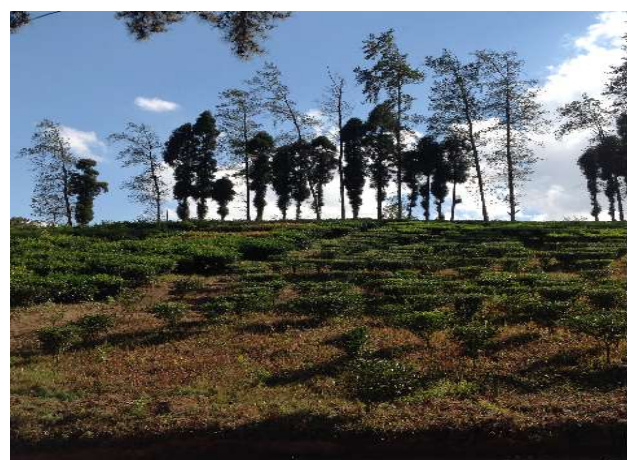
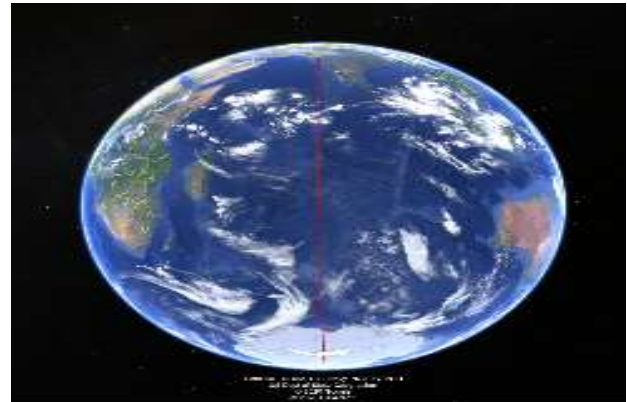


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Establishing Identity in a Globalized Context

Ruth I. Kharbamon*

Abstract

The world today is characterized by a rapid blurring and blending of cultures. Cultural boundaries have become increasingly blurred. Cultures have become both more globalised but also more fragmented and decentred. "From the level of the individual psyche to the level of nation states, culture is not stable in the new world" (Rosenberg, 1995).

In the motivation to be assimilated into global club, local identities are disrupted, weakened and undermined to bring in a new patterns of identity-hybrids-with global features that reflect more of the dominant culture and less of the local. A global, leveling culture is in the process of engulfing all our local cultures, in all their rich variety (Maley, 1996).

The question of restoring and solidifying identity on local distinctiveness has assumed greater relevance in the wake of globalization with its intensification of worldwide social relations.

Camouflaged with the spread of trade, religion and cultural exchange in the name of development, globalization has manifested itself and has gained phenomenal success in our own context and situations. The diffusion of western values, consumer goods and lifestyles has affected the identity of the hill tribes through a neglect of whatever is local or traditional.

To have an identity is to have features that are both relevant and enduring. But today there is a threat that our tribal cultures are in the process of slowly and steadily sliding away into anonymity to be mere images of fantasized traditions and beliefs. We have to be careful indeed.

The paper attempts to study the inroads of globalization into the cultures of the Khasi in Meghalaya, a tribal community in the North Eastern part of India.

Keywords: globalization, culture, identity, tribal, traditional

The world today is characterized by a rapid blurring and blending of cultures. Cultural boundaries have become increasingly blurred. Cultures have become both more globalized but also more fragmented and decentred. "From the level of the individual psyche to the level of nation states culture is not stable in the new world" (Rosenberg, 1995).

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To have an identity is to have features that are both relevant and enduring. But today there is a threat that the tribal cultures are in the process of slowly and steadily sliding away into anonymity to be mere images of fantasized traditions and beliefs.

The present paper attempts to briefly highlight the inroads of globalization into the Khasi and Jaintia Hills in Meghalaya and to help establish identity through a classroom perspective. The pre-colonial tribes of the Khasi Hills in Meghalaya – the Khasi, the Pnar, the Bhoi and the War lived in isolation cut off even from the Indian mainland. They existed with a unique cultural social and political system governed by the geographical and ecological environment. They followed an authentic culture just as exotic and primitive as any tribal society. They had their birth naming ceremonies, their ancestor worship, their bone collection rituals and their megalithic culture. There were legends, myths and tales, dances and choral chanting. Theirs was a unique identity – untouched, uncorrupted by the forces of modernization and globalization

The process of change in the Khasi- Jaintia society began with the British and their annexation of the Khasi Hills in 1833. Urbanization, new administrative orientations, the emergence of new trade structures and social contacts culminated in bringing about a radical social and cultural transformation. Then came the missionaries. The missionaries presented the gospel in its western dress and they were therefore apostles of the West as well as of the purer spirit of Christ. By their manners and conducts, by their very existence they were influenced in favour of western outlooks. They brought about changes in the society which were positive but also negative. True, the changes succeeded to a certain extent in eradicating the ill-fated practices and customs of sorcery, human sacrifice and superstitious beliefs among us, but it affected the traditional dances, music and festivals for the Christian converts withdrew from participating in the community festivities of dance and music.

Several social festivities, sport games and other aspects of cultural heritage have also been forgotten." Bareh in his "The History and Culture of the Khasi People" (1985) recounts the various losses incurred. When the old rites and rituals became taboos, the singing of folk songs suffered too. Earlier no occasion was complete or meaningful unless accompanied by the lore of folk songs and choral chanting. The theme of the songs is varied. They talk of war and peace,

proWess, of heroic characters and legendary lovers. This abandonment of folk singing among the converts robbed them of the knowledge of who they are and what they were.

The self service and dedication of the missionaries won the hearts of the people so much as that the Khasis openly expressed their keen desire of learning the language of '*U Dohlieh*,' (the Whites) and adopting their way of life. The findings of a mini project undertaken on the role of English in the Khasi and Jaintia Hills (Bamon 1996) revealed that the people have more favourable attitudes towards English rather than Hindi; and the local news broadcasts and English songs are more listened to, than either Hindi or even the local Khasi dialect. English dailies have a wider circulation, and English films and TV serials are a popular pastime and an entertainment to almost all age groups. There are besides no dearth of English magazines and literature. Road signs, billboards and advertisements are all in English catch words and phrases. "Learning English generated among the locals an 'aversion to culture, resulting in an alienation from its own rich and mythological heritage" (Bamon, 1996). Presently, the electronic media is playing a dominant role in bringing about maximal changes in the attitudes of particularly the young people. Oral discourse patterns, dress codes, food habits, social activities, bars, music are all influenced by western patterns. Of late of course, the Korean influence is making its mark too among the young crowd. Teaching in the classrooms was so designed that instead of helping a learner be culturally rooted it is directly responsible for a sense of cultural alienation among the tribes. Being thus exposed to the western culture and encouraged both by parents and the society to speak, dress and behave like the English, children grow up experiencing a series of cognitive and affective changes taking on a new identity – an identity incorporating mostly the cultural norms and values of the English-speaking world and ignorant of their own culture. It is clearly apparent that an instruction which has not been 'acculturalized' and shaped to fit the local needs can constitute a threat to identity. However, the classroom can provide the forum for the dissemination of local beliefs, values and traditions and can be part of the society's efforts at preserving the identity by strengthening the blending of indigenous and universal elements. It can be the context of cultural exchange and co-operation.

Bruner (1986) says that the language of education is the language of 'cultural creating' and this is absolutely true. The classroom can be an enterprise, a platform for the dissemination of values and traditions if its pedagogical practices are profitably associated with the teaching of not only other cultural ideas but of one's own as well. Teaching can be multi-disciplinary combining communicative, cultural and cross-cultural education. The teacher can be the bearer of a community's culture and identity by drawing upon the resources of the community to provide important learning materials which are culturally based, and which call for intercultural responsive teaching operations.

A curriculum in all disciplines that will take care of both individual growth and national and international awareness -something that will produce an individual with a strong sense of identity, yet will be an enlightened citizen of the world should be developed

The National Education Policy (NEP) 2020 envisages “that the curriculum and pedagogy of the institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen”. It emphasises on the essence of rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions and the teaching of life skills such as communication, cooperation, teamwork, and resilience.

This is indeed absolutely required. It is only after learners have learned to identify with their own heritage and discover similarities in the ways they look at things, that they can explore another cultural horizon. It is important to design texts, in certain disciplines -sociology, social studies, geography and history so that the students are enriched by a knowledge of love for their own, yet are able to meaningfully engage with the ‘Other’ from their own standpoint.

Such texts can:

- Develop an awareness of the subtle areas of culture
- Expose components of culture as well as intercultural similarities and difference.
- Present aspects of local/regional culture.
- Stimulate discussions and conversational activities around culture-based themes
- Encourage appreciation of cultural diversity and the process of intercultural competence.
- Encourage the learners to compare their own culture and other and thereby arrive at a better understanding and appreciation of their own and the ‘Other’.
- Develop cultural and ethnic tolerance.
- The text for example can have translated versions of folktales, legends and myths. These are repositories of culture with a capacity not only to produce pleasure and amusement but also to inform and educate. In their own artistic and subtle way these materials can help students explore the moral concepts and values embedded in the society and stress on virtues like obedience, modest, love, diligence and charity. Folktales can perpetuate the historical changes and incidents, which took place.
- The records of the rise and fall of kingdoms can serve as powerful narratives.
- Other social related texts can highlight religious beliefs and rituals observed in births and deaths, marriage ties and megalithic erections, civil organization, customary, laws,

economic activities and statesmanship in keeping with the intrinsic and typical character of the society.

Materials such as these can provide texts, which are culturally, and cross culturally relevant to student's lives and can offer a great potential in stimulating the learner's interest and cultural awareness. Besides, the heterogeneous nature of the class, which is a common feature in most of the classrooms, might in some way positively contribute to effective learning, for the diverse cultural background of the students can become in the hands of an innovative teacher a potential resource for imparting lessons on cross cultural understanding and tolerance. Incorporating students' experience and awareness of and knowledge about various language cultures will only enhance culture teaching.

Teachers will have to be motivated to redefine their objectives and strategies of teaching. They will have to realize that they are not only professionals and academicians, but also responsible citizens with a moral accountability. Their task should be not only to prepare students for an economic citizenship but more so for a sound cultural citizenship with social, moral and cultural values. It is the task for teachers to instill into the minds of their learners not only respect and appreciation of other people's culture but to help them acquire aspects of behaviour that is in accordance with their own 'roots.'

To conclude, I would like to say that "We have been borrowers and imitators ready to use and made to order packages based on settings and experiences entirely different from ours. It is useful to have a good knowledge of the theories coming from the west – but we must have the courage and the confidence derived from our rich linguistic, educational and socio-cultural experience to change, modify and expand the existing models or to come out with a new model or a new system of models which will work in our setting.' This can make teaching a sound investment in preserving and establishing identity in a globalized context.

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Fishery Management Practices and Indigenous Fishing Methods in Kamrup District of Assam

Manju Singh*

Abstract

The management and fishing practices on large rivers and their tributaries have remained unchanged for several decades in valley area of Assam. Increasing use of river for water supplies, flood control, transportation, food production, energy production, assimilation of waste products among others, poor soil control measures have affected the water quality and physical environment that support fish and other aquatic life. Man-made degradations on the Brahmaputra drainage are however restricted to changes affected by the irrigation and flood control measures and poor soil conservation programmes in the catchment area of the Brahmaputra basin. These have important bearings on fish production trends in various ways. In Assam, beels are excellent breeding grounds for fish production. Dipar Beel and Dighali Beel are two important water bodies. Local fishermen frequently use indigenous fishing methods in these two beels. The present paper is aimed to analyse the fishery management practices and indigenous fishing methods for catching fish.

Fisheries management practices on large rivers and their tributaries have remained basically unchanged for several decades. Increasing use of river for water supplies, flood control, transportation, food production, energy production, assimilation of waste products among others, poor soil control measures have already affected the water quality and physical environment that support fish and other aquatic life. Man-made degradations on the Brahmaputra drainage are however restricted to changes affected by the irrigation and flood control measures and poor soil conservation programmes in the catchment area of the Brahmaputra basin. These have adversely

reflected on the fish production trend in several ways. The foremost reason being poor recruitment in the river due to gradual deterioration of breeding grounds. Besides areas in the river, proper beels also provide excellent breeding grounds for Indian major carps (Yadava, 1987), but in most cases the accessibility of brooders to such prospective breeding sites is severally hampered. Excessive silting of the connecting channels, construction of embankments and sluice gates, wanton killing of gravid specimens and later fingerlings are some of the reasons for poor recruitment. Lack of soil conservation measures in the hill regions perpetuates soil erosion. As a result the heavy silt discharge badly hampers the breeding and subsequently the hatching processes.

The nature of soil erosion is different on north and south bank of river Brahmaputra. The north bank consists of vast tracts of marshy terai lands of Bhutan hills filled up by alluvial and colluvial deposits forming light textured soil with a loose starts. The soil is, therefore, very susceptible to erosion. The natural drainage system has also been impeded due to human interference like extension of cultivation into the drainage channels itself, construction of bunds, embankments and roads. Human habitation and cultivation extended into these areas have further exposed the soil to the vagaries of erosion (Das *et al.*, 2009). The soil erosion problem, particularly on the north bank, is very acute due to the heavy afforestation in the foot hills of Bhutan and the general condition of the land with 3-5 % slope towards the river Brahmaputra. In order to reduce soil and related problems, soil conservation measures are necessary.

It is also important to consider impoundment of as much of rain water as possible in the numerous watersheds of the district through proper watershed management programmes. This would help in reducing the rate of run-off and sediment discharge apart from minimising the effects of uneven rainfall distribution. It is known that 35% of the littoral zone containing only 6% of water produces majority of fish food needed in a lake within tropical conditions (Welch, 1952). As the two beels are mostly under 3M depth during most of the periods of the year, more than 90% of the total water area may produce maximum food over the year.

