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Role of Social Networking and Collaboration In Education: A Reflection

Eram Aziz
Asst. Prof.
Institute of Vocational Studies
eramaziz1980@gmail.com

A B S T R A C T

Today's world is a global village. Sharing of information and ideas has become easy, at the click of the button. With the integration of ICT in education, the learners have been empowered to receive as well as share their knowledge to a wide array of people. So in this technologically driven society it has become our responsibilities to be providing world class education which could be accessible to everyone and everywhere. One of the tools used in ICT is the use of social networking sites for collaboration to enhance the participatory culture in education. Use of various apps such as facebook and twitter, to collaborate and connect with experts, releasing the work of students from the classroom to the world, using micro blogging sites as a forum to share content, creating online discussion communities are some of the techniques to use to educate the learners. The present paper is a reflection on the increasing importance of the student's participation with the use of social networking platforms integration with the learning programmes.

Keywords: social networking, collaboration, teaching learning

INTRODUCTION

The presence of social media in education is growing vigorously. The world has become a global village and information sharing is the need of the hour. But still the use of social media in academics is considered to be the harmful in academics by some people and therefore not promoted. However looking into the relative potentials and importance of social media, the problem of internet usage can be turned into an opportunity for effective education.

Importance of Social Networking in Teaching Learning

Social Networking sites such as Face book, LinkedIn and Twitter are used by almost everyone. Social media facilitates collaboration, networking, sharing and knowledge and content generation, and all of

these features are of great value in the context of higher education. Social media plays an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education.

Social networking platforms in education for collaboration

Educators are expanding their internet usage for knowledge sharing. Facebook pages, twitter accounts, various blog sites and You Tube channels are the examples where you can see professors doing excel in their stream. Social media does not aim to replace traditional learning. Instead of just using a white board and power point presentation for a lecture, interactive materials can come from online videos, photos, blogs, interactive dialogue can also come from discussion boards, online forums, virtual meetings and recorded text messaging transcripts on social media sites. Social media also transforms the role of the educator from being a content provider to a content interpreter of a skill developer. The learning environment has become more agile, with students being able to give feedback and exchange knowledge. Social networking sites have come to play an important role in developing a person's communication skills. These sites give ample scope to the users to create and edit their profiles, indulge chatting and video chatting, write blogs, etc. the users of such sites can get to learn themselves through 'trial and error method' how to upload photos, create photo albums, delete unwanted snaps, download any data, control privacy setting, shares files, etc.

Impact of social networking on teaching learning

Undoubtedly, these sites have become an effective strategy for improving one's communication as well as technical skills. Social Media for Teaching and Learning Originated in the world of social networking, the social media has already been integrated into an informal education system for decades; i.e. teleconference and distance e learning before it has evolved into a more sophisticated system, e-learning. There is also controversy of using new social media such as face book or web chat. It is time to re-consider the roles of social media used for education, since it will be or isnow unavoidably integrated into our daily lives. Online learning seems to get connected to the learners through the social medias on the internet. E- learning covers both electronic media used on the campus and off the campus. The content of these educational tools are purposefully crafted as instructional media, and in most cases, evaluation is needed to fulfill the course assignment. Social media tools are tools that allow for social interaction and easy creation of content by users examples of popular social media tools are Twitter, Face book, Bloggers, word press and printers. Content and information's are

everywhere, not just in text books. Social media can be an effective tool for teaching and learning, it can help connect students and faculties build professional networks that connect them to communities beyond the classroom. (LBC) Collaboration Generation Literally, this is the collaboration age. We can all connect instantly across time zones and oceans. Previously impossible partner ships now produce starting innovations. And the four walls of your class room no longer limit our student's reach. To thrive in this always on community, students and teachers must become agilelearners , creators and collaborators their success and our country future depend on it. Welcome to the Collaborative Age , where ever the youngest among us are on the tapping into what are without questions of the most transformative connecting technologies the world has ever seen.. The work we create and publish is assessed by the value it brings to the people who read it reply to it, and remix it. Much of what our students learn from us is unlearned once they leave us, paper is not the best way to share with our works, facts and truths are constantly changing and working together is becoming the norm, not the exception. The collaboration age is about learning with a decidedly different group of "other" people whom we may not know and may never meet, but who share. Out passion and interests and are willing to unrest in exploring them together. It's about being able to form safe, effective networks and communities around these explorations, trust and be trusted in the process, and contribute to the conversations and co-relations that grow from them. It's about working together to create our own curricula a texts and classrooms built around deep inquiry into the redefining questions of the group it's about solving problems together and sharing knowledge. We've gained with wide audience. Social media is a connector. Now- a- days students are getting connected through their thin walls project, in which they connect almost daily through blogs, wikis, Skype, instant messaging more than learning'content, the emphasis of these projects is on using the web's social networking tools to teach global collaboration and communication, allowing the students to create their own networks in the process. In fact we must also expand our ability to think critically about the deluge of information now being produced by millions of amateur authors without traditions editors and researchers as gate keeps. in fact, we need to rely on trust members of our personal network to help shift through the sea of stuff locating and sharing with us the most relevant, interesting, useful bits and we have to work together to organize it all, as long-held taxonomies of knowledge give way to highly personalized information environment. To somehow we are creating learning partners. Fortunately, social tools like wikis, blogs, and social- bookmarking sites make working with others across time and space easier than it's ever been. They are indeed "weapons of mass collaboration." Teachers are playing the role of a facilitator more than an information giver. By collaborating with our students and seeking out their knowledge, and giving them additional tools for their tools one can only imagine what our students will be able to accomplish. Students need to be offered opportunities that allow them to explore the global community, and communicate with others from around the world. Research suggests that almost 80% young people

