upon the human soul, however, natural it might be. The moment of dissolution of the universe carries a gap with in itself that tries to fulfill its creative creation by creating another world.

Sancari Bhavaas Bharat would say is basic to all of us but its realization in terms of degree and capacity is always a matter of difference. The five elements of nature constitute themselves in variety of ways and under the overall scheme of the things the constitution is not exactly adequate to the original intention. This is what has created bricolagea rapture within thinking and expression, and stillness and soon Communication always involves a certain process of empathy. Empathy is possible because all created objects are structured by the five elements. The empty space refers to the poem is the canvas, in the backdrop of which we have the enacted roles and languages that makes us understand each other. The emptiness must be felt by all of us as human beings; it must generate a sense of anxiety which in turn shall generate the need to communicate and understand each other. Emptiness also implies dissolution of differences which block communication at all levels. The point of Destiny in the poem found the destiny of being. The destiny is not intended here in the sense of fortune or astrology. It implies the existential character of the created world. Bindu is the potential source of thinking, becoming and being the basic seed-syllable of universe. Having established emptiness and Bindu as characters which are in the form of unmanifested universe, in its own rights, the poem introduces a character in flash and blood a woman who is the earth the material source of all manifest forms of production. However, the earth as woman is not satisfied with herself; therefore, she is trying to be a mother. The earth as woman represents all working-class people who are engaged in production but are deprived of their rights to manage its marketing. The earth as woman also represents alienation, segregation, disintegration, while the concept of mother is accommodative, inclusive and circulatory in each other. The basic agenda of the poem is

between these two poles; the earth as woman and the earth as mother. The issue is that of such communication between the two that the earth as woman becomes the earth as mother. This also implies that the sender and receiver are to be united at some level of the understanding or the other if communication has to take place ever the simile has to become a metaphor.

2. Dynamics of the Circulatory Power of Communications

The content and the form of communication are issues of vital importance. The Bindu has generated Ram, Krishna, Buddha, Jesus among others who are the extremist point of the highest kind of idealism high mimetic of North-Thorpé-Fry. All human societies have some ideal or the other to attain too; in other words, all the forms of low mimeticism have got to transform themselves into high mimeticism. The process can begin in either of the ways from below or above. The Hindu theory of the incarnation of God is a tremendous marvel of communication. God incarnated as fish, bore the earth sustain itself upon the head of a snake. The dynamics of the circulatory power of communications can be more evident than this in the Indian tradition to reach the poem makes repeated references.

Beginning with the low mimetic which also has immanated from the Bindu and therefore has the power of the transformation implanted within it, the road to high mimeticism is wide open. The same potential power manifest itself in poet mystic of the Indian medieval era all of whom belong to the low caste but who carried the sublime (grand style) in high mimetic within themselves (Kabir, Raidas, Dadu, Tukaram, Chaitnya Maha Prabhua among others). The conceptual framework of role's actor which Krishna Himself in acted points to another form of communication and transformation. Krishna has given the concept of Lila which is a displacement of self interest in other that others might benefit. The basic meta strategy of communication is the loss of self interest in favour of the continuity of work that will benefit others.

3. Discourse of Creation

The very idea of the Cocktail implies a mixture of discourses from different social groups. Creation is happening every moment just as discourses are being created every moment. It is on going activity. The idea is that in a

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colonizer, colonized relationship, the colonized is looked down upon disintegrated, segregated because the colonizer has his own self-interest to flourish. In the context of poem, the fragmented section of human society, cannot say that they do not want to be sublime; sublime is not an option, it is a necessity the essential character of the Bindu. The modes of irony, satire, humor, pathos to which low mimetic be long, become integrated into the modes of analogical and anagogic imagination. It is the one which is circulated into the many because it was originally the one who had become many. The Sancari Bhava cannot function better than this. The charge of linguistic imperialism can be sustained because the cocktail is all in compassing and is mend for every body to share.

The numerological symbolism in the poemtries to establish that communication is transgeneric, trans worldly, transcontinental, trans zonal, interpenetrating the manifest and unmanifest both. Five is the sense remote machine that we call the human body; seven symbolizes the seven lokas above the earth and the seven below it; nine symbolizes the nine holes of the human body, the nine folded lotus es as it is called the Rigveda. The circulation of communication at all the se levels is not possible unless the primary epistemological source (God, Hero, or Social Leader) is able to mystically assimilate the variety with in himself as Bindu. The Bindu is then on- entity; only in that capacity can assimilate others. Therefore, all executives, heads of states, scholars, teachers, social and political eaders have to renounce everything in the favor of the community of which they are claiming to be are presentative.

The Pra-Bindu is beyond binary the invisible source of all visible creation, the unmoved mover of the universe as Aristotle called it, the still center of a perpetually rotating world as T.S. Eliot said or the constant as Hennery Bergson called it. This meta source of all forms of origination is a super magnet which assimilates as well as emanates anything imaginable. However, there are other centers too, local, regional and zonal. These centers are situated at various levels of existence in the periphery, which is outer space, apparently appearing to be full but in realty being empty. Because of their distance from the Pra- Bindu which is a meta-center, these local centers develop various degrees of relationship as the lose touch with their own point of origination. Hence, the need for development of a diversity of discourses which, in term, require a cocktail to be an inter-moven as the story of a women who is all the time trying to be a mother. The tactical variety is dependent upon forms of structuration, which takes shape on the basis of economic, social and the religious interests of

society.

All societies the world over witness struggle between the powerful and the powerless, the hegemonic and the marginalized and so on. Therefore, the endlessness of struggle for position and power through outhistory.

4. Conclusion

Creation Cocktail is a Mandela Poem and Mandela is always rotative. As are sult, the high and low shall continue to inter change their position in relation to a space which has remained always empty. It is not really the cyclicity involved here, it is movement at all levels of existence where nature is delivering its justice to each individual, each community and each nation. So, in the end everybody has to passthrough an experience of gainand loss-which shall level all the distinction. All local centers indue course of time shall merge into the meta center while the meta center shall unleash new centers of distance and variations, differential degrees and uncommon velocities. Creation Cocktail there fore, except the low mimetic as the fact of human existence which has the power to become a high mimetic based on its regenerative capacities.

In the western tradition the God has confused the speech of man at the Tower of Babel. In the Indian tradition, silence is the better mode of communication because it evokes telepathic responses. The loss of communication is an effect of the original loss of the communication with man and God at the Garden of Eden. Creation Cocktail believes in Trans bodily communication which is available only when the language barriers are abolished. This is only for the good of man because its language carries differences and moreso, makes them known to man. Because this situation is not going to arrive and because conception shall never become expression. Creation hast of ail endlessly. Pralaya (dissolution) is another symbol of the same failure. For communication to take place, in any genuine sense of the term, we must bring a meta-religion which judiciously distribute centers of power and has a willing capability to bind them together.

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