Beels support a rich fauna comprising many a good species of fish. The water is quite rich in nitrate and phosphate contents but bicarbonate values are by and large low. Although the soil is acidic, the PH of beel water is stated to have alkaline reaction. The deposits of decaying weeds at the bottom contribute to the richness of the soil which in turn supports a good bottom fauna comprising mainly of molluscs (Yadava, 1987). However, a combination of the processes of river bed evolution and the effects of extensive flood control and irrigation works have reduced the production levels of many of these beels through siltation and by isolating them from the seasonal floods and by natural sources of fish stock. While making an overall assessment on the present investigations both the problems and potentialities have been taken into consideration. Conversion of exposed areas of beels to paddy fields during winters is an age old practice in Assam. While restricted marginal cultivation may enrich the beel fertilization, excessive cultivation in the beel proper may lead to organic pollution and accelerate the rate of eutrophication. Proper water management may effectively contain this problem by maintaining an optimum storage level.

Indigenous Fishing Methods in Kamrup District

Fishing in the beels is traditional yet interesting (Saha *et al.*, 2015; Haque, 2017; Baruah *et al.*, 2013). Reliance is more on traps, snares and lures rather than seining, gilling or dragging. Fishing methods keep on changing from month to month, yet a distinct seasonal categorisation can be done. Starting from monsoon which is also the lean fishing period, only hooks and lines and to some extent dip nets are used. The cat fishes and smaller varieties are normally caught by this method. Post monsoon witnesses the use of '*Banas*' in exploiting the current flowing back to the river, resulting in the catch of spawn and large fishes migrating back to the river. This method was particularly observed in *Dipar* beel which has a functional link with the river Brahmaputra.

Katal Fishing

The '*Katal*' fishing generally installed in monsoon season. Harvesting of '*Katal*' is done from December to February. Apart from these two major fishing methods, gill nets and drag nets are also used in winter season. Indigenous hand operated triangular nets and traps are operated by the community mainly during post monsoon and winters (Fig 1 and 2).

Katal fishing (also called as *Jeng* fishing in upper Assam) is an indigenous method in beel fishery (Fig 10). *Katals* are basically lures since the motive behind is to entice fishes in accumulated mass of bushes, weeds and tree stumps for a period of 2-3 months. *Katals* are set during August to September by dumping tree branches and stumps, bamboo shoots and water hyacinth in the form of a circle. In suitable places with depth varying from 1.5-3 meters, the *Katals* are arranged and several *Katals* lie dispersed all over the beel. The fishes make shelter in such *Katals*. During late November to February, the *Katal* is encircled by the drag nets and bamboo screens. The vegetation and other objects from inside the circle are thrown out and the circumference is slowly reduced by dragging the nets and screens inwards. Cast nets are operated simultaneously within the reduced circle. The foot ropes of the nets are finally brought together to form a bag and fishes are caught.

Catch composition of *Katals* comprises of medium and large sized major carps, cat-fishes, featherbacks and miscellaneous varieties. Each *Katal* depending upon the area of the circle provides a good catch and many fisherman are engaged in its harvesting.

Banas Fishing

Banas fishing is done during post monsoon i.e. September to November in beels having a live connection with the river Brahmaputra or its tributary. The *Banas* are set barriers erected from bank to bank in the channels connecting the beel to its riverine source. The channel plays a pivotal role during monsoon, when, with the current, adults and juveniles of various species enter the beel for breeding, feeding, temporary migration etc. With the waning monsoon the current starts receding towards the river and many species undertake their back journey and at this stage the *Banas* fishing commences. Of the two beels studied, this method was practiced only in *Dipar* beel.

The method comprises of erection of bamboo screens (*Banas*) across the channel with the help of bamboo poles. The portion of the *Banas* inside water is further lined by gill nets folded to trap fishes. In the centre of the channel a gap of 3-4 meter is left, where a dip net is installed. Behind the dip net another obstruction of *Banas* is arranged from bank to bank giving a similar 'V' shape in the centre. In this 'V' a gill net is placed which is tied with bamboo sticks in the broader end of the 'V' and at the narrow end the net is tied to poles. The enclosure is also known as '*Bhara*' or the storehouse. One or two dip nets are also placed in-between the two bamboo periphery. Fishes are trapped in three ways, (1) by dip nets; (2) 4-5 men position themselves at the anterior of the 'V' and lift the gill net and (3) Fishes attempting to jump over the *Banas* are caught in the pockets of the net lining in the submerged portion of the *Banas*. The catch includes medium to large sized major carps, minor carps, catfishes, featherbacks and migratory species.

In live beel (*Dipar*) where the anti-stocking is mainly through the connecting channel, blocking of the channel and excessive capture during monsoon (when both brood and juveniles enter the beel) should be prohibited with all seriousness (Map 1; Table 1).

While *Dighali* beel is completely at the mercy of the co-operative society, *Dipar* beel is sub-leased by Assam Fisheries Department Corporation for fishing. Over exploitation coupled with indiscriminate fishing is commonly practiced to repay the revenue. The lessees try to harvest as much fish as possible during the lease period, resulting in near depletion of the stock. The recruitment especially in case of dead beels is meagre, hence live fishes, catfishes and miscellaneous varieties dominate. Once fishes of higher food chain dominate, the task of building up a population of commercially important varieties of feeding on lower food chain becomes almost difficult (Map 2; Table 2).

Closed season from June through September which is not rigidly enforced should be maintained with all earnestness. While control of overpopulated predators, catfishes and trash weed fishes are recommended, smaller mesh size should not be permitted in the deeper portions of the beels (Yadava, 1987).

The weed infestation, especially in *Dighali* beel has attained dynamic proportion. In some parts, the infestation is so severe that navigation gets difficult. They pose a serious problem in the restoration efforts. By their profession, needs appropriate large quantities of soluble nutrients and drastically curtail the productivity. Weed choking accelerates evaporation, promote accumulation of deposits leading to siltation and provide shelter to predatory and weed fishes.

The simple exploitation of the studied beels by capture fisheries does not realize the full potential productivity of the system. The fish stock can benefit much from careful husbandry and intensive management techniques. The clearing and regularisation of beels, the implantation of drain-in ponds, the cutting of appropriate canals for inflow of water and the construction of dams/ sluice gates to control the run-off can all have an impact, which cumulatively can raise the productivity above that of uncontrolled system.

The consumption of fish in the district is low and the prices which fluctuate seasonally, are relatively high (Rs 180.00 kg⁻¹ - Rs.250.00 kg⁻¹ retail, Rs.100.00 kg⁻¹ - Rs 200.00 kg⁻¹ at landing). Fish is well accepted throughout the district and consumer demand is reported to be high. In addition to local supplies the market sell dried and dried salted fish as well as fresh fish an ice imported from neighbouring areas.

A brief account of the methods employed in beels of Assam is presented below:

1. **Nets:** The nets used for fishing in beels are mainly of two categories: i. Moving nets; and ii. Stationary nets.

Moving nets are further categorised into three types:

- a. *Drag nets*-locally known as *Mohari Jal*, *Ber Jal*, *Horhori Jal*, *Moi Jal*, *Panti Jal*. These nets are also made up of cotton and these are mainly used in winter season (Fig 3).
- b. *Dip nets*- locally known as *Jata Jal*, *Dharma Jal*, *Ghoka Jal*. These nets are made up of cotton and these are mainly used in winter season.
- c. *Cast nets*- locally known as *Khewali Jal* are also made up of cotton and these are used in winter seasons.

Stationary Nets:

Gill nets, *Fansi jal*, *Puthi langi*, *Kaoolangi*, *Goroilangi* etc. are included under this category. These nets are operated throughout the year. While *fansi jal* accounts for medium to large sized carps/catfishes, the other three chiefly entangle smaller varieties consisting of *Puntius spp.*, *Rasbora elanga*, *Nandus spp.*, *Ompoka spp.*, live fishes and species belonging to the air-breathing group (Fig 4 : Gill net).

Hook and Lines

Iron and split bamboo hooks are used round the year in beels for fishing. Iron hooks set apart at an interval of 2050 cm in a row extending from 20-250 m is a common sight in both *Dipar* and *Deghali* beels. Earthworms, small fish, prawns, toads and frogs are commonly used baits. Catch composition consists mostly of carnivorous fish.

Split bamboo hooks are made of soft and rigid bamboo cut into small pieces of around 10 mm to in length and 1mm in girth. These pieces are neatly folded in the middle and the two ends are joined together with earthworm/prawn baits. The hooks are subsequently tied to threads in the middle and set in water, when fish devours the bait, the hook opens sharply and keeping the mouth of the fish wide open and holding it from escaping. *Anabas* and *Nandus spp.* are mainly caught by bamboo hooks.

Traps

Exploitation of fishes from swampy derelict water is difficult to accomplish due to hindrance created by the profuse growth of weeds in netting operations. Hence traps are suitable alternatives for fish capture in beels. Cover baskets, spindle cages and box traps with valves are the commonly used traps in the beels.

- i. *Polo*: This is a cover basket, conical, opens at both ends and is made of bamboo strips laced together by cane or ropes. The opening at the top is 15-25 cm and the circumference at the bottom is 65-90 cm. the height of the trap is 0.7-1.0 m. One man carries the trap in hand, slowly wades and plunges it into water where fishes are suspected. Pressing the trap firmly, one hand is placed through the narrow top opening and fishes inside are searched and taken out. All kinds of fishes are caught by the trap. The bottom dwellers, however, dominate the catch (Fig 6).
- ii. *Sepa*: It resembles a drum tapering at both the ends. These are normally two openings or values have bamboo strips extending inwards which permit an easy entry to the fish, but prevents them from escaping. The trap is set facing the opening against the current. All small size fishes and prawns are caught in the trap (Fig 7).
- iii. *Dingora*: This kind of trap is used during monsoon months. It is a rectangular box trap made of bamboo strips, having a mouth at one side with the sieves directed inward, like spines. The trap is operated against the current and small sized fishes are mainly caught by this method (Fig 5).
- iv. *Boldha*: The structure is similar to Dingora but it is smaller in size and almost square in shape. It is operated round the year. Snail flesh bait is kept inside and *Channa spp.* *Heteropneustes fossilis*. *Clarias batrachus* and seldom other small carnivorous fishes are trapped by Boldha.
- v. *Box Sepa*: This box trap is rectangular in shape with 3 spindle values in the upper portion of the box. The values are oval in shape and prevent escape of the trapped fishes. These traps are kept immersed in water and account for small fishes and prawns (Fig 8).
- vi. *Bhart*: This is also a rectangular trap with three values which are set in the lower portion of the trap. The upper portion of the trap is slightly curved in the middle with two opening in the corners. These openings are kept closed with straw etc. The tray is set in shallow water with fluctuating levels. Small sized species are mainly caught by this method. The trap is operated mainly during post-monsoon.

Potentiality

- The wide gap in the demand and production can be met by proper development of the enormous potentiality in terms of aquatic resources in the district. In terms of potential, these beels are capable of giving an annual crop of more than 70,000 tonnes, while present production is 10,000 tonnes.
- Deposits of decaying weeds at the bottom contribute to the richness of the soil which in turn supports a good bottom fauna comprising mainly of molluscs.
- The fisheries of beels consists of major carps (50 %), cat fishes (35 %), and miscellaneous (15%).

- Besides these major fisheries, Hilsa also abounds in the beels situated on the lower stretches of the river Brahmaputra and Barak.
- Exotic species are altogether absent from the beels.

Suggestions

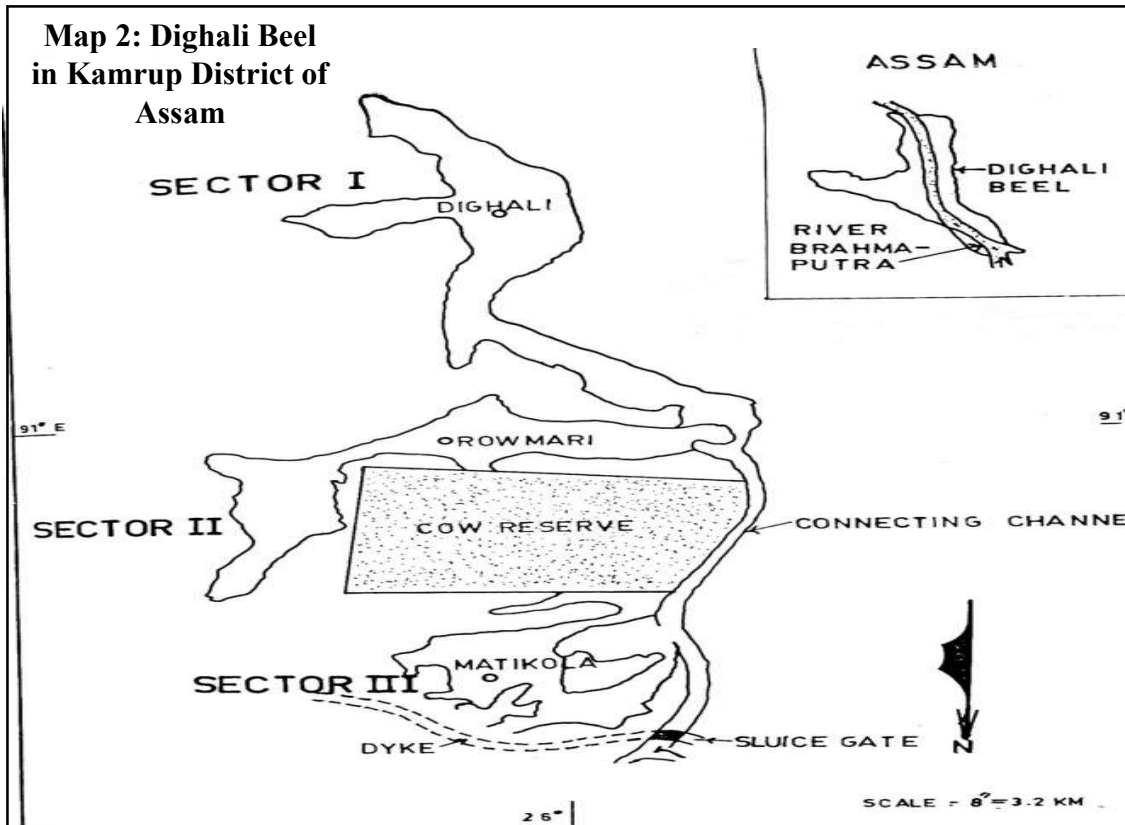
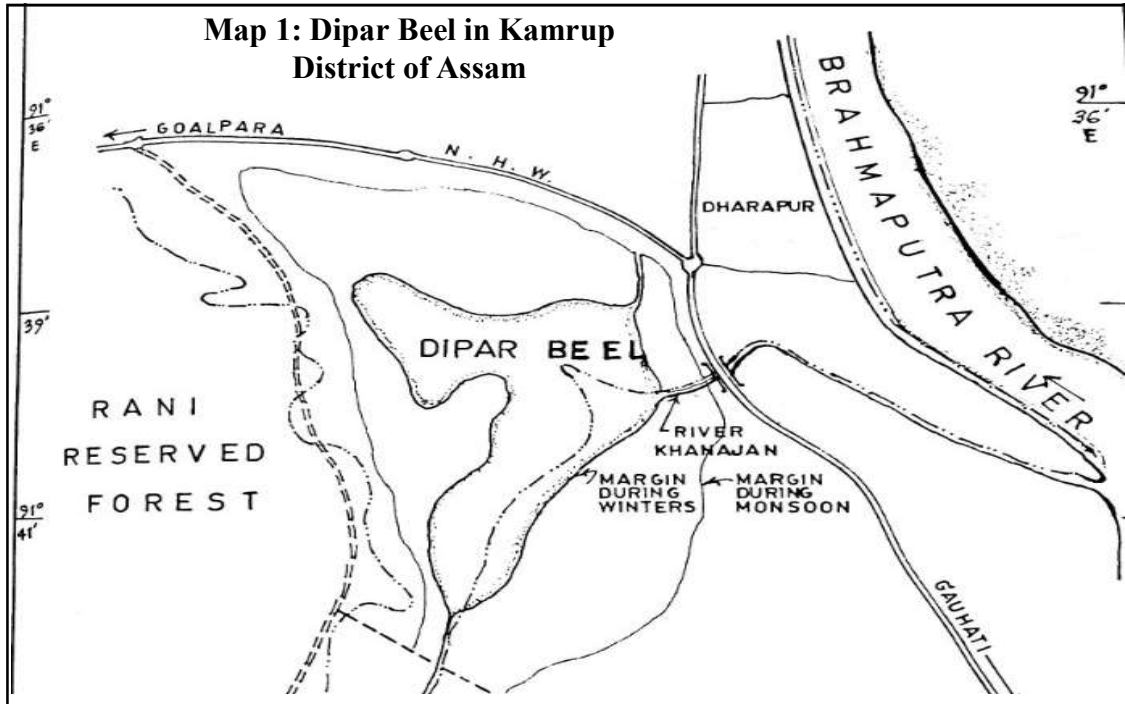
The beels have been neglected ever since their formation. There has been excessive silting up of beel proper, as well as the connecting channels, because of silt deposition by the incoming river