have a profile on a social networking site such as face book, twitter, I pads, smart phones, and tabs into the learning university. Now Social Media is an integral part of many young people lives. Because it has discovered their talents. The students who are good at programming are getting their names; the students who are good in music get their videos out and shared leading them to their dreams. And a lot of students are able to freely share their issues and collect various suggestions from their online friends. Technology generally is making a fundamental change in the way that teachers interact with their classes. Research also points to teachers welcoming YouTube, face book, twitter, tabs, I Pads' and smart phones into the learning environment. Social media as a teaching tool has a natural collaborative element. Students critique and comment on each other's assignments work in terms to create. Content and can easily access each other at the teacher with discussion social media in education Social media education is needed now more than ever. Social media have important sharing and peer-support element what can be immingle valuable to young people. They allow for information discussions, seeking information, sharing resources and community building, all on one familiar device.

CONCLUSION

Put simply, social networking is a way for one person to meet up with other people on the Net. Social media has bombarded the 21 s t century generations of Internet users, making it a very prominent means of communications dissemination, particularly among students at the higher level of education. Consequently, academic activities in institutions and faculties can be increasingly carried out through social networks, such as Face book, Twitter, and Linked In These are essentially used in order to connect with current and potential students and to deliver instructional content (Ainin, Naqshbandi, Mogavvemi, & Jaafar, 2015). Questions arise about the impact of social media on academic performance and the possibility of using it as an effective pedagogical tool to improve academic performance of students. Moreover, social networking includes other paraphernalia for social exchange such as e-mail, intranet, blogs, videoconferencing, photo discussing, wikis, and virtual mobile phone industries (Eyrich, 2008).Even UNESCO, in its policy document, supported the potential of social media in this regard (Kommers, 2011) and recommended classroom experimentation with it to highlight its strengths and weaknesses. Social media does not merely allow knowledge transfer but it also facilitates students' collaborative learning to creating understanding among students, discussion with peers, lecturers, Increase knowledge sharing, and improve research students skills Social media facilitates collaboration, contributes to the relationship development among students, and provides instantaneous opportunities for curricula dissemination and enhancement that is external to the actual classroom (Fewkes & McCabe, 2012; Junco et al., 2012; Top, 2012). Using social media in school related activities, such as discussions, enables students' subject

discussion and content interaction. Lecturers and supervisors using social media should be able to play an active role in collaboration with students. This is because it is their responsibility to promote student's creativity, assess activities, and explain misunderstanding arising from the content area and knowledge creation in order to sustain the learning environment integrity Lecturers and supervisors desirous of using social media in their academic courses for the promotion of student learning have to be prepared to support students in their learning, and to play a significant role in facilitating a collaborative learning community social media enables the extension of the learning environment because only a part of learning takes place in classes (Chen & Bryer, 2012;Friesen & Lowe, 2012; Wodzicki, Schwämmlein, & Moskaliuk, 2012; Al-rahmi et al., 2015a). Therefore, it is crucial for educators to determine the effective methods that can assist in integrating social media into classes (Fewkes & McCabe, 2012). They can make use of social media to boost students' creativity and exploration of curricula content (Frye et al., 2010; Lamb & Johnson, 2010].

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Interaction Between Industry and Academia Is A Need of Hour: Special Reference To College of Applied Science (CAS), Sultanate of Oman

Abhishek K. Singh

Asst. Professor,
Ministry of Higher Education, Oman Consultant, Journalism and Mass Communication,
Indira Gandhi National Open University (IGNOU)

A B S T R A C T

In the era of communication technology, circulating knowledge through technology becomes need of the hour. Therefore, it's become mandatory for the whole education system must be change their teaching and learning process to attuned their voice according the time to maintain global competitiveness. Any academic system cannot be matching their leg with the time until Industry and academia not go on hand to hand. The same conditions are also applied for Omani education system. This study considers major aspects of interaction between industry and academics, as we are living in the world where we need more and more industrial exposure to develop practical reflection of theoretical parameters. So many researchers proved that in their research, conventional education system is good in some extend to develop deep information and knowledge about particular subject. However it's also need a kind of introspection time to time for the betterment of the any education system. Since, structure of education is entirely revolutionized and a lot of new subjects have been taken place in the market. Thus, the pattern of education system demands to relook itself for the enhancement of the future of the country, especially the country like Oman.

In this paper the researcher has tried to analyze the need of industrial interaction in teaching and learning process. This study also tried to show how curricula of CAS can be designed in more effective manner to fulfill the present demand of market and to make learning process more job oriented by mixing the traditional trends of teaching and modern complexities of learning with practical orientation. The research methodology adopted to identify the major aspects of interaction between industry and academics in Oman has been based on consulting and imperial research.

Keywords: *College of Applied Science (CAS), Oman Industry and Work based learning.*

INTRODUCTION

The interaction between academics and industry means making academics more practical and training based and interactive, using accessibility and scalable modern techniques. Academics uses industrial based technologies to turn education into needs are primarily oriented towards problem solving, with support required in the areas of practice, process improvement and modern need performance, etc. This

industry segment may also need academic interactions in college curriculum where the traditional teachinginteractive dialogues[1]. In modern pedagogy exists but now it need theacademics, utilization of this new approach in which industrial support can be given side by side with traditional lecture is believed to be a driving force in defining the future of any education system. Definitely he proactive approach of such facility, which has resulted in very fast growth for the student enrolments in the professional courses like communication, IBA, and design in the developing countries like Oman. It reveals a different quality of technical and professional education in the present scenario in Oman. [2]

Industry Needs and Expectations Industry's based interest lies in targeted development. Large scale industry has the capacity to invest in modern technology development process. Academic interactions may be required in technological modification aimed at technology application and training. In the case of industry, the practical orientation as now learning is a process to yield it. The need of modern commercialized market where company need a kind employee, who focused on the developmental activity and growth for the company. Thus the class room teaching- learning process is also carried out in such a way that students must interact with industry with the academia. In this case, we can say that it is an approach to develop the attitude of problem solving and enhancement in terms of quantity and quality in the students.