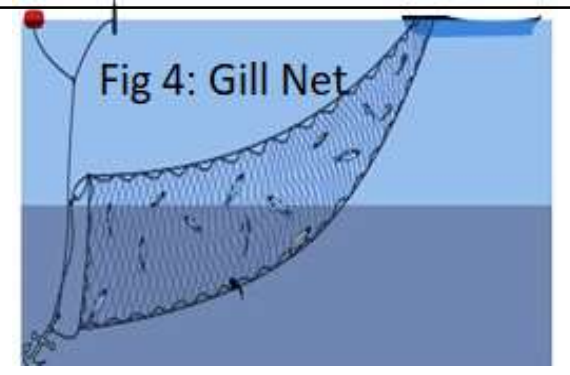
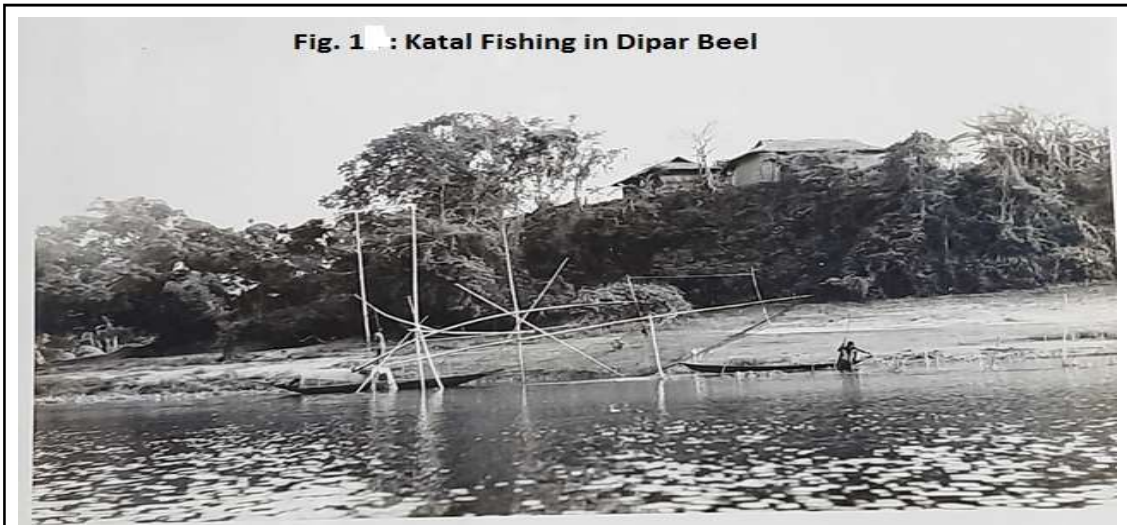
Table 1: Seasonal incidence on groupwise landing (kg.) at Dipar Beel (2017)

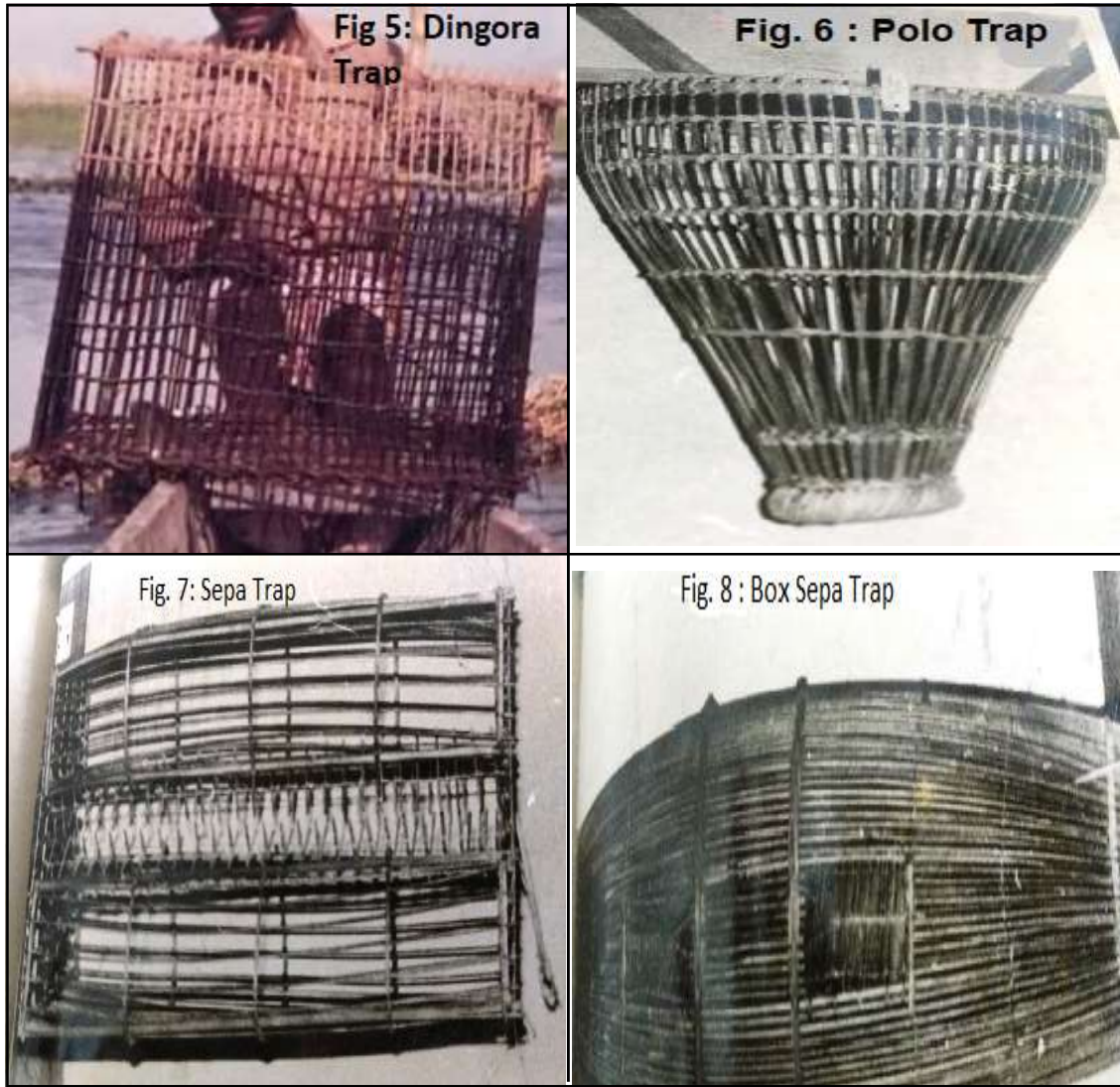
Month	Major carps	Minor carps	Cat fish	Feather Hooks	Live fish	Misc.	Total
January	207	108	116	109	133	271.5	944.5
February	81	20	76	58	94	187	516.0
March	78	12	85	60	100	169	504.0
April	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-
September	-	-	-	-	-	-	-
October	62	54	28	-	40	135	319.0
November	90	28	84	40	61	145.5	448.5
December	92	10	76	32	68	120	398.0
Total	610	232	465	299	496	1028	3130.0

Table 2: Seasonal incidence on groupwise landing (kg.) at Dighali Beel (2017)

Month	Major carps	Minor carps	Cat fish	Feather Hooks	Live fish	Misc.	Total
January	225	42	150	78	80	305	880.0
February	208	50	168	80	110	416	1032
March	185	46	170	56	102	541	1100
April	38	32	81	40	40	162	393.0
May	14	26	115	25	88	282	550.0
June	1	-	26	-	13	80	120.0
July	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-
September	-	-	-	-	-	-	-
October	50	10	36	32	75	207	410.0
November	176	38	92	84	85	360	835.0
December	270	104	205	160	202	459	1400.0
Total	1167	348	1043	555	795	2812	6720.0







water. The silt which is rich in nutrients has led to the spread of water weeds, chiefly water hyacinth floating weed; other forms of marginal and submerged vegetation are also present. The problem of weed infestation is so severe in winters. Due to silting of channels entry of river water in to beels restricted. All these factors are main cause of decreasing productivity of beels. Management of beels should be of production oriented with the control of commercial aspects of fisheries. It will lead for an appropriate programme of water control, stocking (where necessary). Maintenance of *bundhs*, sluice gates etc. with liaison with the flood control, irrigation etc., authorities which are not existed in the present system of management. Apart from this, there should be control of the rate of exploitation and distribution of this catches. There should be check on illegal fishing. Investigation by officers of Fishery Department is also required. There is need to review with the

following objectives by amending the existing acts and rules: To provide protection to the important species of fish; establishment of check post or barrier and inspection of fish while in transit; subsequent procedure for the offences; and duties of police officers to assist.

Although the fishery rules are there and agreement is made with the lessees with the conservation policies to be followed yet due to very little care for the policies by the lessees the depletion of fish stock in the beel fisheries are occurring.

Conclusion

In recent period, growth of population and diversified human activities has already destroyed the beels in to agricultural fields. To prevent human activities and to preserve it as natural resources some stringent legislation should be brought out. Presently, the illegal encroachments should be evicted and immediately after eviction the beels should be developed for inland fisheries. With a motto "Conversion of curse to crops and waste to wealth" the goal of providing cheap protein in terms of fish can easily be achieved from the vast wealth of both lotic and lentic waters of Kamrup district.

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The Power of Social Media and the Crisis in the Indian Cine Industry

Virendra P. Singh*

Abstract

Social media in India now has access to a large number of youths both in the rural and urban areas and is capable to construct and spread various kinds of social, political, and cultural narratives at the mass level. In the last few years, Indian Cine Industry popularly called "Bollywood" has been at the center of discussion not only in main media but also on social media for different reasons. Twitter and Facebook are two important platforms that set the trends on social media and have an influence over the main media. In the last three years, a large number of local, regional, and national level journalists have started their YouTube channels and created a separate audience. The Indian Cine Industry faced the wrath of people on social media in 2020 when a young cinema actor was found dead in his apartment. The popular public opinion was that he was murdered and some influential Bollywood celebrities were involved in the conspiracy of his murder. This issue prolonged on main media and social media for about 3-4 months and also attracted the attention of the international media and social media. A boycott campaign against Bollywood boycott again launched recently by a section of society on indecent picturization of Hindu Gods on some Bollywood movies. This time boycott appeal trended in a big way over social media particularly on twitter, Facebook and Whatsapp. As a result, a number of Bollywood films miserably flopped at the box office. The present paper explores and investigates the factors responsible for such a phenomenon in the Indian film industry.

Key Words: *Indian Cinema, Globalization, social media, box office, Hindu Gods.*

The modernity in India has a colonial legacy. With the establishment of the British rule in 1860, the Britishers promoted western education to create human resources which can facilitate them in administrating the local population. In 1854 first Indian university was established in Calcutta (now known as Kolkata) on the initiative of East India Company. The university had its jurisdiction from Lahore (Now in Pakistan) to Rangoon (Capital of Myanmar) and Cylone (now Sri

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Lanka). It had affiliated the existing colleges to regulated the content and quality of education. Later on, universities were established in Bombay (18 July 1857), Madras (5 September 1857), and Allahabad (23 September 1887). Although, western education was imparted in various missionary schools and colleges in major towns of the country under the control of East India Company.

Printing Press as modern mass media in India came in the form of books, newspapers and magazines, pamphlets etc. The first printing press in India was established at the Jesuit St. Paul's College in Old Goa in 1556. The first Indian-owned printing press was established in Calcutta in 1780. Printing presses played a significant role in spreading Western ideas and culture in India, as well as in disseminating information about the country to the rest of the world (<https://historyflame.com/history-of-printing-press-in-india/>).

Phase I: Initial Phase of Indian Cinema (1912-1930)

Cinema was another form of modern mass media. With the screening of the Lumière and Robert Paul moving pictures in London in 1896, commercial cinematography became a worldwide sensation and these films were shown in Bombay (now Mumbai) that same year. N.G.Chitre and R .G. Torney of Bombay were the first to make a film based on a story. It was PUNDALIK, a film based on the life of a Holy man in Maharashtra, it came out in 1912 (<https://www.davuniversity.org/images/files/study-material/History%20of%20Indian%20Cinema.pdf>).

However, first silent movie in India was produced by Dhandiraj Govindraaj Phalke (popularly known as Dada Saheb Phalke). Phalke dis one-year course from J. J. School of Art, Bombay in Drawing in 1885 and in 1886 he moved to Baroda where he joined Kala Bhavan, the Faculty of Fine Arts, at the Maharaja Sayajirao University of Baroda and completed a course in Oil painting and Watercolor painting in 1890. He also achieved proficiency in architecture and modelling. In the same year, Phalke bought a film camera and started experimenting with photography, processing, and printing. In 1895, he started his career in photography at Godhara. He got protection from the Prince of Baroda but could not do much in this field. He then started the business of painting the stage curtains for the drama companies. This got him some basic training in drama production and fetched him a few minor roles in the plays. He learnt magic techniques from a German magician and at the end of 1901, Phalke began to hold the public performances of magic. In 1903, he got a job as a photographer and draftsman at the Archaeological Survey of India. However, not satisfied with the job, Phalke resigned in 1906 and set up a printing press at Lonavla under the name of "Phalke Engraving and Printing Works" with R. G. Bhandarkar as a partner. In 1911, He watched a movie at the America India Picture Palace, Girgaon, Bombay. He started collecting various film related material like catalogues, books, and movie making equipment from Europe. He bought a small film camera and reels and started showing movies at night. Phalke wished to go to London to get technical knowledge of filmmaking but had difficulties getting finances for his trip. With the help of Yashwantrao Nadkarni and Abasaheb

Chitnis, he secured a sum of ten thousand. On 1 February 1912, he boarded a ship for London. film director, producer, and screenwriter Cecil Hepworth of Walton Studios. Hepworth allowed Phalke to visit all the departments of the studio and their workings along with the demonstration of filming. At the advice of Cabourn and Hepworth, he bought Williamson camera for fifty pounds and placed an order for Kodak raw film and a perforator. Phalke stayed in London for two months and returned to India on 1 April 1912. He founded the “Phalke Films Company” on the same day. He started on the project of making a movie on a historical and mythological character “*Raja Harishchandra*” who has been a legend character of Indian Hindu mythology famous for his firm belief on the “truth” (Freedom movement leader Mahatma Gandhi was greatly influenced from his character and followed the concept of Truth in his whole life. *Raja Harishchandra* was released on 3 May 1913. In 1917, Calcutta Studio also started to release movies “*Satyavaadi Harishchandra*” (1917) and “*Keechakvadham*” (Keechak was a character of famous epic Mahabharata, killed by Bhima). “But Phalke’s Nasik studio was the first regular studio where he could also train many promising young people as film technicians. It was still the era of silent movies all over the world. Phalke produced seven silent movies, ‘*Mohini Bhasmasur*’ (1913), ‘*Satyavan Savitri*’ (1914), *Lanka Dahan* (1917), *Shri Krishna Janma* (1918), *Kalia Mardan* (1919), *Sant Namdeo* (1924) and three sound movies, *Setubandh* (1932 & 1934), and *Gangaavtaran* (1937).

During the Silent Era (1896 – 1930) over a thousand films were made in India; however, only ten of them survive, now restored and preserved in the Pune archives. Meanwhile, American and European films continued to grow in popularity, though a major source of worry for the imperial Government was that they would ‘corrupt’ Indian minds.

The silent movies were not totally silent but some background music and titles were also included to explain the scenes of the movie. Dialogue was presented through inter – titles, which were often in English, and two or three Indian languages. Almost every film had a background score, which ran through the length of film. The score was ‘live’, and helped to dramatize the narrative. Sometimes there was only a piano accompaniment, but there were several films where a violin, a harmonium, *tablas* and other musical instruments could be added. Silent movies continued in India for another decade. It is noteworthy that Phalke’s all the movies were based on Hindu religious and mythological characters and this trend was followed by most of the successful film makers. This strong socio-cultural foundation of Indian Cine Industry continued over a period of time and also became a formula of the success of the movies on box office. The following are the other movies of silent era:

Nala Damayanti (1921) and *Noor Jehan* (1923) by J. J. Madan (Madan Theatres Ltd.)

Sariandhri (1920) and *Savkari Pash* (1925) by Baburao Painter (Maharashtra Film Company)

Guna Sundari (1927) by Chandulal Shah (Ranjit Studio)

Sakuntala (1920) by Suchet Singh

Veer Abhimanu (1922) and *Anarkali* (1928) Ardeshir Irani (Star Films)

Gopal Krishna (1929) by V. Shantaram (Prabhat Film Studio)

Chandramukhi (1929) by Chandulal Shah (Ranjit Studio)

Hatim Tai(1929) by Seth Manecklal Patel

Achhut Kanya' (1936) Bombay Talkies

Street Singer (1938) by New Theatre casted K. L. Sahgal in Lead role.

Phase II: Age of Sound: Talkies

First Indian talky, "Alam Ara" was released in 1931. The movie was produced and directed by Ardeshir Irani (A Parsi). The advent of sound in Indian cinema brought the theatrical idioms to early Indian talkies. Under the influence of the Parsi theatre most of the studios started to produce filmized plays imbibing elements of the oriental and mythological subjects and costumes. The progression of the narrative through songs and dances was yet another element that was borrowed from the Parsi theatre. According to Hansen (1999: 25), Urdu was the main language used in Urdu-Parsi theatre; almost all the hundreds of Urdu dramas written were from before the 1920s. Parsi theatre was very popular in the northern India and was having popular performers like the comic actor Khurshedji Balivala and the female impersonators 'Pesu Avan'. The modes of entertainment in the 19th and 20th centuries were closely interrelated to each other. The interaction between various modes of performance like theatre, nautanki; the music recording industry and cinema made Cinema a hybrid space for the convergence of various artists and performers from different backgrounds. Many artists and film personnels who came to Bombay via the theatre route brought a vast repertoire of performance traditions to cinema which impacted the cinematic texts that were produced by them (Niazi 2021: 32).

Most of the playwrights of Parsi theatre plays were so popular that recording companies re-recorded the same songs by various singers. Although, the main narrative of the plays was in Persianized-Urdu, but the lyrics were generally written in very simple language (Hindustani*). At that time, every theatrical company had a dance-master and lyric writers on their rolls. This tradition continued in Indian talkies. Much of the phenomenal success of the Indian film was due to the popularity of music, song and dance right from the advent of the Talkies.

In the early talkie period, the influence of Parsi theatre dominated the dialogues, and the language had the artificial lilt of theatrical *betbaji* (poetic couplets). This trend continued over a period of time became the basic structure of Indian cinema. In 1936, the All-Indian Progressive Writers' Association was founded in Lucknow by Sajjad Zaheer and his fellow writers; it became one of the most important movements that shaped Urdu literary culture, giving it a critical edge that was sharpened by the discourses of decolonization. Many Urdu Progressive writers went on to work for film studios as writers, and lyricists in Bombay, Poona and Calcutta. There are innumerable memoirs, biographies on the Progressives that map these journeys of Urdu writers to film cities (Niazi 2021: 29). In 1940s, the impact of national movement can be seen on Indian Cine Industry. Prominent leader of national freedom movement M. K. Gandhi expressed his views

about the Indian Cinema in a negative manner while another leader Bal Gangadhar Tilak expressed a positive attitude towards the cinema since the days of silent movies and promoted the efforts of Phalke to make movies based on Hindu mythology. He saw this emerging new media as a vehicle of social change. During the early period of talkies, there was no playback singing. Thus, the actors had to sing their song live with musician hidden in background at the time of recording. Thus, the actors and actresses who had skill of singing were taken for acting in films. Suraiyya, Noorjahan, Shyama Devi, Surendra Nath, Shyam Kumar, Ashok Kumar, Devika Rani, Johra Bai, Amir Bai are the name of actors and actresses of that time. One legendary artist of that period was K. L. Saigal who began his career from Calcutta with New theatre. His film *Yahudi Ki Ladki* (1933) was superhit on box office. It was a Urdu/Hindi costume drama film directed by Premankur Aorthy.^[1] Produced by New Theatres Ltd. Calcutta, the cast included K. L. Saigal, Rattan Bai, Pahari Sanyal, Gul Hamid, Nawab and Kumar.^[2] The film was adapted from Agha Hashar Kashmiri's play of the same name Yahudi Ki Ladki which had been written in Bengali as *Misar Kumari*. He also wrote the screenplay and lyrics. The film saw Pankaj Mullick's debut as a Hindi music director. The dialogues were by Wajahat Mirza.^[3] The story revolves around the rivalry and revenge between the Jewish merchant Prince Ezra and the Roman priest Brutus ([https://en.wikipedia.org/wiki/Yahudi_Ki_Ladki_\(1933_film\)](https://en.wikipedia.org/wiki/Yahudi_Ki_Ladki_(1933_film))).

Saigal's association with New Theatres continued to bear fruit in the successful films *Didi* (Bengali), *President* (Hindi) in 1937, *Deshar Mati* (Bengali), *Dharti Mata* (Hindi) in 1938, *Saathi* (Bengali), *Street Singer* (Hindi) in 1938, *Dushman* (1939), *Jiban Maran* (1939) and *Zindagi* in 1940, with Saigal in the lead. There are a number of songs of this era which form the rich heritage of film music in India. Also, in *Street Singer*, Saigal rendered the song "Babul Mora Naihar Chhooto Jaye" live in front of the camera, even though playback was becoming the preferred method of singing songs in films. ([https://en.wikipedia.org/wiki/K. L. Saigal](https://en.wikipedia.org/wiki/K._L._Saigal)).

In December 1941, Saigal moved to Bombay to work with Ranjit Movietone. Here he acted and sang in a number of successful films. *Bhakta Surdas* (1942) and *Tansen* (1943) were hits during this period. The latter film is still remembered for Saigal's performance of the song "Diya Jalao" in *Raga Deepak*; in the same movie, he also sang "Sapta Suran," "Tin .. Gaa-o Saba Guni Jan" and "Room Jhoom Room Jhoom Chaal tihari". In 1944, he returned to *New Theatres* to complete *My Sister*. This film contained the songs "Do Naina Matware" and "Ae Katib-e-Taqdeer Mujhe Itna Bata De". Saigal died in his ancestral city of Jullundur (now Jalandhar) on 18 January 1947, at the age of 42. However, before his death, he was able to churn out three more hits under the baton of Naushad Ali for the film *Shahjehan* (1946). These are "Mere Sapnon Ki Rani", "Ae Dil-e-Beqaraar Jhoom" and "Jab Dil Hi Toot Gaya". *Parwana* (1947) was his last film, released after his death, in which he sang under the baton of Khawaja Khurshid Anwar. The four songs which Saigal sang in *Parwana* are: "Toot gaye sab sapne mere", "Mohabbat mein kabhi aisi bhi

haalat”, “*Jeene ka dhang sikhaae ja*”, and “*Kahin ulajh na jaana*” ([https://en.wikipedia.org/wiki/K. L. Saigal](https://en.wikipedia.org/wiki/K._L._Saigal)).

In 1947, the Indian Cine Industry, got a setback with the partition of the country on the basis of religion. A number of Muslim artists migrated to Pakistan and many Sikh and Punjabi Hindu artists left Lahore (another Centre of Film making in undivided India) and settled down in Bombay. Although, many Muslim artists remained in India and continued to work in film industry. One important change during this period was the end of studio system in which artists had to sign a contract for few years to work exclusively for a particular studio. The prevailing communal environment had compelled the film makers to change the screen name of the actors because of the fear that they will not be accepted by the audience if their real name is displayed in the casting of the film. The dominance of Urdu plays also declined with the entry of new writers. Although, a number of lyricists and Music directors belong to Muslim community were accepted with great zeal and given respect by the audience. Naushad, Khayyam, Kaifi Azmi, Sahir Ludhianwi, Majoruh Sultanpuri, Shakil Badaunwi, Hasarat Jaipuri, Shamim Jaipuri etc., had attained great success. The decades of 1950s and 1960s were dominated by the films related to social problems and nationalism and themes promoting the cause of modernity. This was a period when best films of Indian Cine Industry were produced. V. Shantaram, Raj Kapoor, Dilip Kumar (Yusuf Khan), Dev Anand, Rajendra Kumar, Sunil Dutt, Bharat Bhushan, Balraj Sahni were the leading actors and of that period. However, legacy of Parsi theatre continued in the form of dances and songs as essential elements of Bombay film industry. Urdu based ghazals and Kavvalis were still popular among the Indian masses.

The *Film and Television Institute of India (FTII)* was set up by the Government of India in 1960 in *Pune*. Almost at the same time, the National School of Drama, one of the foremost theatre training institutions in the world and the only one of its kind in India, was set up by the Sangeet Natak Akademi as one of its constituent units in 1959. In 1975, it became an independent entity. It was fully financed by the Ministry of Culture, Government of India. Training in the School is highly intensive and is based on a thorough, comprehensive, carefully planned syllabus which covers every aspect of theatre and in which theory is related to practice. As a part of their training, students are required to produce plays which are then performed before the public.

The artists produced in these institutions started to enter in Bombay Film industry in 1970s. Two important changes were brought by the artists of these two institutions. Firstly, a movement of Art Films/Parallel Cinema was started by the artists of FTII and a number of left oriented films were produced by the producers and directors like Shyam Banegal, Govind Nihalani, Prakash Jha, Girish Karnad (Ankur, Akrosh, Ardhya Satya, Chakra etc.). These were small budget films and most of them could not be hit on the box office but opened the doors for these artists in commercial films. Rajesh Khanna emerged as a superstar of the film industry in 1970s and gave a number of hit films. Script writer like Gulshan Nanda became the guarantee of a hit film. Rajesh

Khanna started the trend of stardom in Bombay Film industry. This was the time when underworld mafias were very active in Bombay. It is believed that they started to invest and control the film industry. Haji Mastan was a famous mafia don of Bombay from 1960s to early 1980s, and Karim Lala was the leader of the Pathan gang. The Bollywood was greatly influenced with the activities of these mafia dons. It is said that the iconic character (Vijay) of film *Deewar* (1975) was loosely based on Haji Mastan. This has created a new genre of "Action Films" in Bombay film industry. *Zanjeer* (1973), *Sholey* (1975), *Don* (1978), *Aparadh* (1972), *The Great Gambler* (1979), *Khun Pasina* (1977), *Adalat* (1976), *Agent Vinod* (1977), *Amar, Akbar Anthony* (1977), *Kala Patthar* (1979), *Trishul* (1978) are major action films of 1970s. *Dayavan* (1988) is a remake of the South Indian movie *Nayagan* by Ratnam, based on the life of mafia don Varadarajan Mudaliar. Directed by Ram Gopal Varma, *Company* (2002) explores the underworld, its corporatized workings, and complex web of relations.