Academia Aspirations

For academicians, the main focus of interest is to that accepted an intellectual challenges. In the modern world of globalization, where an institution expect 100% job oriented result than their task as academia become very difficult to cop up the demand according market requirement. Therefore, as appliedcollege faculty associate ministry expect a kind of teaching and learning performance which provide 100% result in job market. This all new changed approach job based mindset of the education is due to the Technology development initiative which means understanding of a concept and alternative methodologies. Academic value are now changed because the autonomy of the individual students and there is a strong preference for working towards creation of concepts in specialized businesses which will provide the foundation that will underpin Oman's development and its integration in the global economy. (CUTEC 2007)

Vision

The Oman Colleges of Applied Sciences will play a vital role in taking Oman forward in the world as a modernized nation, through their contribution to applied sciences and to the advancement of civilization in a knowledge society consistent with the Omani cultural values. (CUTEC 2007)

domains.[3] Typically, academic This study aims to find the interactioninterest in the multi dimensionality of a questions which heads to a tendency to explore a different options to arrive at an answer.

The main purpose of this study is to understand how deeply our course content design to fulfill the expectation of ministry of higher education and their mission and vision whatever they have made during the set up CAS, colleges in Oman. If we are going to see the mission and vision of CAS, college, Oman and initial aim and objective of the college than we find that interaction between industry and academia was the prime motive to provide education to CAS colleges students. Its mission, vision and objective are as under:

Mission

Our responsibilities are the transfer and creation of current knowledge through cooperation, practical orientation and intensive collaboration with our students, communities and between industry and information and knowledge affects on academics, co- curriculum life and the social life of the students. In the today's world of globalization and commercialization it is very essential to look on the demand of modern practice oriented education, and for this it is very needful to modify the traditional education methodology. Today we all understand the need of commercial market in which industrial interaction means a lot for the students and job provider as well. This new concept of Interaction between industry and academics has shed light on the changes in educational strategies and policies, aimed at fostering collaboration between colleges and industry. This occurs in the wider references of policy of government and educational institutional developments facilitating a closer interaction between of academics and industry. It is commonly assumed that academia andindustry interactions is chiefly about generating students as per the modern demand of industry. Simultaneously, existing research has emphasized that academics interaction with industry using a wider spectrum of market oriented education system with more practical orientation.

A close reading of the literature suggests that academics interaction with firms for a multiplicity of reasons. In this paper, researchers provide a systematic criterion of academics different motives. We then explore whether the observed diversity in terms of interaction modes is not covered by different rationales. This allows us to analyze what role market based efforts and 'academic planning play for motivating interaction with industry. We raise this question in the light of evidence highlighting that the need of industry interaction in our academic plan for more job oriented education.[6]

The paper is structured as follows. Drawing on the existing literature on interaction between industry and academics, we discuss different rationales for academics to interaction with industry. Researchers also consider the relationship between the logics and different forms and channels of interaction with industry, ranging from informal interaction, joint research to consulting and patenting. In this research we analyzed the response given on three levels of respondents regarding what they think on our modern way of education system which is oriented towards industrial exposure as:

❑ Pass out Students who are well placed in industry

❑ Teachers of different department of the CAS colleges.

❑ The Industry, who generally recruiting CAS colleges students.

We then apply our considerations to survey data collected from students, academics (CAS) and industry of Oman based organizations than present our findings and conclude with a discussion.

Apart from that, as far as the past study on same topic is concerns, Interaction with industry constitutes discretionary nature for academics. Scholar research work into the individual determinants of the academics' nature with respect to interacting with industry has some conflicting views as to what factors are essential. Some research has assumption that such approaches of modern education play a crucial role. For instance, growing views claims that the role of academics is gradually changing. And now the students and also educational institution are more oriented towards the job oriented programs. And for such program we defiantly need better industrial interactive approach as the present market and job industries are commercialized in nature and now industry also want well trained staff. Besides, Dasgupta and David's(1994) also suggested that, "scientists work in academia also find out the conclusion that if students get early exposure in industry during study, it would be very easy for them to adjust in the industry.

Further he elaborated that early exposure means more changes to absorb in good organization with better salary package."[7]

Other scholars also find that research considerations form the primary motive for academics to interact with the industry. According to these assumptions, interaction is primarily driven by academia desire to advance their own research agenda. Thus, interaction with industry might be informed by the desire to secure them in terms of work based learning pedagogy for graduate students, access natural laboratory equipment, and test practical applications. [8]

Objective

The new concepts of education in the present time of LPG (liberalization, privatization and globalization) has changed the approach of teaching and learning in the college education as in the developing countries like Oman, it is very important to analyze the modern way and its lacunas. In the present job based education it is very crucial to provide education as per the need and demands of the market. This study seek to understand how the demand of market is changing and what is the need modern way of education and overall is the time come to modify the curriculum of CAS colleges and make it more market and job oriented.

The main objectives of this study are as follows:

To interface with the organization that they (the students).where would like to apply
Get all the information before applying with any organization as to understand the work environment
Learn additional practical skills that would be useful in the industry
Improve their Language and computer skills

Research Design

In this paper the researchers has tried to analyze the need of industrial interaction in teaching and learning process. This study also tried to show how curricula of CAS can be designed in more effective manner to fulfill the present demand of market and to make learning process more job oriented by mixing the traditional trends of teaching and modern complexities of learning with practical orientation. The research methodology adopted to identify the major aspects of interaction between industry and academics in Oman has been based on consulting and imperial research.