This trend continued in Indian Film industry for next three decades and more than 100 action films did well on the box office. Script writers like Salim and Javed became topmost screen play writers of this period. Kader Khan is another name in this category. This trend has given more emphasis on violence, sex and deterioration in quality of songs, story. It is believed that at this juncture, interference of underworld dons particularly Dawood Ibrahim increased in film industry. Heroes and heroines visited Dubai to attend parties hosted by the don. In 1992, there were nationwide communal riots in the country after the demolition of disputed structure in Ayodhya. In revenge of this, in 1993, Bombay was hit by bomb blast and the investigations by the agencies found that it was planned and executed by the Dawood gang. Sanjay Dutt, an actor was arrested on the charge of helping the gang and convicted. It indicates that the underworld was able to established closed link with Indian Cine industry. The crisis in Indian cine industry deepened with the murder of famous film producer and industrialist Gulshan Kumar (1951-1997).

Gulshan Kumar was an Indian businessman, film and music producer who was the founder of the Super Cassettes Industries Limited (T-Series) music label in the Bollywood industry (Nihalani and Chatterjee, 2003:20). He founded T-Series in the 1980s and established it as a leading record label in the 1990s. Gulshan Kumar was a devoted worshipper of *Shiva* and especially *Vaishno Devi*. He sung many religious and traditional songs in favour of almost all major deities in *Hinduism*. Due to traditional faith, love and respect towards *Vaishno Devi*, he ran a free of cost meal assistance service in which free meals are offered as '*Prasad*' to all the devotees visiting *Vaishno Devi Temple*. It was first started in 1983 at *Baan Ganga* location which is situated in between of the *Vaishno Devi Temple's* pilgrimage. T-Series emerged as one of the top music labels in India with the release of *Aashiqui* in 1990.^[13] In the early 1990s T-Series was largely responsible for sparking a boom for the Indian music industry. (https://www.filmfare.com/features/top-25-films-between-the-years-1985-1994_-26676-1.html) With its music and film production, the annual earnings of T-Series grew from 20 crore (\$16 million) in 1985 to 200 crore (\$88 million) in 1991 (India Today,

January 15, 1991) and by the time of Gulshan Kumar's death in 1997, had reached 500 crore (\$140 million) (<https://www.outlookindia.com/magazine/story/the-mafia-calls-the-shots/204098>). It continues to be a major label and controls more than 60% share of the Indian music market. In international market, T-Series enjoys a turnover in excess of \$4.2 million, and exports to 24 countries across six continents. In India, it has the largest distribution network of over 2500 dealers. Gulshan Kumar Dua died in a shooting outside the Jiteshwar Mahadev Mandir, a Hindu mandir dedicated to *Lord Shiva* of which he attended daily in Jeet Nagar, Andheri West suburb of Mumbai, on 12 August 1997. He was shot 16 times. A Mumbai underworld organization called D-Company is considered to have been responsible for this assassination. The police also accused film composer Nadeem Saifi of the music duo Nadeem-Shravan of having paid for the murder due to a personal dispute and fled the country after the murder.

This suggests that there were close linkages between some of the underworld mafias and Indian cine industry personnels. A popular perception among the masses developed that After the murder of Gulshan Kumar, Cine industry surrendered to the mafias and started to work on their agenda. It has also been said by many Bollywood insiders that the industry has not only started to create false narratives through films but also involved in narcotic business of these mafias indirectly. They created a lobby in the industry and started to control the newly entered actors and actresses. Those who were not joining them were refused to give work or were eliminated. It is believed that actress Divya Bharti, Actor Sushant Singh Rajput who allegedly committed suicide, were actually eliminated by the underworld.

In 2014, there was change of power at the Centre, Shri Narendra Modi of BJP became the Prime Minister of India. A number of actors, who are said to be associated with "D-company" (a term used to indicate the mafia gang of Dawood Ibrahim, who allegedly involved in Bombay Blast of 1993 and now allegedly lives in Karachi, Pakistan; He runs his empire from Dubai and many persons from Bollywood industry used to visit his place in Dubai on certain occasions. It is also believed that he financed a number of Bollywood films and has influenced film world) had opposed Modi's candidature as PM charging him responsible for Gujarat riots. This has created a different narrative on social media in support and against Modi. A number of Film industry actors openly supported Modi (Anupam Kher, Kangana Ranawat, Ashok Pandit and many others). As a result, film industry is now divided in two categories: Supporters of Modi (very few) and those who were against Modi (a large number of industry people including left-oriented film makers, actors, and actresses).

The Power of Social Media

Social media is now becoming more and more powerful. Twitter, Instagram, Facebook, Whatsapp and You Tube are major platform of social media in India. Among these, You Tube is emerging most prominent one as a number of journalists, celebrities, retired army officers, writers, critics, Competition coaching classes teachers and many intellectuals have their channels on this

platform. A group of specialists consist of a former journalist, film maker, retired RAW officer, retired army general and others started a campaign in different parts of India by personally visiting various towns and cities and delivering speeches on issues like U/S 370 and 35 of Indian Constitution which in their opinion are discriminatory to Hindus of Kashmir. This campaign got momentum when video clips of one of the speakers whose speeches were very blunt became popular on Facebook, twitter and You tube. This has generated a collective consciousness in favour of the ruling party BJP. This kind of speeches were opposed by the Left-liberal Hindus and Fundamentalists and radical elements and they engaged in spreading counter narratives particularly against the PM and the ruling party. Naturally, supporters of opposition parties joined this kind of narratives and expressed their views on social media.

Apart from these developments, the main TV media particularly News Channels (there are more than 100 channels of Indian origin) have a number of programmes right from 5.00 pm to 10.00 pm in the debate format and invite experts from different fields to participate on issues of current interest. Panels are drawn from journalists, political analysts, (so called) Hindu and Muslim Religious Preachers, women activists, representatives of political parties, journalists from Pakistan so on depending on the nature of the subject. It has been observed that almost same set of experts are repeated daily on the same channel. Some experts appear on different channels on the same day at different timings. In the name of the debate, the anchor provokes the experts of opposite views to attack on each other to increase TRP of their channel. This kind of debates generate lot of heat and audience is also divided on the issue as per their orientation. The TV channels are also divided in their orientation. Even audience is also aware about the orientation of the TV channel, whether it is supporter of the ruling party or a critique of the ruling party or supporter of a particular party. Experts are also branded accordingly. Thus, most of the debates are futile and the audience absorb the arguments of its own choice from their favorite expert. Audience also choose TV channels to watch on this basis. In other words, the main media is not only divided but also polarized on the basis of political orientation, left or right orientation, and religious orientation.

Social media and the TV News channels are interconnected. Initially, Facebook was used to share photos, ideas and messages among the friends. In last two years most of the TV channels have their page on Facebook. They post small video clips of latest or breaking news on these pages to attract the audience. Youtubers also have their pages on twitter, Instagram and Facebook to catch a wider audience to their channel. This interconnectivity between different social media platform and the main media news channels make the social media more powerful.

You Tube today is most effective social media. Home Page and News Genre of You tube cover mainly private channels of You Tubers on variety of topics as well as video clips of the main media TV News channels. Thus, the viewer can watch channels of his/her choice here. Here also channels are divided on the above-mentioned lines and consequently audience also. The main

advantage of You Tube channel is that their discussions on a particular issue have a range of 12 minutes to 1 hour. Small clips are generally on breaking news and aimed to update their audience. They have two-three fixed live programmes daily and generally invite one subject experts on that particular issue. After 30-35 minutes they give reply of the questions raised by the audience.

In comparison to the debates on main TV news channels, the audience prefers to watch You Tube channels and understands various dimensions of the issue. Today, people spend more time on You Tube than any other social media or TV channel.

Sushant Singh Rajput Case and the Bollywood

The Indian Cine Industry faced the wrath of social media in 2020 when a young cinema actor Sushant Singh Rajput was found dead in his apartment. The state government authorities tried to suppress the case but some channels continuously raised the questions on police and the state government. Finally, the case was handed over to Central Bureau of Investigation (CBI). There was also Narcotics angle in this case and many Bollywood actors and actresses were found as regular consumers of drugs during the investigation by the Narcotics Department. For 3-4 months this issue attracted the attention of national and international media and social media. The popular public opinion was that he was murdered and some influential Bollywood celebrities and underworld were involved in the conspiracy of his murder. As the murder mystery is still unsolved many social media narrative setters launch a boycott campaign against Bollywood. However, this has damaged the image of the top celebrities of the Bollywood because of their silence on this case. There was calls to boycott the films of Bollywood on the social media but it has not having much effect as it was Corona period and theatres were closed.

Some incidents happened on national television show also widen the gulf between the majority and minority community over the dispute of Gyanwapi Temple in Varanasi. This kind of acts have raised high level of resentment among the members of the majority community. These developments have polarized the majority and the minority communities. Some of the intellectuals of the majority community decided to expose the acts of radical elements of the minority community. Those who were in the field of film making decided to make a film on the massacre of the Kashmiri Pandits in Kashmir in 1991. The film Kashmir Files was financed by some the organizations who wish to highlight this issue.

In the meantime, a number of films released by the Bollywood were boycotted by the majority community and the crisis in Bollywood deepened. The Bollywood was charged to tarnish the image of Hindu god and goddesses in their film and showing the villains in their films as a religious Hindu. You Tube channels started this campaign in their programmes and cited many examples from the films like *Sholey* and *Deewar*, *PK* etc. There are at least 50 You Tube channels engaged in this kind of discourse. These channels promote each other are interconnected.

When film *The Kashmir Files* was released it was very successful on the box office and broken all the records. Bollywood along with liberals criticized the film and denied the truth of the film and called it a propaganda film of BJP.

Recently, another film *The Kerala Story* exposed the linkages of ISIS in Kerala and how three girls were converted and sent to Syria to fight for ISIS. Again, this film was successful on the box office. The films of Bollywood are having very few audiences and unsuccessful on the box office. The majority community now wish to dismantle the Bollywood and intended to promote such films which show the gods and ideals in a positive way. A new site to establish new film industry in NOIDA (UP) has been allocated by the state govt. It seems that the crisis of the Bollywood will be more deepen in the time to come in case they continue with their present structure and attitude.

Conclusion

On the basis of above discussion, it can be said in last one century, Indian Cine Industry has passed through many phases. Beginning with silent movie era which was dominated with religious and moral value based movies, it suddenly moved to a new trend in talky era with a heavy influence of Parsi theatre which was already very popular among the masses. During middle of 20th century, national movement had some influence on movies but it was not very explicit due to the control of the Censor Board. The nationalist values and social issues reflected more in post independence period. This period can be said as a formative period of Indian cinema. Bombay became main centre of Hindi cinema after partition as Lahore base film industry also divided and persons moved from Lahore to Bombay and many Muslims left India for Pakistan. Although, many Muslims stayed back in Bombay and continued to work in Indian cinema without any problem. They were wholeheartedly accepted by the masses. However, in last two decades of 20th century, character of Bollywood films changed suddenly. Two new trends: Small Budget "Parallel or Art Cinema" and "Action Films" emerged in this period. The first one was largely oriented with leftist ideology and was overloaded with its narratives. The second one which prevailed in Commercial films highlighted sex and violence, crime in cinema. These films also started to attack on the god and goddesses of Hindu majority in very soft way. By the end of century, a division in film industry started with the murder of Gulshan Kumar who was trying to make religious films during the page of so called action films. In last two decades, political developments in India not only changed the political scenario, but also transformed the cine industry. In last one decade, social media exposure of the masses has been increased and it has emerged as a very effective and powerful media. The divided film industry is now in a crisis situation as social media is influencing the masses to make a choice of a film to be watched in theatre. Thus, we can conclude

that social media today is very powerful and is able to create, disseminate the narratives in an effective way.

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Education and Communication Technology in Era of Globalization

Roopa Rani T.S.

Abstract

The present paper is an attempt to understand the notion of globalization which has emerged as one of the most important phenomenon of the contemporary societies. However, the different authors have used it in different manners and have defined it in their own ways which resulted into a kind of camouflage in academic circles. Thus it requires a proper understanding of the concept of globalization in terms of its meaning and definition, characteristic features, dimensions, approaches, perspectives and debates regarding it. The paper is based on the review of existing literature of the theme.

Key words: *globalization, hyperglobalizers, anti-globalization, transformationalists*

Globalization and technological change processes that have accelerated in tandem over the past years have created a new global economy – Powered by technology, fueled by information and driven by knowledge. The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As you know the half life of information continues to shrink and access to information continues to grow exponentially, schools can not remain mere venues for transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather Schools must promote – Learning to Lear i.e., the acquisition of knowledge and skill that make possible continuous learning over the lifetime. – The illiterate of the 21st century, according to futurist Alvin Toffler (1970) - Will not be those who can not read and write, but those who cannot learn, Unlearn & relearn, Concerns over educational relevance and quality co-exist with the imperative of expending educational opportunities to those made most vulnerable by globalization -developing countries in general, low-income groups, girls and women

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and low skilled workers in particulars. Global changes also put pressure on all groups to constantly acquire and apply new skills. The international Labour organization defines the requirements for education and training in the new global economy simply as a – Basic education for all, —Core work skills for all and – Lifelong learning for all. In this connection, information and communication technologies (ICTS) which include radio and television, and the Internet – have been touted as potentially and powerful enabling tools for educational change and reform. When used appropriately, different ICTS are said to help expand access to education, Strengthen the relevance of education to the increasingly digital workplace, and raise education quality by, among others, helping make teaching and learning into an engaging, active process connected to real-life. However, the effective integration of ICTS into the educational system is a complex and multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part – but also curriculum and pedagogy, Institutional readiness, teacher competencies and long-term financing, among others.

Today's world is a world of information explosion. This information explosion is taking place in such a fast speed that even a literate person is feeling as if he or she is illiterate being not able to cope up with such an information explosion. Here the question arises how is one to cope up with it? The answer is, information technology (IT) that can help in coping with the information explosion of Information. Information technology (IT) is the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by micro-electronics – based combination of computing and telecommunication, The term in its modern sense first appeared in a 1958 article published in the Harvard Business Review, in which authors Leavitt and Whisler (1958) commented that – the new technology does not yet have a single established name. We shall call it information technology. It spans a wide variety of areas that include but are not limited to things such as processes, computer software, computer hardware, Programming Languages and data constructs. In short, anything that renders data, information or perceived knowledge in any visual format whatsoever, via any multimedia distribution mechanism, is considered part of the domains space known as Information Technology.

Meaning of Information Technology (IT)

Information Technology consists of two words Information and technology. If you know the two words you can understand the word information technology together. The term – Informational refers to – any communication or representation of knowledge such as facts, data or opinions in any medium or for, including textual, numerical, graphic Cartographic, narrative or audiovisual forms. Technology is the practical form of scientific knowledge or the science of application of knowledge to practical. Information Technology is any equipment or interconnected system or sub system of equipment's that is used in the acquisition, storage manipulation, management transmission or reception of data or information.

Definition of Information Technology: — Information Technology is a scientific, technological and engineering discipline and management technique used in handling the information, its application and association with social, economical and cultural matters. UNSECO – Information technology is a systemic study of artifacts that can be used to give form to facts in order to provide meaning for decision making and artifacts that can be used for organization, processing, communication and application of information – Darnton and Giacoletto (2018). From the above discussion we can conclude that information technology refers to the information processing of the software application on operating systems or hardware applications that includes computers, video, telephones and related equipment's of telecommunications, tapes, CDs etc.

Characteristics of Information Technology

Information Technology has the following Characteristics:

- Acquisition, storage, manipulation, management, transmission or reception of data or information.
- Real time access to information.
- Easy availability of updated data
- Connecting Geographically dispersed regions
- Wider range of communication media.

Concept of Communication Technology

Communication is an integral part of human existence. it is communication that decides the very identity of human beings Modern Society is turning into an information society and communication is the exchange of information. It is the process & transferring information form a Sender to a Receiver with the use of a medium in which the communication information is understood by the sender and receiver. Communication Technology implies the knowledge, skills and understanding needed to exchange information verbally or non-verbally. It is processing of information in the terms of accessing information, decoding information and sending it via a medium and changer ot the receivers. Medium or channel can be written or oral or gesture form of information through speech, action or any electronic machine.

Communication Technology is the electronic systems used for communication between individuals or groups. It facilitates communication between individuals or groups. Who are not physically present at the same location? Systems such as telephone, telex, Fax, radio, T.V. and Video are included, as well as more recent computer base technologies, including electronic data interchange and e-mail. In short, communication technology is the activity of designing and constructing and maintaining communication systems.

Concept of Instructional Technology

J. K. Galbriath (1985) in his book *The New Industrial State* has given two main characteristics of every technology. They are: Systematic application of scientific knowledge to the practical tasks and the division to the practical tasks into sections and Subsections.

Any Subject who meets these two norms of the characteristics is called Instructional Technology. Instructional Technology, today is widely accepted as the application of systems approach in the systemic design of a learning system and as a method or approach combined with the appropriate and necessary media and material to bring about improvement in teaching – learning – evaluation process. Instructional Technology is neither's technology in education nor technology of education but both and all pervasive which pervades the whole teaching learning or engineering put it should be taken as a sum total of all such aspects, which go a long way in shaping the personality of the learner in a meaningful context.

Definition of Instructional Technology

Instructional Technology is just what it sound lie, using computer, CD Rom, interactive media, modems, satellites, teleconferencing and other technological means to support learning. Instructional Technology has several different aspects. It includes the following:

- the process of designing instruction.
- the application of learning theories and styles to designing instruction
- the selection of materials and tools to design and implement a design.
- the evaluation of design
- the effective use of team work and
- the use of technology in support of the development and delivery of instruction.

According to the Association of Educational Communications and Technology (AECT) – Instructional Technology id often referred to as a part of educational technology but the use of these terms has changed over the years. While Instructional Technology covers the processes and system of learning and instruction, educational technology includes other systems used in the process of developing human capabilities.

Nature of Instructional Technology

- Its basis is science
- It studies the effect of science and technology upon education.
- It is a continuous, dynamic, progressive & effect producing method.
- It develops new concepts like programmed learning, microteaching, Simulated teaching, video tape, projector and computer etc.
- It accepts school as a system.
- It cannot solve each an every problem of education. It can be used successfully in teaching and instructional system only.
- It cannot replace the teacher

Characteristics of Instructional Technology

- It is helpful in achieving cognitive objectives.
- It can meet the shortage of effective teachers

- With its help, the purpose can learn according to his needs and speed.
- It can control the individual differences.
- Analysis of contents in depth is carried out in this technology.

Meaning of “Educational Technology”

Words are of little interest in themselves but they do indicate change in thinking. Once the climate of opinion is right, one may arrive at the word “Educational Technology” by different routes. One route starts from audio-visual aids! At first sight, it would appear that teaching machines could go under this heading; but those who work with teaching machines emphasize the importance of programs rather than machinery. Hence the heading has to become audio-visual aids and programmed instruction, an odd pairing since some forms of programmed instructions use only the printed page. The new term “educational technology” suggests itself and it may be used to refer to a little beyond the use of equipment’s and techniques that are associated with equipment’s. On the other route, starting from programmed instruction, a wider conception of educational technology tends to be reached. It is difficult to keep programmed instruction within narrow bounds. Programmed instruction begins to look as though it is a part of something larger and this is educational or instructional technology. Programmed instruction emphasizes that the aims of teaching should be analyzed, the methods of accomplishing them made explicit and the effects assessed as precisely as possible. These basic ideas are applicable to the systems of instruction that do not necessarily include the use of teaching machines.

The term “technology”, as Ofiesh (1964) observes, implies the application of science to art. When we apply the science of learning and communication to teaching, we evolve a technology, i.e., the technology of instruction. In modern education, we can witness the impact of two forces; one, of physical science and electronics and the other, of behavioural sciences, operating on the process of instruction. Both these forces have contributed to the evolution and growth of educational technology. Fig. 1.1, 1.2 and 1.3 makes the concept clear. The interaction of physical sciences with education provides us with traditional aids, tools and hardware’s such as paper, ink, books, radios, lin-guaphones, films, etc. and more sophisticated modern hardware like electronic computers, space satellites, language laboratories etc. The interaction of behavioural sciences with education has generated a new concept and new technique of programmed learning or automated instruction.

Programmed Learning and Education Technology

Educational technology can be regarded, as the application of systematic knowledge about learning and instruction to teaching and training with the aim of improving their quality and efficiency. For this reason, a wide range of presentation, control and feedback devices may be employed such as teaching machines, stimulators and computers. It should, however, be emphasized that techniques such as critical path analysis, curriculum development methods and task analysis are essential components as well as the hardware system. In fact, as long as

programmed learning co-ordinates these techniques, it is woven into the fabric of educational technology. The point is that it is not merely a system of presentation, a particular technique or a set of principles; it is a methodology for discovering an efficient means of organizing learning situations to attain specified objectives. Looked at from another point of view, the job of the programmer can be regarded as that of providing appropriate opportunities for the pupils to learn. It is his task to discover what these may be and to arrange the environment of learning, as far as he is able to optimize these opportunities. He will, for example, have to determine in some cases whether simulation is as useful as the real thing in some learning situations. Programmed learning, though wide in scope, is only a part of the broader concept of educational technology which must include many areas such as the problem of innovation, resources of learning, standardization and compatibility of system components, the training of personnel, education productivity and the design of educational plant. If educational technology possesses any value at all, it is vital that the teachers in training shall be introduced to its philosophy and techniques. In fact, there are two meanings attached to the definition of the term "educational technology." One meaning refers to the detailed application of psychology of learning to practical teaching problems. The second meaning refers to the application of engineering principles in the development of electromechanical equipment's of such devices – pictures, tape-recorders, computers etc. These two meanings of educational technology interact in the design and use of equipment to provide control over the learning situation, a rich array of stimulus materials (e.g., films) and interaction between responses of the learner and the presentation of instructional material. However, the correct meaning of the term "educational technology" had been differentiated by Lumsdaine by using two different symbols: ET-1, ET-2, 'ET-1' refers to the application of technology to instrumentation useful to the process of teaching. This meaning in its essence is a hardware approach. It stresses the need to develop and use audio-visual aids for teaching. Due to this concept, the process of teaching is mechanized through production and use of teaching aids. ET-2 means the application of scientific principles to instruction and hence the emphasis is on objectives and performance. It is the software aspect. All programmed learning materials and teaching machines come under this. Educational Technology is thus the application of scientific knowledge about learning and conditions of learning to improve the effectiveness of teaching and learning.

Nature of Educational Technology

So far no one is universally agreed upon the definition of the term "education technology." For most people the term brings to mind such electronic gadgetry as film projectors, tape recorder, television sets and micro-computers used as teaching tools. Other people add such nonelectrical instructional materials as books, photographs and charts. Still others subscribe to a definition that includes not only items used in teaching but also equipment's used in educational administration – keeping student's records on the micro film, communicating between schools by radio, correcting entrance examination papers with the aid of a computer and the like. In effect, educational

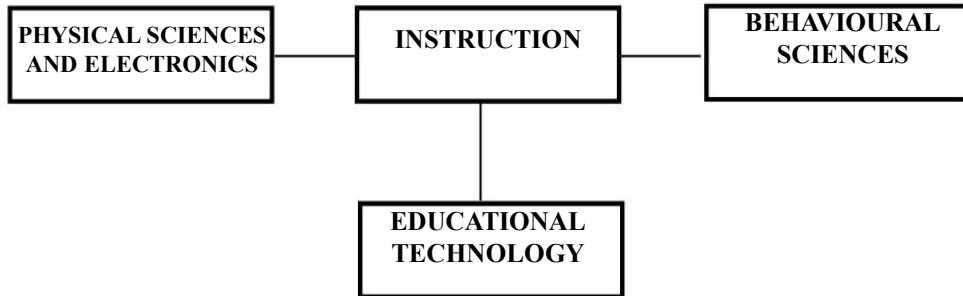


Fig. 1.1

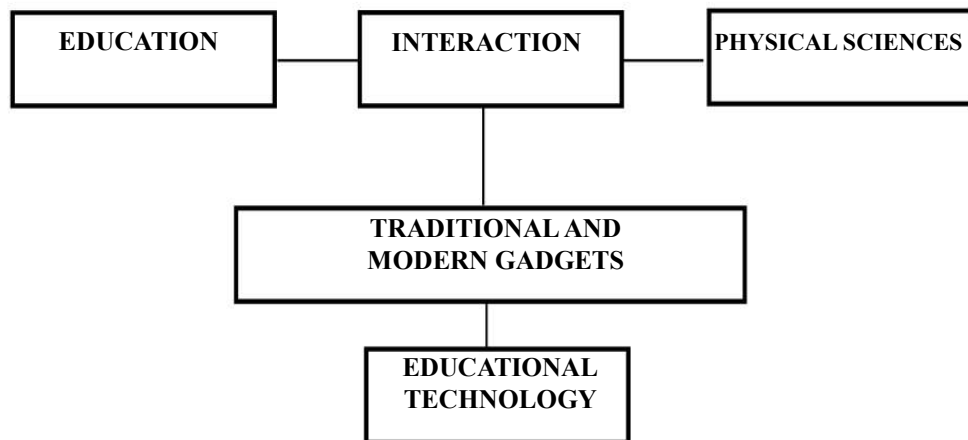


Fig. 1.2

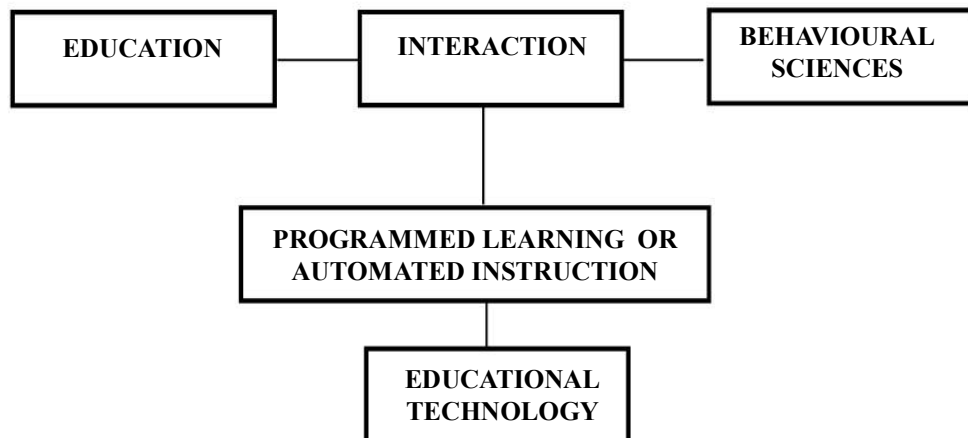


Fig. 1.3

technology can mean different things to different people. Even those who have specialized in this field have failed to arrive at a proper definition. However, in an attempt to satisfy everyone, the Association for Educational Communications and Technology in the United States have come to the following definition: "Educational Technology in the United States have come to the following definition: "Educational technology is a complex integrated process involving people, procedures, ideas, devices and organization for analyzing problems and devising, implementing, evaluating and managing solutions to those problems involved in all aspects of learning."