CONCLUSION

Though the data collected are basically derived three level of institution i.e. the well paced students in industry (pass out students), teachers of CAS colleges and the industry managements, all the responses gathered by research methodology of survey, Apart from that we gathered addition a l information at both the individual and the institutional level from external (secondary) sources. This was introduced in the evaluation of the reply given by the pass out studentswhich allowed us in particular to analyze the need of market oriented teaching methodology. There is some variation across disciplines with some notable differences between the professional programme, on the one hand, the technical streams like

engineering and information technology on the other. There are almost no statistical differences in terms of the proportion of researchers assessing a certain item as important across professional programme like Communication IBA and Design.

In this study, Researchers considered the average number of incentive items which are very essential for this study. The result came out of this research states that, almost 70% of the samples includes teacher of the program students who are well placed in organizations and management of the companies are agree on the introduction of news industrial based learning pedagogy.

Finally, the research can be concluded that the data collected through questionnaire, every respondent in the research sample states that the need of interaction with academics is very innovative approach and it must be included in the curriculum of the professional course of the CAS institutions. An increasing number of demand of trained staff in the market clearly indicate that academics also need to change especially in the country like Oman as Oman is the growing market of middle east countries and many big multinationals company wanted to grow and introduce their business in the Oman. Thus, It is a need of an hour that Education should also start using the practical based educational lecture means industrial visit, internship and other wok based teaching learning in pedagogy of the curriculums. Compulsions of a global market are bound to force industry in general to look afresh at their R&D efforts. This process must be guided by a complete paradigm shift from a simple capital intensive *trading* set up to a technology driven entrepreneurial one. Industry could set up research consortia with a view to encouraging research driven technology development either in- house or in collaboration with the academia. Simultaneously, if the academia could tilt the focus of basic research towards application as well, interaction with industry would receive further impetus. Research initiatives involving industry personnel through academic program with flexible formats could serve as the first step in this direction.

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Depiction of Adivasis In Bahubali And Magadheera: A Study On The Creation/ Shaping of Public Opinion By Mainstream Cinema

Subhajit Paul

Assistant Professor,
Department of Journalism, Lovely Professional University, Phagwara, Punjab.
subhaajit20paul@gmail.com

A B S T R A C T

Film as a medium plays a very important role in the creation/ shaping of public opinion. Normative ideas, attitudes, or expectations concerning people are used to make judgments about them, establishing specific imagery about entities - thereby creating stereotypes in the minds of people (Schweinitz, 2006 as in Schleussner, 2011).

The employs Roland Bathes' Studium and Punctum to study specific frames from the films Bahubali and Magadheera in order to outline the creation and consolidation of the stereotypical depiction of indigenous people/ Adivasis in contemporary Indian cinema. This study also attempts to outline the influence of contemporary Indian cinema in the Manufacture of Consent (Chomsky, 1994) with special reference to indigenous people/ Adivasis and their way of life.

INTRODUCTION

Whether you talk about the Bicycle Thief (Vittorio De Sica, 1948) or you talk about Parched (Leena Yadav, 2016), films have been used time and again to depict the state of our society. Yet, films have also been used to create images that have left long lasting impressions on the minds of people. For instance, the Star Wars series left such a lasting impression that people in certain nations started declaring their official religion as Jedi-ism. Likewise, films have also time and again been instrument a lines tablishing stereotypes.

Talking about contemporary Hollywood cinema, whether it is the idea that a man's worth is determined by his wallet or the image of Italian-Americans being mobsters is very much an evidence of the use of film to establish stereotype. The Normative ideas, attitudes, or expectations concerning people which are used to make judgments about certain entities, establishing specific imagery about them - enhance stereotypical identities in the minds of people (Schweinitz, 2006 as in Schleussner, 2011).

This paper tries to study the stereotypical images of Adivasis, as they are depicted in Indian Cinema. The films selected for the same are Rajamouli's Magadheera and Bahubali–two contemporary blockbuster films that have both Hindu Sanskrit entities as well as Adivasi cultural entities.

Statement of Problem

Indian mainstream cinema has time and again been attributed to creating stereotypes. Be it the image of the 'Madrasi' in Parosan or the irritating Bengali in Piku. It has also contributed to establishing a stereotype image of the Adivasi community in the minds of the masses. The depiction of the Adivasi community as primitive in mainstream Indian cinema is not only synonymous to the idea that the British colonizers have ingrained in us but it also, yet again manufactures consent. This could lead to further subjugation of this minority community and thereby become a premise for more conflict of the Naxal origin.

Need for the Study

The study of the depiction of Adivasis in mainstream Indian Cinema is extremely important in order to understand how film as a medium is used to shape the opinion about certain entities in the minds of the masses.

Since the Adivasis are a subjugated and are a minority community, the study will further enable us to understand how the Power Elite (Mills, 1956) are using Film, as a medium to create consentor in other words Manufacturing Consent (Chomsky, 1986).

Chapter 2: Review of Literature 2.1'Adivasis' and Indian Cinema
The term aborigine or tribe has its origins in the British Colonial rule of India. They carried negative connotation slike relative backwardness a n d supposed primitivism (Bose, 1984). The term 'Adivasi' is generally associated with the tribes of central and eastern India and not the north-eastern part of the country. Historically, the tribes of north east India have had less Hindu influence, and summarily not suffered as much displacement due to development projects as compared to the indigenous people of mainland India.

The history of Adivasis in Indian cinema starts with Nagin (1954), where Vyjayanthimala Bali and Pradeep Kumar are portrayed as snakecharmers. It is set in the forest, clearly establishing the stereotype of savagery and primitive culture.

Later, again in the 70's film Yeh Gulistan Hamara, Sharmila Tagore plays a girl from the Ao tribe of Nagaland. Dev Anand arrives as an engineer from mainland India to construct a bridge. They fall in love. Loyalties change. Tagore's allegiance shifts from her local tribal chieftain to the Indian nation. The storyline further consolidates the proposition that indigenous people are depicted as individuals with lack of loyalty and patriotic intentions for the Indian state. This, in fact is contrary to the literature available on the freedom struggle movements of the indigenous people lead by the likes of Birsa Munda, which find no mention in mainstream media discourse.

Adivasis have had little or no representation in mainstream Bollywood cinema. In fact in a recent survey conducted by The Hindu, there were only 6 backward caste heroes in nearly 300 films released over 2013 and 2014. Under such circumstances, it is only right to assume that the Adivasi community is rather subjugated and not misrepresented by the mainstream Indian media and film industry – associat in gonly stereotypical roles with the respective community.

Stereotypical depiction of the Adivasis and the Manufacture of Consent

The various media are a tool at the hands of the power elite who use it to create or shape opinion (Mills, 1956). The continuous bombardment of a particular message either through semiotic indications or direct messaging manufactures consent about an entity (Chomsky, 1986). Likewise, the continuous depiction of Adivasis in a particular way creates/ shapes certain opinion about them in the minds of the masses.

Film is a very powerful medium and the continuous depiction of indigenous people establishes a very stereotypical discourse about them and their way of life. As discussed, films in the past have done it and the contemporary Indian cinema is still doing it.

Theoretical Framework: Roland Barthes's Camera Lucidia

Ronald Barthes's Camera Lucida associates studium as a kind of education (civility, politeness) that establishes an identity of the photographer/ cinematographer and allows his discovery. Studium is an element in the photograph that creates interest in the photographic image/ cinematographic frame. The intention of the photographer/ cinematographer is revealed but the masses only experience this intention in reverse as spectators. The photographer/cinematographer present his idea in the photograph/ frame – having already had the thought process and then composing the frame but the masses simply see the photograph/ frame and the take the opposite way to interpret the intention behind it.
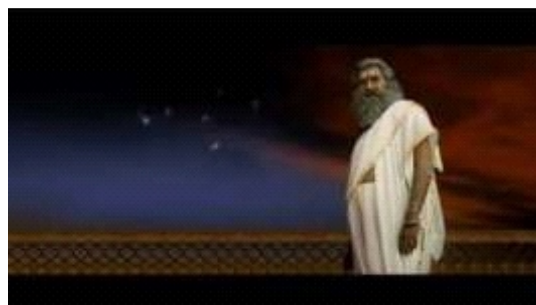
Punctum is something so absurd or extraordinary that it stands out at the viewer from within a photograph/ frame. Although it does exist alongside the studium but has a tendency to disrupt it, creating an element that rises out from the scene. It is the extraordinary and rare detail that attracts the spectator to the frame.

Chapter 3: Data Analysis and Discussion

Case Study 1: Magadheera Part of the story is set in 1609 AD, where Kala Bhairava, a valiant warrior, is the personal body guard of and is in love with Mitravinda, a princess. Unfortunately, though circumstances lead to their death. 400 years later, the warrior is reincarnated as a motorcycle stuntman named Harsha.

Like in any fiction, he brushes his hands with a girl and sparks fly as he is reminded of his past life. Indu, the reincarnation of Mitravinda is unaware of her past life and therefore keeps Harsha at a distance at first but later on falls for him. However, just as the two begin to know each other better, a sinister force from the past comes back to haunt their present. As is Rajamouli's style, the film follows a non-linear narrative.

Following are certain stills from the film which are analyzed using Barthes's Studium and Punctum.

Studium	Punctum
The stunning frame shows a Hindu priest who is upright. Here the intention of the Cinematographer/ Director is to introduce us to a fair and tough spiritual guru who is on the good side. The white clothing, which is a cultural symbol for purity further. consolidates this idea.	The stars in the background are disrupting the image creating a sense that something extraordinary is going to take place. The red color in the sky further adds to this idea.

Studium	Punctum
This frame shows the Hindu priest with the king. The intention of the cinematographer/ director is to establish the Hindu priest is someone in power who is powerful enough to advise the king.	*The mis-en-scene of this particular scene is that of a palace and points to the kind of life that the priest leads*

Studium	Punctum
In contrast to the Hindu priest, this evil priest is shown worshipping an unknown God – associated with black magic	The mis en scene clearly shows us that this evil priest is living in the middle of the forest – pointing to an Adivasi origin.

Studium	Punctum
This frame shows the evil priest attacking the hero. The cinematographer/ director are still trying to show us that the respective character is of evil nature.	The weapon that is used to attack the hero is of primitive origin and generally associated with Adivasis.

Case Study 2: Bahubali

Bahubali is essentially a tale of two cousins in the Kingdom of Mahishmati, India. While Balla and his cousin Baahubali fight for the throne, there is a conspiracy that leads to a disruption in the story. Shivudu, later played by Prabhas grows amongst the tribes but given his wanderlust travels to the distant lands above the waterfalls and fall in love with the beautiful Tamanna, the tribal warrior girl and eventually helps her rescue Devasena a prisoner of King Balla. He eventually learns that Devasena the prisoner is his mother and King Bahubali, his father, from the slave commander, chief Katappa. Katappa narrates the story of the epic battle by the brothers Balla and Baahubali against the cruel king, who attacks the Mahishmati Kingdom and in this battle Baahubali is crowned as the king by Sivagami as she thinks he is worthier to the throne. Later Katappa also confesses that he was the one who killed Bahubali.