Extensive use of educational technology requires a left of change on the part of the teacher. This is because some technologies are not accepted or only partly accepted because they require too many adjustments of traditional methods of instruction or administration. Frequently, teachers avoid attempting a new instructional technique because it requires too much from them' in energy, time, patience or skill to become adept in its Use. Altering old leaching habits in order to master new ones entails not only the expenditure of energy but also the risk of a teacher looking foolish by committing embarrassing errors when attempting new techniques in the classroom. In addition, teachers who have traditionally perceived themselves as classroom's chief performers – lecturing, conducting recitations, leading class discussion – can feel demoted to a less prestigious educational role when they are asked to have dreading materials, radio, television or computers to deliver the content of lessons. Thus the amount of change required in the existing habits and the fear of failure or of decreased prestige can affect the teacher's willingness to accept a new technology. Electronic equipment may frighten teachers with its apparent complexity. At least a part of this fear comes from the expectation that something may go wrong during the lesson, making the teacher appear inept or unable to control the teaching situation. To utilize educational television (ETV), many teachers think that much training equipment and general reevaluation of teaching goals and activities would be required. However, such fears are baseless. The evolution of technology has in fact ushered in a kind of revolution in our occupational, social and educational world. But it seems a little awkward to observe that whereas the contribution of some king of technology is visibly felt in respect of the operation of our hospitals, factories, farms and offices, our classrooms have remained a unique example of backwardness by remaining insensitive to the technological inputs and their⁴ influences. The reasons for this are not far to seek. Our teacher and via him/her the processes of educational resource generation have not properly assimilated or understood the importance and relevance of technology for the classroom. Also, the overall ecology of the formal educational system is responsible to a considerable extent for this state of affairs. Earlier educators used to advocate the use of audio-visual aids in the process of teaching in addition to supplementary aids such as pictures, charts, maps models and various audio-aids. Gradually, the emphasis shifted to the employment of costly gadgets such as video and computers and now the multi-media approach. In brief, it may then be said that the entire principle of

educational technology lies in the: (1) Use of a broad range of resources; (2) Emphasis on individualized learning; and (3) Emphasis on systems approach to education,

Scope of Education Technology

By taking into consideration the usefulness of educational technology in all branches of education, one dare not deny the vastness of its scope. It modifies the learner's environment through the various techniques of presentation, arrangement of learning activities and organization of physical surroundings. The very purpose of educational technology is to facilitate and improve the quality of human learning. It is concerned with achieving the goals – of maintaining internal discipline, adapting to its environment etc. For solving the varied problems of education successfully, educational technology consisting of various media of mass communication, suitable child learning processes, and modern testing and evaluation techniques are essential. Especially in developing countries like India, it has to be mastered and utilized by educationists if they are to keep pace with each other and catch up with the developed nations. As such both quantitative expansion and qualitative improvement of education can be facilitated and accelerated with the help of educational technology. Today, technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available. Educational technology is conceptualized audio-visual aids. What can it achieve most? Only to improve the quality of message and if it is taken in the form of problem-oriented technique, then its main concern will be the production of teaching-learning material. But both these meanings make the scope limited because educational technology is also concerned with the management and organization of man and material both, so that they achieve the specific objectives of planning and organization of man and material both, so that they achieve the specific objectives of planning and implementation. Educational technology is concerned with providing appropriately designed learning situations, which hold in view the objectives of teaching. It modifies the learner's environment through the varied techniques of presentation, arrangement of learning activities and organization of social and physical surroundings. The purpose of educational technology is to improve the quality of human learning. The uniqueness of educational technology is characterized as: (1) Use of a broad range of resources of: learning; (2) Emphasis on individualized learning; and (3) Use of systems approach. The effectiveness of educational technology depends on; (1) Ability to achieve goals; (2) To maintain itself internally; and (3) To adapt to its environment.

Educational technology is concerned with the disciplined and systematic approach to education and training. It is a sort of investment in national development. employment structures can be neatly geared to make the best need of development. The entire educational system is educational technology has become very vast.

Technology includes: - (1) Preparing pupils for learning experience; (2) Reinforcing their values while pupils are sharing the ex-perience; (3) Relating the experience with the lesson and thus

stimulating further learning. However, the factors responsible for the progress of educational technology are: (1) Student flood due to population explosion: (2) Acute resource scarcities: (3) Rising costs: (4) Unsuitability of output. Hence there must be a focus on relationship of things between the various levels and internal working parts between the educational system and the environment. There is a heavy stress on innovation to achieve the needed improvements and adjustments. This requires modernization in educational management, modernization of teachers, of learning processes, strengthening of educational finance and emphasis on non-formal education. If educational technology will not cater to individualized learning, then there will be no individual development and social progress.

Information and Communication Technology in Education

“Globalization and technological changes have created a new global economy powered by technology, fueled by information and driven by knowledge” (Boruah, N. 2022). The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the access to information continues to grow rapidly, schools cannot be contented with the limited knowledge to be transmitted in a fixed period of time, They have to become compatible to the ever expanding knowledge and also be equipped with the technology do deal with this knowledge.

Information and communication technologies (ICTs) – Which include radio and television, as well as newer digital technologies such as computer and the Internet – have been proven as potentially powerful tools for educational change and reform. When used appropriately, different ICTs can help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by helping make teaching and learning into an active process connected to real life.

Definitions

“ICT stand for information and communication technologies and is defined, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” “ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching – learning processes in addition to personal use.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. “ICT is that technology which uses the information to meet human need or purposes including processing and exchanging.” “Information and communications technology (ICT) in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education.” All these definitions combine Communication technology and Information technology that have thin line between them but cannot do away without each other. When these technologies are applied in the field of education, it is termed as ICT in education.

The term too can be used as the connotation to the term Educational; technology because it also uses any hardware and software approaches that can enhance yield better learning outcomes. In the era of Computer technology, the term ICT mainly focuses on the infrastructure, devices and sources of computer technology and thus it is imperative to discuss about the use of ICT in education by focusing mainly on Computer based technology.

Characteristics of ICT in Education

ICT in education is any hardware and software technology that contribute in the educational information processing. In the context of present era, ICT mainly comprises of Computer technology with its hardware, like, Personal computer machine, infrastructure required for setting up Internet facility and also software like, CD ROM including various programme packages, e-learning strategies etc. ICT in education is any Information Technology that focuses on the acquisition, storage, manipulation, management, transmission or reception of data required for the educational purpose. For example, the information about student's records, their admissions, updates of their auricular and co-curricular activities. ICT in education is any technology that deals with the exchange of information or in other words communication in the teaching learning process. Uses of Electronic learning technology like, Teleconferencing, power point presentations, CD ROM are Communication Technology which is the part of ICT. ICT in education is any educational technology that is applied in the educational process. It encompasses Hardware approach like use of machine and materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software. Different software package for the use in different department of education; e.g., library software, administration software, software related to managing the entire teaching learning process. ICT in education is the support material in the hand of the human resource involved in the educational process in order to enhance the quality of education. ICT in education comprises of the application of science of On-line, Offline learning with the help of the computer technology.

Uses of Education

ICT is being utilized in every part of life. Due to the increasing importance of the computer, students-the future citizen cannot afford to keep themselves aloof from this potential medium. In education, use of ICT has become imperative to improve the efficiency and effectiveness at all levels and both formal and non-formal settings. Education even at school stage has to provide computer instruction. Profound technical knowledge and positive attitude towards this technology are the essential prerequisites for the successful citizens of the coming decades. It can be used for the following purposes: -

- To broadcast material, online facility or CD-ROM can be used as sources of information in different subjects;
- To facilitate communication for pupils with special needs;

- To use electronic toys to develop spatial awareness and psycho-motor control:
- To use the Online resource like, email, Chat, discussion forum to support collaborative writing and sharing of information.
- To facilitate video-conferencing or other form of Tele conferencing to involve wide range of students from distant Geographic areas.
- For Blended learning by combining conventional classroom learning with E-leaning learning systems
- To process administrative and assessment data.
- To exchange and share ideas-among teachers for the professional growth.
- To carry out internet-based research to enhance, educational process

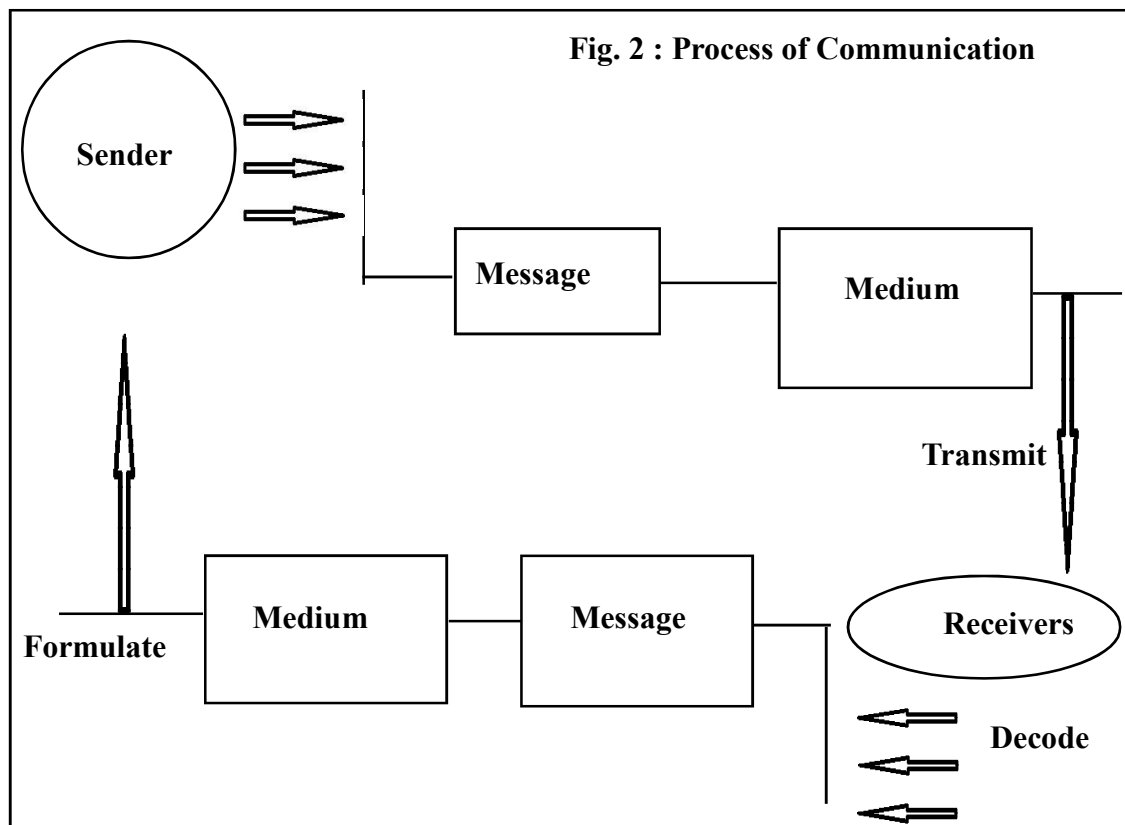
Advantages of the Use of ICT in Education

ICT encompasses all those gadgets that deal with the processing of information for better and effective communication. In education, communication process takes place between teachers, students, management and administrative personnel which requires plenty of data to be stored for retrieval as and when required, to be disseminated or transmitted in the desired format. The hardware and software like OHP, Television, Radio, Computers and related software are used in the educational process. However, ICT today is mostly focused on the use of Computer technology for processing the data. In this context, advantages of ICT in education can be listed down as follows:

- **Quick access to information:** - Information can be accessed in seconds by connecting to internet and surfing through Web pages.
- **Easy availability of updated data:** - Sitting at home or at any comfortable place the desired information can be accessed easily. This helps the students to learn the updated content. Teachers too can keep themselves abreast of the latest teaching learning strategies and related technologies.
- **Connecting Geographically dispersed regions:** - With the advancement of ICT, education does not remain restricted within four walls of the educational institutions. Students from different parts of the world can learn together by using online, offline resources. This would result in the enriching learning experience. Such collaborative learning can result in developing... * divergent thinking ability in students, * Global perspectives * respect for varied nature of human life and acculturation, * Facilitation of learning

ICT has contributed in shifting the focus on learning than teaching. ICT helps students to explore knowledge to learn the content through self-study. Teacher can help the student by ensuring the right direction towards effective learning. Situational learning, programmed learning, many Online learning courses are some of the example of self-learning strategies that are being utilized with the help of ICT.

- **Catering to the Individual differences:** -- ICT can contribute in catering to individual needs of the students as per their capabilities and interest. Crowded class rooms have always been a challenge for the teacher to consider the needs of every student in the class.
- **Wider range of communication media:** -- With the advent of ICT, different means of communication are being introduced in the teaching learning process. Offline learning, on line learning, blended learning is some of the resource that can be used in educational institutions. Collaborative learning, with the real society. This can ensure the applicability of knowledge.
- **Wider learning opportunities for pupils:** - Application of latest ICT in education has provided many options to the learners to opt for the course of their choices. Many Online courses are available for them to select any as per their aptitude and interest. Students can evaluate their own progress through different quizzes, ready to use Online tests. This can ensure fulfillment of the employment required in the job market thus minimizing the problem of unemployment. It can also provide more efficient and effective citizens to the society as per the changing needs.



Information and Communication Technology (or ICT) has come a long way since its inception which is parallel to the evolution of human kind. The need to communicate or share own viewpoints, feelings gave birth to this technology in the form of script, gestures and body movement. As man started his journey towards modernization ICT too became enriched with the newer technologies ranging from print media, simple audio, video gadgets to the latest one, that is computer technology. This advanced Technology is fast becoming an integral and inevitable part of every aspect of life. A very important and core element of Computer technology is Internet. There are many uses of Internet in Education which can be as follows:

- Instructional materials can be made available to students online. E.G. Written material, Various presentations, assignments can be given to students. even the instruction too can convey to students via internet.
- The learner gets the scope of learning desired course anywhere anytime thereby making learning more flexible, interesting and meaningful.
- Internet also helps in removing the age restrictions. The learner ranging from young lots to the adults can enhance their learning as per their needs.
- Online conferences can be organized online for the learners form distant places having common interest. The learning that requires prior preparation also can be provided through internet with the loads of instructional material available online.
- Research work also can be carried out by both the learners as well as teachers with the help of e-library, topical data bases on World Wide Web.
- Individualized as well as group methods can be applied online with the help of varied internet tools like e-mail, discussion forum, Chat rooms, WWW etc.
- The Internet is a revolution in the field of technology that has changed the entire pattern of education and has provided a storehouse of knowledge for the learners to explore for enriching learning experience.

The computer technology is fast being adapted widely in the educational institutions. E-learning is the concept used in education related to the computer technology, according to Brandon Hall Group ([www. brandonhall.com](http://www.brandonhall.com)) E-Learning is the instruction that is delivered electronically, in part or wholly via a Web browser, through the Internet or an intranet, or through multimedia platforms such as CD-ROM or DVD. There are two forms of e-learning, that is online e-learning and offline e-learning. These two forms are categorized on the basis of the Internet. In this context, online learning can be facilitated when the computer is connected to Internet. On the other hand, when the learner studies with the help of computer technology in the absence of Internet connection, then it is offline learning.