Following are certain frames from the film and their subsequent analysis.

Chapter 4: Conclusion

Judging by the filmography used in Magadheera and Bahubali, it is clearly evident that there are traces of prejudice against the indigenous communities of India. While Magadheera shows an evil priest who calls himself 'Aghora' (Aghori is a term associated with worshippers of Lord Shiva whose practices are a little extreme as they are known to engage in scavenging practices) and engages in black magic – the

mis en scene clearlyestablishes him as an Adivasi who lives in a secluded location in the forest. He lives in a cave which is another take- away. The use of the primitive weapon to immobilize the hero is another indication of the same. This is very different from the royal priest who is in white and has a different body language and gait altogether.

Talking about Bahubali, it's the black color on the face of the challenger, his utter disregard for hygiene, a peculiar language that he uses to converse and the clothing he wears clearly point to his Adivasi origins.

These two case studies clearly point to the existent prejudice with reference to the depiction of Adivasis in mainstream Indian cinema. The idea of primitivism and savagery still holds true as an idea in the minds of the director and as such is reflected in the film. This will further strengthen the image that masses have on the looks and the way of life of an Adivasi. If such is the case the hegemonic idea of Adivasi primitivism will only grow. There is a need for mainstream Indian cinema to come up with more storylines that have an Adivasi in the lead role.

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The Innovative Use of Traditional Media, And Its Grappling With Modern Media

Meenakshi and Nikita
Assistant Professors
mt6458@gmail.com, jainnikitajain11@gmail.com

A B S T R A C T

Traditional media refer to the conventional mode of mass communication such as folk media, street theatre; puppetry, etc., in contrast with traditional media modern media includes modern modes of communication such as TV, cinema and most recent and successful, Internet. Internet is not only posing a great threat to the traditional media, but the rest of the modern media modes also. This paper focuses on the traditional and modern media and how can traditional media survive in the age of the Internet.

INTRODUCTION

India is a developing country .Even today one can find villages where there is no proper electricity. People in such places might not be able to view television or access the internet. Similarly illiterate people will not be able to read newspapers or magazines. However, this does not mean they that do not communicate. They have also developed different ways of communication depending upon the local language and culture and that medium of communication is known as traditional form of media. These forms represent the conurned people by giving a glimpse of their style, speech, music, dance, dress, behaviour, etc. Traditional tools of communication are developed from the beliefs, customs, and rituals practised by the people. These are very old and deep-rooted. Traditional media thus represents a form of communication employing vocal, verbal, musical and visual folk art forms, transmitted to a society or group of societies from one generation to another. They are indigenous modes and have served the society as tools/medium of communication for ages.

A traditional medium come in differentforms and is known by different names in different regions of the country. For instance, in Andhra Pradesh, 'Janapadam' indicates a village and 'Janapadulu' means villagers. The folk art forms of villages, on the whole are known as 'Janapada Kalalu'. Similarly Lok Natya or Lok Geet means 'people's dance' or 'people's song'. There are many other forms of folk arts in other states of India. These are used as 'Jan Madhyamas'i.e 'people's media'. Some other common examples are Rangoli (the art of making designs using coloured powder), story telling, drama and puppetry.

Different forms of traditional media traditional media form can be anything which does the purpose of communication in your family, friends and as a whole in society. All the forms may not be popular but they help to communicate. we have already seen that these forms are different in different regions and communites like traditional dance drama painting sculpture song music motifs and symbols.

It will be interesting to note that in some forms of traditional media, all the above can be used. For example 'Ramleela' which is a folk play telling the story of Lord Rama in a traditional style is popular in north India and uses all the above traditional mediums.

One of the popular traditional forms of communication is the announcement made by beating a 'Nagada' or drum with a stick and used for communicating messages from one village to another through its beats. Puppetry is a popular form of traditional media which exists in rural areas of India. Shadow puppetry and string puppetry are other popular forms. Patachitra katha refers to stories that have been told through the medium of palm leaf paintings. Story telling is another interesting format of traditional media which existed at a time when advanced forms of communication such as the written word did not exist. For example historical stories of various local heroes who fought battles and participated in the freedom struggle were performed through song and drama. These were not written or documented. Instead they were orally communicated from one house to another or one village to another. They kept the stories alive. Story-telling forms such as 'Harikatha' and 'Kabigan' played a vital role in communicating historical and epic stories. Story telling is also practised in traditional youth clubs like the Ghotul of the tribal murias of Bastar or the Dhumkuria of the Oraons of Bihar. Nautanki is a famous form of folk arts involving a mix of music and dance and popular in northern India. It was the most popular form of entertainment before the advent of cinema. Fairs and festivals including social, ritual and ceremonial gatherings created a platform to meet and exchange views among people. Folk dances vary form one place to another. For example, you will find a variety of tribal dances in the north eastern region, Orissa and Gujarat. Every tribe has a different dance form and dress, accessories, symbols and motifs. Traditional paintings, wall paintings, inscriptions, statues and stupas played a vital role in communicating ideas and culture from one generation to another. Forms of traditional media also include the house barn and fence types. Ven the traditional conventional sounds used to summon animals or give them commands are considered as different modes of communication.

Traditional vs new media

The advent of New Communication Technology (NCT) has brought forth a set of opportunities and

challenges for the conventional media (Garrison, 1996).The Internet as a global new medium With the coming of the new media, people who have long been on the receiving end of one-way mass communication are now increasingly likely to become producers and transmitters. From Indymedia to the future BBC, the distinction between information producers and consumers will become increasingly difficult to draw (Creeber and Martin, 2009; Bennett, 2003). As experiments with global citizenship go forward, the empowerment offered by distributed, networked digital communication may become shared more widely. This warrants an important adjustment to media hegemony theories. The long- term picture of new media or mass media information flows is not easy to predict. Mass media news outlets are struggling with changing gate-keeping standards due to demands for interactive content produced by audiences themselves. Ordinary citizens are empowered to report on their political experiences while being held to high standards of information quality and community values. In the long run, these tendencies may be the most revolutionary aspects of the new media environment (Bennett, 2003).

The new media such as the Internet can be used for both points to mass communications as well as point to point and mass to point message distribution. They are also extremely de-centralized, require very low investment, provide greater interactivity and public participation and are much more difficult to control (Banerjee, 2008). With this scenario, it is therefore not surprising for the new media to gain popularity and acceptance in civil society. People are now free, and have the opportunity to create their own news as well as to get the other side of the story by getting news from the Internet which is seen as free from control (Rosenstiel, 2005).

The presence of new media and the Internet in particular, has posed a challenge to conventional media, especially to the traditional forms of the media. media habits of people are changing as people are turning towards the Internet for free news and information, and maintaing distance from traditional media.

CONCLUSION

The last two decades have witnessed a rapid transformation of traditional media into new media that includes computerized, digital, and networked information and communication technologies. Today, an increasing entertainment of social phenomena, ubiquitous data and computational process can be observed in many domains and context, including social media. There is a palpable shift from conventional media to new media. This shift has raised many concerns and discussions around the pros and cons of the new media, and other related issues. From one end, the respondents are of the opinion

that they cannot even imagine a world without new media; and from the other end, there are many challenges posed by the new media. At this juncture, the only option left with is, the addressing of these challenges posed by the new media in a desired way, so that the maximum can be obtained out of the social media. Both service providers and the concerned competitive authorities at appropriate level should look into this matter, so as to provide a better new media environment to the audience.

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A Transition From Traditional To Social Media—Uses And Gratifications

Manisha Behal[1], Dr. Jyoti Vohra[2]

[1]Assistant Professor
PG Department of Commerce and Business Administration Khalsa College, Amritsar
manishabehal@yahoo.co.in
[2]Assistant Professor
PG Department of Commerce and Business Administration Khalsa College, Amritsar
vohrajyoti1@gmail.com

A B S T R A C T

Internet, as an emerging media facilitates a variety of communication and information sharing tasks worldwide. Particularly, this media attracts youth in knowing latest social trends, helps in finding old and new friends as well as aids in learning at their own. On the other side, users adopt repertoire of online communications instead of substituting one medium for another. Therefore, the use of social media cannot be ignored in the era of digitization. Besides, users are switching from traditional media to social media (Facebook and Instant messaging) as in later media they can interact as well as control over its content and use. Moreover, social media also provide youth more gratifications than traditional media. Thus, this article reviews recent highlights which motivate youth to indulge in social networking sites and instant messaging and what kinds of gratifications they get from these mediums. The adoption of these mediums provide new opportunities to young users but at the same time, users encountered online risks such as loss of privacy, cyber bullying, internet addiction and many more. As a result, there is need to maintain interdependency between opportunities and risks associated with these mediums. This can be possible through digital or media literacy education and building safety considerations into the design and management of social networking sites and so on.

Keywords: Social media, Youth, Social networking sites, Uses and gratifications.

OVERVIEW

The relation between young people and media seems a perfect match. Actually, youth live in a multichannel and multimedia environment in which they are watching television, downloading information, checking e- mails/news, accessing social websites, chatting with new/old friends and many more simultaneously. Hence, they devote their maximum time in media related activities. Moreover, over the last decade, the development of information technology and its applications in the field of communication has taken place very quickly. Internet has become one of the most important

medium in the lives of youth which facilitates variety of communication and information sharing tasks world wide. Consequently, users adopted a wide range of digital technology into their communication repertoire.

Internet users have been rapidly increasing across the globe. According to a report, 44.2 per cent of the total population use internet in Asia till June 30, 2016, whereas, in India, this percentage is 36.5 per cent. However, as far as the social media is concerned, 92 million Indians use Facebook (http://dazeinfo.com/2014/01/07/face book-inc-fb-india-demographic- users-2014/) through desktops and mobile phones, particularly half of them are teenagers (aged 18 to 24). Hence, Facebook adoption is bound to rise further in the near future both at mobile and desktop levels. Also, advertisers prefer internet to television in order to promote their merchandise because of lucrative features provided by Facebook as social networking among online users. But, it remains unclear why young users are adopting multiple mediums of communication and preferring to surf internet for social networking and instant messaging instead   of   watching television(traditional media). Therefore, the present study sheds light on up to what extent they use social media (Facebook and instant messaging) and these particular mediums fulfill users' needs as well as the gratifications they obtained from the use of Facebook and instant messaging (IM).

Understanding Users and Gratifications in Social Media

Social media has dispersed widely in the society with high penetration rates (Lenhart, 2009; Lenhart et al., 2007). From the previous literature, two important trends were identified that motivate youth to indulge in social media. Firstly, they use multiple forms of social media and employ a range of tools for communication (Quan-Haase et al., 2002). This trend shows that one type of social media does not replace with another rather, youth use these mediums simultaneously for online and offline communications (Squires, 2003). Secondly, users use new tools and make those tools as a part of their communication repertoire. For example, they use social networking sites (SNSs) very widely as majority of Indian users have Facebook profile. This suggests that due to adoption and use of information technologies, one medium becomes popular among users and arrives at peak of high penetration. But, the daily use of that particular medium diminishes with passage of time when another new media become popular among youth. For example, the use of instant messaging among users decreased as they relied more on SNSs for communication. It states that SNSs slowly and steadily replacing instant messaging (IM) and IM is becoming secondary relevance for communication among users. But these two trends advocate that each form of social media has its own predisposition in terms of providing the kind of information as well as the rewards it has for users (McLuhan and Powers,

1989). It also suggests that users do not completely replace one particular social media with another as each form of media aids distinctive communication needs that the other cannot fulfill completely.