Education as a Process of Communication

Communication is the process of transmission of information of an originator to a receiver by means of the use of a message that it goes from one to another across a channel. The function of communication is to ensure that every member involved in communication knows what is expected. Good communication is critical in ensuring coordination and control of individuals and groups. Good communication ensures a person to know what is expected of him, that the appropriate person receives the correct information and that there is coordination within the group.

Process of Communication: - There are five elements involved in the process of communication as follows:

The source (encoder or sender) prepares and sends a message to the receiver that can be accurately decoded. **This message is** the actual product of the source or encoder. **The Channel** is the medium that conveys the message. **The receiver (decoder)**, upon receiving the message, translates it into meaning. **Feedback** is verbal and nonverbal evidence that the message has been received. **In education it can be explained as follows:** The teacher (the source) Prepares the educational information by encoding it and converting it into the message (treated content matter) and sends it via a medium (Verbal words or non-verbal means like pictures etc.) to the receivers (Students). Students after receiving the message decode it or translate it into meaning which is sent back to the teacher as feedback. (Answering the question or nodding etc.)

(<http://www.stfrancis.edu/ba/ghkickul/stuwebs/btopics/works/comproc.htm>).

Symbolic representation of Process of communication is shown in Fig. 2. Internet if considered as a channel of educational communication, other four elements of the communication process have to be molded to suit the channel. Sender has to be the facilitator of learning than the teacher. Message can be in the form of digital language or the multimedia audio, video clips, software etc. The receivers are learners not restricted to only one place bound by four walls but from all over the world. The feedback again would be digital language, software etc. Let us discuss each mode in detail.

Synchronous e-Learning

Synchronous is defined as "occurring at the same time". Synchronous e-Learning infers that the instructor and the learner interact with each other and the course content simultaneously even if both are at geographically dispersed locations. Such virtual presence is the major feature of synchronous online mode of Communication. Virtual presence stands for the presence through images or through hearing or through texting but not physical presence in the face-to-face situation. In this digital mode, learners and instructor make comments and ask/answer questions. Comment or discuss that can be viewed by all participants virtually present at geographically different places. Just as in the face-to-face situation, the use of different instructional materials, techniques like Broadcast of learning with slide show, audio, and video capabilities is possible online.

Asynchronous Learning

Asynchronous means not occurring at the same time. Asynchronous e-learning is the learning in distance in time where trainers and trainees never meet. For example, courses are distributed via the internet and communication via e-mail only, taking a self-paced course, exchanging e-mail message with a mentor and posting message about a topic to a discussion group. It is a type of two ways communication that occurs with a time delay. It allows both originator and recipient of communication to respond at his own convenience. Electronic bulletin boards like newgroups; forums etc. are good example of asynchronous communication.

Earlier distance education course delivered through post were the only form of Asynchronous learning. With the advent of the internet, asynchronous learning has developed into a new form. Now it combines online coursework or coursework delivered via CD-ROM with classroom instructions which gives students a hybrid learning (blended learning) form. From elementary schools to post-secondary colleges and universities are incorporating asynchronous learning. Through Asynchronous learning, classroom learning can be supplemented with additional information like online lecture notes, multi-media presentation of course material, links to the websites related to the course material, anytime query to teachers or feedback from teachers, ease to access information at once convenience, online group discussions with other students or faculty members etc. Biggest advantage of Asynchronous learning is that, students don't need to gather at some place, at some particular time to acquire education. They can choose their own instructional time frame and place and acquire learning materials according to their schedule and learning ability.

Educational Portal

The term Portal literary means Gateway or entrance. Educational portals by this meaning implies a channel to access education related different resource. This term is popularized mainly in Internet based education. Educational Portal is defined by a few key characteristics. It serves as search engines or that categories information into various meaningful groups as per the educational needs. It assists a user searching for a particular item sift through the endless sources of information, E.g., like Yahoo, Google initially started initially as Search engines. But as time progressed, they have included e-mail, chat functions, instant messaging, and even personalized service. Worldwide Web site too can be termed as a can be a major starting site or the gateway or the portal for user when they get connected to the Web to visit site of their choice. There are *general portals and specialized or niche portals*. Some major general portals include Yahoo, Excite, Netscape, Lycos, CNET, Microsoft Network, and America Online is AOL.com. Examples of niche portals include Garden.com (for gardenerers), Fool.com (for investors), and SearchNetworking.com (for network administrators), Education.com (for Educationists and learners) A number of large access providers offer portals to the Web for their own user. Most portals have adopted the Yahoo style of content categories with a text-intensive, faster loading page that visitors will find easy to

use and to return to. Typical services offered by portal sites include a directory of Web sites, a facility to search for other sites, e-mail and sometimes a community forum.

This term as is obvious from this description, originated in commercial circles. An Educational Portal too has been developed to address the needs of the educational community and to foster the adoption of Information Society Technologies which is the need of the time. It provides various online community facilities and access to educational resources for supporting collaboration, assistive or self-learning and teaching practices or in short e-learning. Most of the users view WWW as the only portal. But it is not limited to WWW as viewed by most of the internet users as it can be expanded to include e-mail services, chat rooms and other Internet applications which are not dependent on the Web. The Objectives of Educational portals can be as follow:

Objectives

To bridge the gap among students, educators, parents and administration, in order to increase interactivity and communication and to facilitate collaborative work and research.

To enhance student's awareness and exploration of educational resources available in the Web, and thereby create opportunities for the students to increase their learning potential.

To increase the use of the Web by students and teacher and thereby foster further adoption of Information Society ideals within the educational community.

These objectives of educational portal can be achieved effectively with the help of its target groups.

Students and Teachers – Educational portals can be great help in Learning and teaching through the available educational to enhance cooperative, collaborative as well as individualized learning, Communication portal facilities can be used effectively for this purpose.

Parents – The Educational Portal provides parents scope to access information related to educational activities, school contact information, course curricula and schedules, etc. They also can communicate with other stakeholders within the local educational community.

Administrations of Schools and Educational Services – The portal provides facilities for the management and structured presentation of information regarding all schools and educational services.

Use of Educational Portals

Digital Library

Through the Digital Library of the educational portal, users may gain access to various educational resources. The provided educational resources can include, but articles and publications, tests and exams, teaching instructions and guidelines, and in general useful and practical educational material. Every educational portal as per its set objective create, access provides information to its target users.

Special Interest Forums

A number of online educational communities of special interest can be established through the portal's forum facilities as a means for collaboration and communication among the portal users. Users can propose discussion topic and participate in evolving discussions via synchronous or Asynchronous modes of e-learning. BLOGS, Group Chat rooms, Tele conferencing etc. can be used for group activities. In this way, the portal provides the opportunity to specific groups of users to participate in private exchanges of ideas, opinions and experiences related to intended course content.

Announcement Board

This facility allows wide dissemination of latest news and information on educational topics, as well as access to the archives of all past announcements. The learners also can be informed about the coming educational activities. Time table for the course of action, Lecture announcements, assignments etc. can be conveyed to learners through such announcement Boards.

Advanced Search Facilities

Users can use various search facilities which can be keyword-based or parameter-based to retrieve information regarding all the available portal content like digital library resources, posted messages, announcements, etc. The learner can be directed to use these facilities in the form of assignments or some individual or group activities.

Administration Tools

The portal provides an integrated content management system for organizing and facilitating the collaborative creation and update of ever-changing content. Maintenance of each learner's study record, Generation of study material and managing testing and reporting procedure as per individual difference are some of the features provided by educational portals.

Learning Activity:

Find out the Some General Portals and Niche Portals and collect information about the typical characteristics of these two types of educational portals by identifying the common features. Connect to moodle.com, wiziq.com educational portals and find out what facilities they provide to Teachers as well as Learners.

Online Evaluation System. An Online Examination is one where in a student answers his/her exam on the computer and submits his answers. The submitted answers are evaluated by the examination software and the results are available immediately. This saves the evaluation time. Besides this a large number of details like examination trends can be made available immediately if required. Let us understand how it works. The Online examination Software has several modules in it. E.g., student's details module, student authorization module, subjects and questions management, question paper management, evaluation system and generation of results as well

as student answer books. All these modules are sub-programmes of the entire online evaluation system.

Conclusion

The Internet technology is here to stay and every stakeholder in the education field is expected to master it in order to sustain in the knowledge society and fast pace of the world of work. The teacher's role too has changed to that of a facilitator of learning. Self-learning is fast becoming inevitable. Educational institutions are equipping themselves to match the fast-changing pattern of education system. They are becoming technology savvy. Parents too need to provide all the technological support to their wards in order to enable them to learn by using online learning resources from the places of their convenience.

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Globalization and A New World Order: Emerging Concerns

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Book Review

Frank J. Lechner and John Boli (eds) (2004) *The Globalization Reader*, Blackwell Publishing Ltd. pp.

This is a fully updated, wide ranging and thought-provoking book which aims to describe and explain the course of globalisation and the shape of its outcomes. As pointed out in the general introduction, the *Globalisation Reader* tries to answer to a set of general questions: 'What does globalisation involve? Is globalisation new? Is globalisation driven by the expanding market? Does globalisation make the world more homogeneous? Does globalisation determine local events? Is globalisation harmful? What does globalisation mean?' (pp. 1–4). The volume successfully answers to these questions by exhaustively combining theory with empirical studies of how global processes operate.

The volume is structured in **ten parts** each one consisting on a brief introduction by the editors, sixty selections or excerpts from well-known voices on the globalisation debate and a number of questions about the main concepts developed and compiled at the end of each part. Regarding its contents, three main general sections could be distinguished: a first one which addresses the debates, explanations and experiences of globalisation (parts I to III); a second one focussed on the main dimensions of globalisation: economic, political and cultural (parts IV to VIII); and a third one dealing with the major changes and resistances to globalisation (parts IX and X).

Part I. Debating globalisation, aims to 'illustrate the major positions in the global debate about the merits and direction of globalisation' (p. 7) by paying attention to both the benefits and unjust consequences that globalisation poses. The readings in this part indicate a global common consciousness about globalisation, though not, as the editors point out, a global consensus (p. 8). This is clearly expressed in the contrasting views on globalisation processes stated by J. Micklethwait and A. Wooldrige in the *Hidden promise* as compared to S. Huntington's argument about the clash of civilizations. Particularly interesting in this part are the fears expressed B. Barber on the expansion of the so-called *McWorld* and J. Gray's severe criticism on the expansion of an unsustainable global free market. A. Sen's more reflexive and conciliatory writing sums up the inadequacy of judging globalisation as a totally perverse or as a fully profitable phenomenon.

Part II. Explaining globalisation advances the different available accounts of globalisation connecting them through a hypothetical question: 'how would a newly discovered island society be incorporated into world society?' (p. 54). The editors point out that four major explanations have been developed so far about how this incorporation could take place: *through economic exploitation, political agreements and alliances, institutional reform or through self-reûexive cultural identiûcation* (pp. 55-56). Each of these explanations is linked to a well-deûned corpus of knowledge, namely, the World System Theory; the Neorealism/Neoliberal Institutionalism; the World Polity Theory and the World Culture Theory. Readings in this part range from the more structural and macro analysis of I. Wallerstein to the more socio-cultural analysis by A. Appadurai or U. Hannerz.

While part I and II offer a collective and institutionalised point of view on globalisation, **Part III.** Experiencing globalisation addresses it from an individual lived dimension. This part highlights that *globalisation is not a one-way process and that people participate and respond to it in many different ways* (p. 120). The experience of globalisation is explored by dealing for example with changes in diet, tastes and music (see J.L. Watson), the expansion of formal education as a world institution (see Bruce Fuller) the experience of travelling beyond communities (see M. Albrow) or the analysis of the identity struggles performed to become a 'global citizen' (see T. D. Taylor).

Globalisation is approached in its complex nature and multiple dimensions in parts IV to VIII. **Part IV.** Economic dimensions of globalisation, pays special attention to both, the practices and networks of production, distribution and consumption of commodities and to the revision of central concepts in the economic usages of the term globalisation. Excerpts include among others, the work of M. Korzeniewick; W. Greider; David Dollar and Aart Kraay, Mary Robinson, Oxfam, D. Henderson and J. E. Stiglitz's provocative reûection on Globalism's Discontents.

The debate on the Political dimension of globalisation is divided in Parts V and VI. **Part V.** examines the demise of the nation-state with K. Ohmae's work and it offers an analysis of authority by S. Strange, of global organised crime, tensions and partisan politics by D. Rodrik and G. Garret among others and the role of state in the age of globalization (Kofi Annan).

Part VI. Reorganising the world studies the impact of international nongovernmental organisations (INGOs), global social movements and international conferences on world politics and global governance (p. 247). Selections in this part offer a stimulating general overview on the principles of action and relations among INGOs as well as some revealing ethnographic accounts (see N. Berkovitch).

Parts VII and VIII. Cultural dimensions of globalisation are centred upon the role of the media and the role of religion in shaping globalisation. In these parts notions of cultural diversity, cultural uniformity and cultural imperialism are brought to the fore in sophisticated analyses as those by J. Tomlinson, H. Tyrrell, S. MacBride & C. Roach, J. Sinclair, E. Jacka & S. Cunningham. The Islamic Revolution, Fundamentalism, Catholithism or Pentecostalism are studied in their

connections to global changes and emerging forces by authors as M. K. Pasha, B. Tibi, A. E. Mayer, F. J. Lechner, S. Haeri and S. Rushdie.

The two last parts of the volume, Part. IX Changing world society and Part. X Resisting Globalisation, approach the changing practices and imaginaries that contribute to think and act in the globe as if we were all dwelling in one world.

Part IX focuses on environmentalism as one of the best examples of how a global consciousness has been generated while **Part X** begins with a provocative paragraph of the editors stating that to some extent, globalisation now is what its critics make of it. Selections in these parts include UN international agendas and the writings of P. Wapner, M. E. Keck, K. Sikkink, A. Abrash, W. Sachs as well as writings that invariably invite us to construct a better world through what has been called 'other-globalisation' (see Subcomandante Marcos, G. Esteva, M S Prakash, J. Harding and V. Shiva).

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