One of the most important theoretical frameworks that can give answers of the questions of 'how' and 'why' people use media to satisfy their particular needs is uses and gratifications (U& G) theory. However, this theory was primarily built up to examine traditional media (Katz et al., 1974), such as televisionand newspapers (Rubin, 1983). But, the recent studies also have applied this approach (U&G) to new media (Flanagin, 2005).

Uses and Gratifications Theory

It has been observed from previous theories of mass communication that mass media have uniform and immediate influence on audience, whom they perceived as easily susceptible to its influence and even unable to form their own opinions (McQuail and Windahl, 1993). This was the assumption that such exposure to mass media caused audience as homogenous, uncritical and passive viewers with little willingness to resist the appeals and influence of mass media. But the focus of the theory should be on what people do with media rather than the influence or impact of that media on them (Katz et al., 1974). Continuing with the notion, if users actively use the media to fulfill their specific needs, they will definitely get more gratification from media use.

Much of the previous literature on U&G has focused on television (Dobos, 1992; Rubin, 1983) and other traditional media (Dimmick et al., 1994). But, due to the extensively adoption of new media such as digital technologies, virtual worlds, IM and SNSs, this particular study becomes imperative which depicts the motives of young users to use Facebook and instant messaging from the U&G perspective. Also, the study provides the reasons why individuals are switching from traditional media to social media. The main feature that distinguishes new media from traditional media is interactivity, which aids users to provide content in response to communication partner (Ha and James, 1998). In new media, consumer and producer both has led to the introduction of term 'prosumer' which describes that users have control over production and distribution of content (Toffler, 1980). This provides users with control over content and its use and further supports more gratifications from new media in comparison to traditional media (Lin, 2001).

Motivation and Gratifications of using Facebook

In U&G theory, there has been observed a difference between gratifications obtained and gratifications sought (Palmgreen et al., 1980) . Gratifications obtainedcomprise of those gratifications which users practiced through a particular medium. Conversely, gratifications sought mean those types of gratifications that users expect from a particular medium before actually they come into contact with it. The gap between obtained and sought gratifications is termed as satisfaction/dissatisfaction among users with respect to particular medium (Palmgreen et al., 1980).

Majority of young users considered "friend suggested it" as the primary motivation for joining Facebook (Quan-Haase and Young, 2010). Friends play an important role in the adoption of Facebook as SNSs (Facebook) main objective is social connectivity (Boyd, 2006). After joining Facebook, users communicate with friends and at the same time, suggest other friends to join it. Popularity of Facebook is another reason of using Facebook extensively among youth. Every youth want to be in connection with their friends and society. Hence, they find Facebook the best medium to fulfill their social needs. Also, Facebook as SNS aids in finding classmates, colleagues, old friends etc. Besides, users may know from Facebook' s notifications regarding social events (birthdays) of their Facebook friends, conduct surveys, use it as a platform to record the useful statuses, photographs and videos which has been uploaded by users themselves as well as sent by their friends. Users also get information about latest life style trends, products and services advertised on the Facebook. Moreover, it can be suggested from the above discussion that Facebook use is primarily backed up with social gratifications. It hereby means that SNSs and particularly the Facebook support existing social ties and reconnect with friends from the past.

Motivation and Gratifications of using Instant Messaging

Previous literature offered a unique blend of characteristics of particular medium that differentiates its gratifications from another medium (Katz et al., 1974). Actually such differentiation happens because of different kinds of exposures situations, attributes and formats of a medium. Although all social media offered a unique feature termed as "interactive", yet the nature and type of interaction may differ, which further leads to different gratifications. As far as thedifference between gratifications obtained from different mediums is concerned, Huang and Yen (2003) stated that IM is preferred over e-mails and telephone to maintain distant relationships.

Discussion

A comparison of Facebook and IM depicts that IM is especially used to fulfill needs such as getting information about products and services through live chat, sharing information with individual and group of individuals, provide help and show concern for others, for switching boring mood to fun food, for re- energizing themselves, to get away from stress and tension. Besides these functions, Facebook is used primarily to maintain strong social networks, to keep in touch with old friends and colleagues, to know about relationship status of their friends and to find out general news important to community. Additionally, Facebook has certain in- built apps. Users may use these apps to entertain themselves. Thus, it is a complex task to find out differences between gratifications obtained from use of Facebook and IM. However, Quan-Haase and Young (2010) found that social information is the fundamental reason to distinguish between Facebook and IM. Facebook allows users to share social data and information, post their social events and activities. However, IM is not effective social media in this aspect because users have to communicate with each friend separately to find out about plans. Facebook helps users to share information to their networks at the same time. Second difference between Facebook and IM depicts that IM users can engage in more intimate conversations while, in Facebook, users engage in both intimate as well as public conversations. Another difference is use of in- built apps in Facebook while this feature is not available in IM. However, Facebook and IM are seen to play an important role in young users' routine activities as both these SNSs create a sense of membership in the peer community. Users prefer Facebook to IM because former allows users to support much larger networks with little effort. Overall, it can be concluded that sociability is the prime gratification to use both forms of social media, irrespective of needs fulfilled by the use of these mediums.

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